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U.S. Department of Education

Office of Post Secondary Education Center for International Education

**National Resource Center And**

**Foreign Language and Area Studies Fellowships**

Title VI, Higher Education Act of 1965, as amended

**Proposal for Grant Project Period 2022 - 2026**



Institute for South Asia Studies University of California, Berkeley

# COMMITMENT TO THE SUBJECT AREA

* 1. **Institution provides financial and other support to the Center, teaching staff, library resources, linkages with institutions abroad, outreach activities, and qualified students related to the Center:** Our National Resource Center’s (NRC) mission is carried out through the Institute for South Asia Studies (ISAS), the hub of the South Asia program at the University of California, Berkeley (UCB). One of the world's leading institutes for research and programs on South Asia, ISAS works with faculty members, graduate and undergraduate students, K-14 institutions, community members, private companies, non-profit organizations, and universities in the US, Europe and South Asia, to deepen understanding of the region and to nurture new generations of scholars of South Asia. ISAS includes 80+ affiliated faculty, as well as associated academic, professional employees, and part-time staff.

ISAS was formerly the Center for South Asia Studies (CSAS). Its advancement to the status of an Institute in 2014 was promoted by the University Academic Senate and the Vice Chancellor for Research’s Office (VCRO) and highlights widespread campus recognition for a program that is both innovative and critical to promoting research, teaching, and community service across the disciplines and professions

(Appendix 4). This significant expansion into an Institute was complemented by two intellectual transformations over the last two Title VI cycles. First, ISAS has transitioned from a dominant focus on India toward a vigorously interregional understanding of South Asia that incorporates a particular

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| **Table A.1 UCB Institutional Commitment to**  **South Asian Studies, 2020-21** | |
| **Category** | **Support** |
| Administrative staff | $620,000 |
| South Asian Language Faculty | $600,000 |
| Non-Language Faculty | $4,940,000 |
| Library Personnel | $700,000 |
| Language Support Staff | $280,000 |
| Outreach Staff | $200,000 |
| Fellowship and Student Aid | $4,150,000 |
| **Total University Commitment** | **$11,490,000** |

interest in Pakistan, Bangladesh, and Nepal. Second, ISAS has transitioned from primarily supporting research in Social Sciences and Humanities to integrating its strengths in these areas with applied research in professional fields including Engineering, Business, Public Policy, Information Science, Urban Planning, Journalism, Law, and Public Health.

UCB’s commitment to South Asia Studies dates to the University’s first Sanskrit course in 1897. In 1906, the appointment of Prof. Arthur Ryder ushered in a Sanskrit and book-collecting drive that eventually culminated in a comprehensive South Asia Studies program at UCB – the second oldest in the nation. More than a century later, UCB remains a dynamic center for South Asia Studies, continually redefining the scope and relevance of the field, while always maintaining extremely rigorous standards of inquiry.

Renowned for its internationally recognized faculty and academic staff, South Asia Studies at UCB is also defined by its broad offering of academic courses and degrees, its interdisciplinary approach, its extensive regional coverage, and its commitment to educator, media, business, and public outreach.

Last year, UCB assisted ISAS in personnel, accounting, computer support, and grant support functions in the amount of approximately $620,000. Specific for ISAS, the University provides a direct budget line item for the salary of the Institute’s Faculty Director and the Institute’s Executive Director, as well as an office suite. In addition, UCB fully supports the summer salary of the Faculty Director as well as assistance for a visiting scholar exchange program. Table A.1 provides a summary of the University’s other financial contributions for last year.

Given the various budgetary crises faced by California (over the past decade) and shrinking campus resources, it is no small matter that UCB supports South Asian Studies to such a significant extent. Of the 80+ South Asia-related faculty, more than half have tenure or are tenure-track (Table F.2) and all receive their salary and benefits directly from the University. In any given semester, UCB supports between 85 and 120 courses with significant South Asia content. As a group, the faculty at UCB leads the field of South Asia Studies from Less Commonly Taught Languages (LCTL) to Science, Technology, Engineering and Math (STEM), and are known to be dedicated teachers offering a relevant, diverse, and future-oriented South Asia Studies curriculum (Appendix 1, 3).

UC Berkeley’s world-renowned library system is one of the top-ranked among universities

internationally. It includes the main Doe Library and 22 branch libraries, which together account for more than 11 million volumes. Due to budgetary constraints the South Asia acquisition budget for FY 2020-2021 was reduced to a little over $106,000. However, a portion of the Carpentier Endowment funds remains permanently reserved for South Asia acquisitions, which totaled $10,328 for FY 2020-2021 (Criterion F).

Berkeley Study Abroad (BSA) provides a variety of opportunities for faculty and undergraduate and graduate students. Between 2016-2020, BSA helped 6,642 UCB students study abroad in semester or yearlong programs run by the UC wide Education Abroad Program (UCEAP). Through UCEAP, students can attend an international summer school program in Delhi, hosted by the School of International Studies at Jawaharlal Nehru University. They can also go to India for a fall semester program in Mumbai, which is offered through the Berkeley Global Internship Program and includes a semester-length internship and core course on India. In addition, UC Berkeley is still No. 1 when it comes to graduates entering the Peace Corps, with more than 3,640 alums since the program launched in 1961.

In September 2013, ISAS received a $3.1 million grant from the US government to re-establish, in collaboration with the American Institute of Pakistan Studies (AIPS), the Berkeley Urdu Language Program in Pakistan (BULPIP). First established in the early 1970s, BULPIP's purpose was to provide an intense and immersive Urdu language learning experience to American students, scholars, and teachers, with research and professional interests in Pakistan, Islam, the Muslim communities of South Asia, and Urdu language and literature. The BULPIP program was based at the Lahore University of Management Sciences (LUMS) in Pakistan and allowed up to ten US-based students to spend fifteen-weeks each year to study Urdu. The first cohort of students began classes at LUMS in August 2014. We just concluded the final year of this program. Fifty-two students and thirty Pakistan-based Urdu teachers benefited from it. BULPIP was the only language program of its kind in Pakistan. It represented a critical bridge toward building scholarly and professional ties between the US and Pakistan. Although the BULPIP program is now concluded, all the

teaching and curricular resources associated with the program have been passed onward to LUMS with an eye to building an excellent and home-grown version of the former BULPIP program. This was part of the original funding brief of the BULPIP program. We are proud to say that we have met those expectations.

In addition to our partnership with LUMS, in this past grant cycle, ISAS also established an international partnership with Habib University. Based in Karachi, Habib University is by some accounts the premier liberal arts university in Pakistan now. The founders of the university, the Habib family, have also endowed an annual lecture series at UCB aimed at improving and diversifying conversations about Pakistan in the United States. Through this partnership, we plan to offer opportunities for exchanges for faculty and graduate students between the two universities. Since 2016 we have also worked with the U.S. Department of State to host annual Fulbright Pakistan Social Entrepreneurship and Re-entry Seminars.

These are designed to prepare on average over hundred Pakistani Fulbright students for their return to Pakistan upon completion of their courses of study in the United States.

In the last cycle, we also developed partnerships with two major universities in Bangladesh: BRAC University, established by BRAC, the largest non-governmental organization in the world, and the Independent University in Bangladesh (IUB). We have sent faculty from UCB to conduct workshops at both universities as well as sent students to take part in internships and research opportunities. The Chowdhury Center for Bangladesh Studies (CCBS) is featured in IUB’s four-volume collector’s item that includes articles covering various aspects of Bangladesh’s society, economy, and politics over the last five decades. Volume Three highlights the CCBS’s role in promoting interdisciplinary research in Bangladesh Studies and developing collaborations with partners in Bangladesh. During this cycle, we hope to host a small group of faculty members once again from BRAC University at the ISAS for up to two weeks. They will have an opportunity to use UCB resources to bring projects to fruition as well as explore joint research projects with UC Berkeley faculty. These partnerships reflect UCB's critical role in establishing the CCBS,

the first center focused on Bangladesh in the United States in 2013.

This cycle, the ISAS will partner with the South Asia Centre for Labour Mobility and Migrants (SALAM), a knowledge hub. Together, we will bring together academic programs and policy think tanks from across the sub-region to advance the state of knowledge in labor migration, and with an eye to building bridges across disciplines. We will work with them on advancing research and policy impacts on the critical issue of labor, migration, and climate change in the region (Criterion I.). We will partner with key institutions in South Asia that are a part of the SALAM network to further these efforts, including Bangladesh’s Refugee and Migratory Movements Research Unit, India’s International Institute for Population Sciences (IIPS), Nepal’s Centre for the Study of Labour and Mobility, Pakistan’s Sustainable Development Policy Institute and Sri Lanka’s Institute of Policy Studies of Sri Lanka.

In 2020, the ISAS launched the Center on Contemporary India (CCI). It serves as a hub for research and activities focused on the politics, economy, and society of India. Engaging campus actors across disciplines and ranks, from undergraduates through faculty, the CCI brings to Berkeley leading researchers and public actors engaged in work relevant to contemporary India. Through the CCI, we will continue to deepen our connections – primarily through joint research projects, conferences, and student exchange programs – with leading institutions in India. In India, we already have on-going collaborative ventures with Jawaharlal Nehru University, University of Delhi, Center for Women in Developing Societies, Centre for Policy Research, and the Centre for the Study of Developing Societies (all in Delhi); the Center for the Study of Social Sciences, Jadavpur University, and Calcutta University (all in Kolkata); Indian Institute of Science and Indian Institute of Human Settlements (Bangalore); the Indian Institute of Technology (Bombay), the Indian Institute of Technology (Kharagpur), and the Sardar Swaran Singh-National Institute of BioEnergy (Kapurthala).

UCB is also one of the nation’s most active host institutions for foreign scholars and students. In

2021, UCB hosted 7,845 international students from 120 different countries. In Fall 2021, the campus hosted 946 students from India; this was a 17% increase from the previous year. There were also twenty students from Bangladesh, ten from Nepal, fifty-five from Pakistan, and twelve from Sri Lanka.

UCB supports much of our K-14 outreach through ORIAS (Office of Resources for International and Area Studies), which facilitates teacher training and curriculum development with the help of ISAS staff and faculty (Criterion H). The university fully supports ORIAS through the availability and expertise of ORIAS coordinator, S. Carter. During this cycle, ISAS will continue to work with ORIAS to develop South Asian language training workshops for K-14 teachers **(NRC Absolute Priority 2).** Every South Asia Studies-focused graduate student receives generous support through a UCB fellowship, teaching or research appointment, or work-study job. The standard practice of all departments at UCB is that admitted graduate students are supported through monthly stipends and waived tuition costs for each semester enrolled. At the university level, between 2018-19, 56% of UC Berkeley graduate students in the Humanities and Social Sciences received fellowships, 33% teaching assistantships, and 8% Research Assistantships.

UCB awards first-year Foreign Language and Area Studies (FLAS) recipients additional support by covering a portion of the out-of-state tuition for entering students. Most departments at UCB top all FLAS recipients to $24,000. This institutional support is significant additional funding for incoming ISAS FLAS awardees above and beyond their FLAS awards. Furthermore, the Graduate Fellowship Office (GFO) and Global, International and Area Studies (GIAS) provide support through the expertise of the Fellowship Coordinator of FLAS.

# QUALITY OF THE LANGUAGE INSTRUCTIONAL PROGRAM

* 1. **Extent of language instruction:** UCB provides comprehensive instruction at three levels, from introductory to advanced, in four of the major literary and spoken languages of South Asia: Hindi, Sanskrit Tamil, and Urdu, and instruction in two levels, introductory and intermediate, in three languages: Bengali,

Punjabi, and Telugu. All seven languages are priority languages as defined by the Secretary of Education. Instruction in reading, writing, conversation and literature in these languages is extensive in breadth and depth, and students can earn BA, MA (in all seven), and PhD degrees in Hindi, Sanskrit, Tamil, and Urdu.

As demonstrated in Table B.1, enrollments in South Asian languages are substantial due to

increasing interest on the part of both undergraduates and graduate students conducting research in this important region.

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| **Table B.1 South Asia Language Enrollments** | | | | | |
| **Language** | **Levels**  **B = Beginning**  **I = Intermediate A = Advanced** | **2018-19**  **student enrollments** | | **2019-20**  **student enrollments** | |
| **UG** | **G** | **UG** | **G** |
| *Bengali* | B, I | 8 | 4 | 11 | 2 |
| *Hindi* | B, I, A | 78 | 12 | 40 | 1 |
| *Urdu* | B, I, A | 53 | 5 | 30 | 3 |
| *Punjabi* | B, I | 37 | 1 | 12 | 10 |
| *Sanskrit* | B, I, A | 8 | 20 | 24 | 8 |
| *Tamil* | B, I, A | 29 | 8 | 19 | 6 |
| *Telugu* | B, I | 13 | - | 28 | 3 |

* 1. **Three or more levels:** Advanced undergraduate seminars at the third-year level or beyond are offered in Hindi, Sanskrit,

Tamil, and Urdu. UCB also offers graduate level instruction in all four languages in addition to Pali and Prakrit in connection with the graduate degree program in Buddhist Studies. Two additional important scholarly languages of South Asia, Persian and Arabic, are offered at all levels in the Department of Near Eastern Studies. In the last two cycles, the Department of South and Southeast Asian Studies (DSSEAS) has offered introductory to intermediate levels of Punjabi, Bengali and Telugu. All these languages have been recognized as significant LCTLs for development within the South Asia curriculum at UCB due to their rich cultural heritage, undergraduate student demand, and significance to the political, economic, and social conversations of one or more countries in South Asia.

Due to Title VI support for Bengali, Punjabi, Telugu, and Urdu, ISAS has been able to build expertise in teaching these languages; this excellence in teaching has, in turn, allowed us to leverage strong community support for all these languages. In this funding cycle, we request 30% funding for our Urdu instructor (down from 33% from the previous two cycles). Punjabi will be supported at 40% by Title VI funds (down from 67%). For Telugu we request 20% support from Title VI funds. As a result of successful

community fundraising during this last cycle, we request only 20% of Title VI support for Bengali (as opposed to the 50% support of Bengali in the last few cycles). Tamil is now completely supported by community funds.

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| **Table B.2 South Asian Languages at UCB** | | | | | | | | |
| **Language** | **S. Asian countries** | **Instructors/ non- language faculty** | **Teaching Levels** | **Title VI funding request** | **Donor/ endowment funding** | **Summer programs** | **Independent study courses** | **Adv. courses** |
| Hindi | India | 1 Senior lecturer, 1  lecturer, 1 DSSEAS faculty member (literature) | 3 | - | - | SASLI  , UCB | Yes | Advanced undergrad courses |
| Urdu | Pakistan, India | 1 lecturer, 1 faculty member  (literature) | 3 | 30% | Urdu endowment (partial) | SASLI  , UCB | Yes | Advanced  undergrad courses |
| Tamil | Sri Lanka, India | 1 lecturer,  1 DSSEAS faculty member (literature) | 3 | - | Endowed Tamil Chair | SASLI | Yes | Advanced undergrad and  grad courses |
| Bengali | Bangladesh, India | 1 lecturer | 2 | 20% | Bengali endowment  (partial) | SASLI | Yes | No |
| Punjabi | Pakistan,  India | 1 lecturer | 2 | 40% | Community funds  (partial) | SASLI | Yes | No |
| Sanskrit | Nepal, India | 1 lecturer, 1  DSSEAS faculty member (literature) | 3 | - | - | SASLI | Yes | Advanced  undergrad and grad courses |
| Telugu | India | 1 lecturer | 2 | 20% | Telugu endowment  (partial) | SASLI | Yes | No |

Faculty members V. Kailasam, R. Goldman, and R. Parson offer literature classes focused on Tamil, Sanskrit, and Hindi. At the undergraduate level, these classes draw on translated materials. At the graduate level instructional materials are in the original languages. Undergraduate classes focused on Hindi and Tamil literature attract a large number of students from Letters and Sciences, Business, Engineering, and other professional schools. A. von Rospatt’s SSEAS 215A and B is cross listed with Buddhist Studies and uses Sanskrit to read textual materials. This course attracts students from many other disciplines including Art History, History, and Religious Studies, as well as students from neighboring universities. M.

Faruqui and A. Kaicker’s undergraduate classes include substantial components of translated literary materials in Persian and Urdu. Their graduate seminars engage the same languages but in the original. R. Ray sometimes works with un-translated Bengali materials in her graduate classes.

* 1. **Sufficient language faculty available and exposed to current pedagogy:** Hindi, Sanskrit, Tamil, and Urdu have at least one tenure track faculty person as well as one language lecturer; Punjabi, Telugu, and Bengali are all taught by highly qualified lecturers. Attesting to the quality of our language lecturers, S. Goldman (Sanskrit) has co-written the definitive textbook for the teaching of Sanskrit in North America. Emeritus Lecturers U. Jain and K. Hart have also respectively published the most popular Hindi and Tamil textbooks currently in use in the US. ISAS’s in-house publishing program publishes all three textbooks.

UCB South Asia language instructional staff has consistently familiarized themselves with current theories and methodologies of LCTL pedagogy. Our Emeritus Senior Lecturer in Hindi, U. Jain, was one of the first Hindi teachers in the country to qualify as an ACTFL trained instructor in that language. She, along with her successor N. Melnikova, serve as administrators of placement and proficiency exams for Hindi for other University of California (UC) campuses and train GSIs to teach Hindi at all levels through Teaching Assistantships (TA). In Fall 2021, N. Melnikova was one of four semester-long fellows at the Berkeley Language Center (BLC) where she redesigned parts of the Intermediate and Advanced Hindi curriculum with an eye to the latest research that emphasizes critical thinking skills and literary analysis in language acquisition. M. Bruce, lecturer in Urdu, has been central and implementing the widely admired curriculum for the BULPIP program.

* 1. **Quality of language program**: All South Asian language courses at UCB, to maximize student learning, place students at the appropriate level through placement tests consisting of listening comprehension, grammar, reading, and writing. All our language instructors conduct a verbal assessment of students at the beginning of the class and some instructors administer pre- and post-test examinations in

writing and reading. Throughout the class, students complete two to four written home assignments a week, give oral presentations or have group discussions in class every week, and take quizzes, midterms, and a final exam. Several classes use innovative techniques to assess language proficiency, including performances, projects, and presentations. For example, for their final project, a group of students in Bangla 1A did a talk show using a wide range of information on politics and current affairs in Bangladesh; several of the students who were total beginners, gained enough knowledge to conduct a talk show by the end of the first semester. Students enrolled in Hindi, Punjabi, and Tamil, all performed complex skits (via Zoom during the pandemic) to demonstrate their command of the language. All these methods measure student progress and proficiency in the language while they are taking the course.

The outstanding work of the BLC has contributed greatly to the language teaching staff’s general development and education in contemporary methods and technologies for language instruction. The BLC provides: (1) monthly lecture series, discussion groups, film clubs; (2) technological and pedagogical support for LCTL teaching to/from other institutions; (3) professional library support (through its own library): 750 volumes on SLA, social linguistics, teaching methodologies and methods; (4) semester-long courses on language pedagogy: in-service courses for all language teachers on campus; (5) fellowships to graduate student instructors and lecturers for special research projects to enhance language teaching on campus; (6) travel support for lecturers to present papers at conferences; and (7) library of foreign language film clips to enable instructors to search, find, and play in classrooms short clips to illustrate speech acts, linguistic features, or cultural artifacts. There are more than 4000 films and 18,500 clips currently in the library. Since many of the South Asian LCTLs do not have established textbooks, this is a great tool for language teaching. A majority of the South Asia language faculty participate in the workshops offered by the BLC each year; workshops focused on remote teaching for language classes were extremely helpful to our faculty over the past (Covid-tinged) two years.

In addition to working closely with the BLC, in this cycle ISAS will continue to support the South Asian Summer Language Institute (SASLI). SASLI is dedicated to training students, faculty, and professionals in the languages of South Asia. Since its inception in 2003, and with partial support of the Title VI-funded South Asia National Resource Centers, SASLI has taught approximately 1,650 students in thirteen South Asian Languages (Bengali, Dari, Gujarati, Hindi, Marathi, Nepali, Pashto, Punjabi, Sanskrit, Sinhala, Tamil, Tibetan, and Urdu). SASLI students have come from over 250 different institutions of higher learning in the United States and over 20 different countries. Each summer SASLI, in conjunction with the Wisconsin Intensive Summer Language Institutes (WISLI), coordinates a pre-service orientation week to prepare instructors for intensive language instruction, providing workshops on topics such as communicative proficiency, student engagement, and trauma-sensitive teaching practices. Over the next grant cycle, ISAS will work with SASLI to offer a workshop on translating the ACTFL and ILR proficiency testing scales. The intention of such a workshop is to develop a standardized approach to translating these scales across the Title VI NRC community; UC Berkeley South Asian language instructors who will be able to bring this knowledge back to DSSEAS and implement these language proficiency methods in their language classes.

# QUALITY OF THE INSTITUTE’S NON-LANGUAGE PROGRAM

1. **1a. Institute’s course offerings:** ISAS sponsors, coordinates, and supports courses in a broad range of undergraduate and graduate non-language areas, as evidenced in Appendix 1. These courses constitute the critical underpinning for extensive, interconnected programs in South Asia Studies housed in a variety of academic departments, interdisciplinary groups, and professional schools. UCB is one of only institutions in the nation to offer both undergraduate and graduate degree programs focusing on the history, arts, cultures, politics, societies, economies, religions, and ecologies of this vital region. These courses reach thousands of students every year. In 2020-2021, the latest year for which numbers are available, close to 5000 students

took classes with at least 25% South Asian content.

Specific courses of instruction concentrating on South Asia are offered in numerous departments and schools. In the last five years, more than thirty courses with significant South Asia content were offered in the professional schools. Some examples include: Business and Labor Rights in Global Supply Chains (Haas School of Business), Race, Ethnicity, and Health (School of Public Health), International Reporting (School of Journalism), Executive Public Policy for Internationals, Government of India (School of Public Policy), and Business, Social Responsibility, and Human Rights (School of Law). Where South Asia specific courses are not available in the professional schools, more flexible options including individual or team-based work create opportunities for South Asia-focused research. Beyond the professional schools, ISAS-affiliated faculty in departments such as Anthropology, Art History, Art Practice, DSSEAS, English, Global Studies, History, Political Science, Sociology, etc. offer core courses focusing on South Asia that are fundamental to develop student expertise on the region’s history, culture, politics, and economics.

* 1. **Specialized course coverage in one or more disciplines:** A complete listing of all courses taught with South Asian content of at least 25% is provided in Appendix 1 with their most recent enrollments. The Departments of Anthropology, Art History, DSSEAS, English, History, Music, Political Science, and Sociology all offer upper division undergraduate courses in the study of South Asia as well as graduate level seminars. Additionally, individual faculty regularly offer South Asia-specific Independent Study courses to advanced undergraduate and graduate students. Our students are thus well equipped to be South Asia specialists in their disciplines.
  2. **Faculty and pedagogy training:** The 80+ South Asia Studies faculty at UCB, including faculty in business, engineering, and the professional schools, and the number of South Asia centered courses continue to grow and diversify as interest in the region intensifies in areas of economic and social development, urbanization, governance, public health, and South Asian cultural production (see Table C.1).

ISAS works closely with the DSSEAS to further its mission of excellence in South Asian Studies. Professors such as R. Goldman (an American Academy of Arts and Sciences Fellow and recipient of the Presidential Certificate of Honour for Sanskrit in India), A. Rospatt and J. Dalton (experts in Buddhist Studies), R. Parson (who focuses on Hindi literature and literary history, with a particular emphasis on Hindi movements in Bengal.), and M. Faruqui (who focuses on the Muslim experience in South Asia and is a 2014 recipient of the Distinguished Teaching Award, the highest award bestowed to faculty at UCB for excellence in teaching) maintain UCB’s reputation as an unquestioned leader in classical Sanskrit, Buddhist Studies, Hindi, and South Asian History. Key faculty in South Asian Art include: S. Ray (Art History, whose interests are focused on visual practices and built spaces in early modern and modern South Asia), Allan deSouza (Art Practice, whose photography, installation, text and performance works restage historical evidence through counter-strategies of fiction and erasure), A. Kazmi (Art Practice, who focuses on transdisciplinary, performative, and relational works where people, media, and objects come together) and

A. Gupta (Art History, who focuses on modern and contemporary South and Southeast Asian Art). Their presence at UCB has made it the leading center for the study of South Asian art in the United States.

Other prominent faculty include: A. Ahmed (Near Eastern Studies, who specializes in early Islamic intellectual history and South Asian Islam), J. Bakhle (History, who specializes in the intellectual and cultural history of modern India), N. Dirks (History and Anthropology, whose work has transformed our understanding of caste and kingship in colonial India), A. Kaicker (History, a specialist of eighteenth- century India), J. Bussell (Political Science and Public Policy, whose research seeks to understand democratic politics in South Asia), and P. Chhibber (Political Science, a leading expert on governance and party politics in India). I. Ray (Energy Resources Group), A. Gadgil (Engineering), L. Cohen (Anthropology) are world-renowned scholars for their innovative approaches to development studies, urban planning, technology and development, energy, clean and safe water, public health, aging, and national data

collection projects. P. Bacchetta (Gender Studies), R. Ray (Sociology), and P. Saha (English) have made crucial contributions to studies of gender, culture, and politics in South Asia. S. Chari (Geography) and A. Sethi (Anthropology) are experts on social theory, political economy, development, agrarian studies, labor, and work. V. Kailasam (DSSEAS) focuses on contemporary Tamil Literature and Visual Cultures of South Asia. S. Darwin (Haas School of Business) is at the forefront of a cutting-edge joint project between Haas and ISAS to implement a “smart villages” project aimed at enabling rural people across India to provide for themselves through entrepreneurship, job training, and onboarding to open innovation platforms. C. Wolfram (Haas School of Business) studies the effects of environmental regulation on energy markets and has developed statistical measures for improving business and policy decisions throughout the developing world, including in India. She is currently on leave to serve as the Deputy Assistant Secretary, Climate and Energy Economics at the U.S. Department of the Treasury under the Biden administration.

Tenure-track or tenured faculty hires since 2015 include: G. Anand (former foreign correspondent for the *New York Times* and the *Wall Street Journal* in India) currently the Dean of the School of Journalism, S. Katyal in the School of Law (technology, intellectual property, and civil rights), P. Moorjani in Molecular and Cell Biology (population and evolutionary genetics), A. Ranganathan at the Haas School of Business (labor, inequality and technology), S. Balakrishnan in City and Regional Planning (urbanization, land use changes), A. Mahmud in Demography (infectious disease and environmental factors), and J. Apte in Civil and Environmental Engineering (air pollution). The presence of these faculty members further solidifies our already strong relationships with the various professional schools and science and engineering departments on campus.

In addition to formal pedagogical training by home departments, Graduate Student Instructors (GSIs) receive substantial pedagogical support from the Graduate Student Instructor (GSI) Teaching and Resource Center, an academic unit within the Graduate Division. The GSI Center provides teaching training

to around 1,600-1,800 GSIs every year with the specific goal of preparing them for teaching. As well as attending a two-day orientation conference organized by the GSI Center, GSIs are invited to participate in workshops aimed at highlighting specific teaching issues of interest to them. Course improvement grants provide funding for GSIs to undertake projects that enhance instruction and increase teaching effectiveness (videotaping and feedback; revising teaching handbooks; creating pedagogy seminars). The GSI Center also offers a one-of-a-kind, five module, online ethics course for GSIs, faculty, students, and staff. The Center also sponsors annually the *Outstanding Graduate Student Instructor Award* and the *Teaching Effectiveness Award.* In DSSEAS, for example, almost all graduate student instructors have multiple opportunities to develop and teach their own South Asian courses. This happens following participation in a departmental sponsored pedagogy seminar. DSSEAS, like many UCB departments, offers an annual Graduate Student Instructor Prize to the most effective graduate student teacher in the department.

**C.4a. Interdisciplinary courses:** ISAS has been instrumental in encouraging instructional units to expand their course offerings in South Asian Studies through co-teaching agreements and cross-listings. More than 25 interdisciplinary courses with 25% or more South Asia content are offered every year; some examples include classes on global development, globalization in India, peace and conflict, and international human rights. In addition, the largely literature- and languages-focused DSSEAS has expanded its interdisciplinarity by inviting R. Ray (Sociology), L. Cohen (Anthropology), S. Ray (History of Art) and J. Dalton (East Asian Languages and Literature) to hold joint appointments with the department. J. Bussell (Political Science) holds a joint appointment with the Goldman School of Public Policy. R. Ray (Sociology) and I. Ray (Energy and Resources Group) are also affiliated with the Department of Geography. A. Rospatt (DSSEAS) is chair of Buddhist Studies. M. Faruqui (DSSEAS) has supervised doctoral dissertations in History. Most prominently courses taught in Women’s Studies, the Energy Resources Group, Sociology, Anthropology, Political Science, Economics, Modern History, and Development Studies now include new

interdisciplinary approaches to thinking about development in South Asia.

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| --- | --- | --- | --- |
| **Table C.1 UC Berkeley Faculty 2021-22 specializing in South Asia by discipline** | | | |
| **Agricultural & Resource Economics**  A. Mahajan  **Anthropology**  L. Cohen  A. Sethi  **Art History**  A. Gupta  S. Ray  J. Williams (*Emeritus*)  **Art Practice**  A. deSouza  A. Kazmi  **Bangla**  A. Paul (*Lecturer)*  **Biology**  P. Moorjani  **Buddhist Studies**  A. von Rospatt  J. Dalton  S VanVleet  **Business**  S. Darwin  P. J. Gertler  G. Iyer  D. Levine  A. Ranganathan  S. Saxena *(Lecturer)\**  C. Wolfram  **City & Regional Planning**  S. Balakrishnan  Z. Lamb | **Comparative Literature**  H. Ram  **Demography**  A. Mahmud  **Economics**  P. Bardhan (*Emeritus*)  A. de Janvry  S. Kaur  **Engineering**  E. Brewer  S. Chaudhuri  A. Gadgil  A. Majumdar  J. Malik  S. Salauddin  S. Shastry  **Energy**  D. Kammen  I. Ray  **English**  S. Banerjee  V. Chandra  P. Saha  **Environment**  J. Apte  J. Romm (*Emeritus*)  **Ethnic Studies**  J. Singh (*Lecturer*)  **Gender**  P. Bacchetta  E. Shehabuddin | **Geography**  S. Chari  **Global Studies**  C. Talwalker (*Lecturer*)  D. Zook (*Lecturer*)  **Hindi**  N. Melnikova (*Lecturer*)  R. Parson  **History**  J. Bakhle  N. Dirks  M. Faruqui  A. Kaicker  T. Metcalf (*Emeritus*)  **Information**  A. Saxenian  **Islam**  A. Ahmed  **Journalism**  G. Anand  **Labor**  A Ferus-Comelo  *(Lecturer)*  S Jayaraman *(Lecturer)*  **Law**  M. Kaur  S. Katyal  A. Sood  **Linguistics**  G. Holland  **Media**  E. Bolton (*Lecturer*) | **Music**  B. Wade (*Emeritus*)  **Politics**  J. Bussell  T. Dunning  P. Chhibber  N. Joeck *(Lecturer)*  **Psychology**  J. Srinivasan  **Public Health**  J. Colford  C. Snell-Rood  A. Smith  **Public Policy**  S. Shetty (*Lecturer*)  **Punjabi**  J. Singh (*Lecturer*)  **Sanskrit**  R. Goldman  S. Sutherland-Goldman (*Lecturer*)  **Sociology**  R. Ray  **Tamil**  S. Bharathy (*Lecturer*)  G. Hart (*Emeritus*)  V. Kailasam  **Urdu**  G. Bruce (*Lecturer*)  \* ISAS staff |

# D. QUALITY OF CURRICULUM DESIGN

1. **1a. Undergraduate instruction and training for graduate students:** UC Berkeley remains the only institution in California and one of only two on the West Coast to offer a comprehensive South Asia Studies program at both the undergraduate and graduate levels. UCB undergraduate students can opt for an undergraduate minor or major in South Asian Studies through DSSEAS. For an undergraduate minor, students must take at least five South Asia-focused courses. Language classes are not necessary. For majors, however, rigorous training in language and culture is demanded. DSSEAS offers Hindi, Sanskrit, Tamil, and Urdu at all levels of instruction and, since 2006-07, Beginning and Intermediate Bengali and Punjabi as

well. In 2008, DSSEAS began offering Telugu at the beginning level, expanding to include intermediate level instruction in 2010 (Criterion B). The minimum is two years of intensive (five plus contact hours/week) language study. For students who come with a background in the language, they can place into the intermediate level before taking advanced classes. Advanced classes are not intensive in terms of contact hours, but in terms of progress. Competency is defined respectively as follows: 1) For modern languages: the ability to read stories and news articles in the language in which they specialize; to meet the needs of daily life using that language; and to write simple prose clearly and correctly. 2) For classical languages: the ability to read in a variety of genres, making judicious and discriminating use of standard resource materials such as dictionaries, traditional grammars, and on-line resources. Looking beyond language training, all majors must complete a minimum of nine additional upper-division courses focused on South Asia. Students can take at least two classes outside the department to attain their major. The departmental goals and expectations are clearly outlined on the following webpage: https://sseas.berkeley.edu/undergraduate-learning-goals/.

Students pursuing an MA in DSSEAS take a minimum of two years of graduate level language instruction beyond the advanced undergraduate level, and PhD candidates take a minimum of two years beyond that. The DSSEAS requires at least two years of college-level study or the equivalent (as determined by the Head Graduate Adviser) in the language of emphasis as a prerequisite for admission to the program. The departmental goals and expectations for an MA and PhD are clearly outlined in the following webpage: https://sseas.berkeley.edu/graduate/. Since 2014, DSSEAS has graduated 76

undergraduate majors, 55 minors, 15 MA students, and 31 PhDs.

Courses within DSSEAS represent only a fraction of the large body of South Asia curricula available for undergraduates and graduates throughout UCB. At the undergraduate level, for instance, courses relating to South Asia are offered through the Blum Center for Developing Economies, which

houses the extremely popular Global Poverty and Practice Minor. It trains students in the study and analysis of global poverty. Launched in 2007, the Minor explores the ethics of global citizenship as well as poverty and inequality throughout the world, including South Asia. The Global Studies major provides students with the tools that they need to make sense of the world in which they live as well as understand how it got to be the way it is. The Global Studies major requires students to choose a concentration and a geographic region in which to become an expert. Many students, working from their interest in various South Asian languages, choose South Asia as their area of specialization.

Specific courses concentrating on South Asia are also offered to graduate and undergraduate students in the departments, programs, or schools of Anthropology, Art History, Buddhist Studies, City and Regional Planning, Economics, English, Environmental Science, Policy and Management, Gender and Women’s Studies, History, International and Area Studies, Music, Political Science, Religious Studies, Sociology, and Theater. These departments, programs or schools have scholars with the research and teaching background to supervise students through all degree levels. Courses with substantial South Asia content are additionally taught in Agriculture and Resource Economics, Architecture, Asian American Studies, Asian Studies, Business, Development Studies, Energy Resources Group, Geography, Information Science, Journalism, Law, Medical Anthropology, and Public Health (Criterion C). Cross-listings between departments occur frequently and provide diversity and flexibility to students’ chosen courses of study.

Across UCB there are ample opportunities for graduate students to improve their teaching skills by serving as teaching assistants for South Asia content classes. In DSSEAS, graduate students are even given an opportunity to solo-teach their own classes. These classes occur through the department’s introductory writing and composition program (R5A and R5B), which is open to any undergraduate across UCB. As well as creating their own syllabi, graduate instructors are encouraged to draw on the languages and themes that they are specializing in.

**D.2 Academic and career advising:** Undergraduates and Graduate students consult a professional Student Affairs Officer (SAO) while planning their curriculum. This level of attention is standard at UCB, where all departments are mandated to have one or more faculty advisors and a SAO for each undergraduate and graduate student to provide expert advice on navigating academic and career concerns. In addition, undergraduates also meet with their assigned faculty undergraduate advisor to ensure that students are making adequate progress in their fulfillment of the requirements, and to assist them in choosing the courses that best fit their interests. The College of Letters and Science, which houses the great majority of South Asia-related courses at UCB, maintains an elaborate advising program with highly accessible drop-in advising, while the University operates a Career Center with a staff of more than 40.

The Career Center provides career counseling and assessment and helps students to translate their major and skills to practical real-world experiences. It assists in finding internships, connects students with alumni in their field of interest, and offers professional school advising. Typically, over 1,400 employees come to campus every year to help recruit UCB graduates. Complementing the Career Center’s efforts, ISAS also provides information, forms and advising (both at the Institute and on our website, http://southasia.berkeley.edu) on fellowship opportunities and careers beyond academia, including

government service in areas of national need (**NRC Absolute Priority 1,** Criterion G.2), work at non- governmental agencies, and K-14 teaching. Between 2018-21, the fellowship, grant and job opportunities sections of our website received more than 25,000 page views.

**D.3. Formal arrangements to conduct research or study abroad:** A key aspect of the ISAS mission is to facilitate South Asia research and language study in the US and abroad. The ISAS website provides comprehensive and continually updated information on various study abroad, fellowship, and internship opportunities for all levels of graduates and undergraduates. The website is supplemented with social media to ensure that students have access to this information. ISAS is an active participant in UCB’s international

study abroad programs, including UCEAP, Berkeley Summer Abroad, Berkeley Global Internships, and Berkeley Global Edge; all these programs combined sent forty-one students to India in the last five years to study simultaneously in the university’s Study Centers and in academic departments at universities throughout India. The EAP office has a staff librarian who provides a wealth of information on non-UC study abroad opportunities as well. UCB students have a very high success rate in their applications to the American Institute of Indian Studies (AIIS) programs. Between 2018-2022, UCB placed 24 students in intensive summer language and academic year programs in India through AIIS.

Through our fundraising efforts over the last few years, we are now able to provide an impressive array of funded opportunities for both undergraduate and graduate students to travel, work, and study in countries throughout South Asia. Table D.1 below describes these in detail (the ones highlighted in red are new opportunities since the last grant cycle).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table D.1 ISAS Opportunities for Research and Internships in South Asia** | | | | |
| **Title** | **Description and webpage** | **Funder** | **Regional focus** | **Number and amount of awards** |
| Berkeley Urdu | Intensive Urdu language program | US Department | Pakistan | Ten graduate students |
| Language Program in | (https://southasia.berkeley.edu/bulpip) | of State |  | per year (Fully funded, |
| Pakistan (BULPIP- |  |  |  | included travel and |
| AIPS) |  |  |  | living stipend) |
| \*Program ended in |  |  |  |  |
| 2021 |  |  |  |  |
| The Berreman- | Graduate student awards for research on topics | Berreman- | India, | One award up to $1500 |
| Yamanaka | related to Himalayan Studies | Yamanaka | Nepal, and |  |
| Fellowship for | (https://southasia.berkeley.edu/himalayan- | Foundation | Pakistan |  |
| Himalayan Studies | studies-award) |  |  |  |
| Bhattacharya India | Research travel to South Asia and domestic | Shankar | India | Two research travel |
| Fund | conference travel | Bhattacharya |  | awards ($1000 each)/ |
|  | (https://southasia.berkeley.edu/bhattacharya- |  |  | four domestic |
|  | india-fund) |  |  | conference travel grants |
|  |  |  |  | ($500 each) |
| Bodha Pravaham | Undergraduates pursuing research projects on | George and | India, Sri | Two research travel |
| Undergraduate | Tamil Studies | Kausalya Hart | Lanka | awards (up to $900 |
| Fellowship for Tamil | (https://southasia.berkeley.edu/bodha-fund) |  |  | each) |
| Studies |  |  |  |  |
| Center for | These grants are available to graduate students | Center for | India | Several awards available |
| Contemporary India | from all disciplines who are conducting research | Contemporary |  | (maximum is $5000) |
| Rapid Response | on or related to contemporary India. Grants will | India |  |  |
| Research Grant | be disbursed in a relatively quick manner, in |  |  |  |
|  | order to respond to changing circumstances, new |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | demands in their research, and/or new  opportunities for research (https://indiacenter.berkeley.edu/cci-grants) |  |  |  |
| Center for Contemporary India Dissertation Research Grant | These grants are intended to support doctoral candidates from all disciplines conducting research on or related to contemporary India. The grants may be used to fund research expenses, including travel, lodging, payments to research assistants, data collection, other field expenses, etc.  (https://indiacenter.berkeley.edu/cci-grants) | Center for Contemporary India | India | Several awards available (maximum is $15000) |
| Hart Fellowship for Tamil Studies | Supports research projects focusing on Tamil studies (https://southasia.berkeley.edu/hart-fund) | George and Kausalya Hart | India, Sri Lanka | Two research travel awards ($3000 each)/ four conference or in- country library research  awards ($500 each) |
| Khashu Award for Tagore Studies | Supports graduate research projects focusing on the life and legacy of Rabindranath Tagore in South Asia or another location relevant to Tagore’s life  (https://southasia.berkeley.edu/khashu-award) | Bhushan and Santosh Khashu | India, Bangladesh | One award of $5000 |
| Maharjal Kaul Memorial Grant | Research travel to South Asia and domestic conference travel (https://southasia.berkeley.edu/maharaj-kaul- grants) | Maharaj Kaul Memorial Fund | South Asia | Three research travel awards ($1000 each)/ four domestic conference travel awards  ($500 each) |
| Mir Research Fellowship in Urdu  Studies | Focused on supporting graduate research in Urdu Studies (https://southasia.berkeley.edu/mir-  research-fellowship-urdu-studies) | Sadia Azmat and Umair  Shaikh | Europe or South Asia | One award up to  $10,000 |
| Munshi Premchand Research Award in  Hindi Studies | Award to support undergraduate or graduate research in Hindi literature  (https://southasia.berkeley.edu/hindi-award) | Anonymous donor | India | One award of $2000 |
| South Asia Art &Architecture Prize | Award for outstanding doctoral dissertation on the art, architecture, or visual cultures of South Asia and its diasporas from any discipline in the arts, humanities, or social sciences. The dissertation may focus on any time period from the prehistoric to the contemporary  (https://southasia.berkeley.edu/art-awards) | South Asia Art Initiative | South Asia | One award of $1500 |
| South Asia Artist Prize | Award for Master of Fine Arts (MFA) students for an outstanding body of work by an artist of the South Asian diaspora or by those whose work addresses the politics and cultures of South  Asia (https://southasia.berkeley.edu/art-awards) | South Asia Art Initiative | South Asia | One award of $1500 |
| Subir Chowdhury Fellowship on Quality of Life in Bangladesh; Malini Chowdhury  Fellowship on Bangladesh Studies | Focused on supporting training and research that involves the study of contemporary Bangladesh, historical work on what would later become Bangladesh, or comparative work in which Bangladesh is a central component (https://chowdhurycenter.berkeley.edu/funding) | Subir and Malini Chowdhury Foundation | Bangladesh | Two graduate student/ one undergraduate student awards per year (amount variable) |
| Syed Sharifuddin Pirzada Dissertation Prize on Pakistan | Annual dissertation prize for the best work in the humanities, social sciences, law, or public health on Pakistan in North America or Europe | Pirzada Foundation | Pakistan | One award of $2500 |

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| --- | --- | --- | --- | --- |
|  | (https://southasia.berkeley.edu/pirzada-prize) |  |  |  |
| Tata Social Enterprise (Tata SI)  \* Program ended in 2020 | Internships for undergraduate and graduate students with Tata Group's community initiative programs [(http://southasia.berkeley.edu/tata-ises)](http://southasia.berkeley.edu/tata-ises)) | Tata Group | India | Eight to ten internships per year ($1500 stipend plus all living and transportation expenses  in India) |
| The Telugu Society of America (TELSA) Summer Studies Research Award | To promote quality interdisciplinary undergraduate or graduate research on topics pertaining to the people of Andhra Pradesh and Telangana (https://southasia.berkeley.edu/telugu-  award) | The Telugu Society of America (TELSA) | India | One award of $2500 |

In addition to these ISAS-administered programs, ISAS faculty are actively involved in campus- wide student research funding and mentorship programs that enable research abroad. At the undergraduate level, ISAS faculty are closely involved in mentoring students in the Haas Scholars Program, in the Summer Undergraduate Research Fellowship, the Undergraduate Research Apprentice Program (URAP), and the Ronald E. McNair Scholars Program. At the graduate level, ISAS faculty involvement extends to the Institute of International Studies Fellowship, the Dissertation Year Fellowship, the Guru Gobind Singh Fellowship, the Townsend Dissertation Fellowship, the Mentored Research Award, the Doctoral Completion Fellowship, the Magistretti Funds, and the Dalmia Fund.

Members of our staff are well versed with the opportunities offered by American Institute of Bangladesh Studies (AIBS), AIIS, American Institute of Pakistan Studies (AIPS), American Institute for Sri Lankan Studies (AISLS), Fulbright IIE and Fulbright Hays, and SASLI. Title VI support of SASLI, through a yearly contribution and one summer FLAS, is vital to the continued training of students, both undergraduate and graduate, in the LCTLs of South Asia. Both the Director and Executive Director of ISAS sit on the advisory boards of AIBS, AIIS, AIPS, AISLS, and SASLI. These organizations all have their annual meetings during either the Association of Asian Studies (AAS) annual meeting in March or the Annual South Asia Conference held at the University of Wisconsin-Madison meeting in October.

# QUALITY OF STAFF RESOURCES

* 1. **Qualifications of faculty and staff, professional development opportunities, and teaching,**

**supervising and advising students:** UCB faculty are highly qualified. The campus boasts 10 Nobel laureates who are current faculty members and among it past and current faculty: 4 Pulitzer Prize winners, 33 MacArthur Fellows, 144 members of the National Academy of Sciences, and 251 members of the American Academy of Arts and Sciences. The South Asia faculty, library and ISAS staff are similarly exceptional, and they are widely recognized as such. Faculty resources have been indicated in Sections B and C of this proposal and library staff in Section F. The biographical appendices (Appendix 3) show the breadth of training and disciplines of South Asianists at UCB.

Every six years a faculty member can take one year’s leave with full pay to pursue professional development and research opportunities. ISAS faculty usually coordinate sabbatical leaves with other grants to enable travel to S. Asia for research. ISAS staff has undertaken professional development training through courses offered by CompassPoint Non-Profit Services and UC Berkeley’s People Management Series, and staff members are encouraged to take other classes and trainings, as well as pursue independent research projects. In the past, ISAS program assistants have conducted research in Bangladesh and taken Sanskrit classes as well as classes on grant writing and how to effectively use social media. ISAS’s Executive Director, S. Saxena, takes a university supported research leave every summer and has held fellowships with the Woodrow Wilson International Center for Scholars in Washington DC and the Rockefeller Foundation. She has also used her leave to conduct research in South Asia; the findings from these research trips culminated in two books that were published in 2014 and 2020, as well as several articles, op-eds, and commentary pieces.

Teaching and advising students is the primary activity of the UCB faculty and academic staff. Faculty hold regular office hours to meet and advise undergraduate and graduate students. In addition, undergraduates consult a professional Student Affairs Officer (SAO) while planning their curriculum (Criterion D.2). ISAS staff also advises students on internship and grant opportunities and on careers related

to South Asia. ISAS provides formal orientations for students traveling to India, Pakistan, and Bangladesh for internships. These orientation meetings focus on many aspects of travel to the sub-continent, including basic words and phrases in Hindi or Urdu, health, safety, and cultural norms.

* 1. **Staffing plans adequate:** The Institute staff consists of a faculty Director, a full-time Executive Director, a Program Director, and a Publications/Program Assistant. A part-time (25%) student assists them with updating the website, publications support, and setting up for events. The faculty Director and NRC Director, M. Faruqui, is an experienced scholar and teacher who is dedicated to South Asian Studies. In addition to receiving many South Asia-focused research grants, he has conducted extensive scholarly fieldwork in S. Asia. He has also held several administrative appointments in the DSSEAS and led several Institute-based initiatives. The Institute Executive Director, S. Saxena, holds a PhD in Comparative Politics with an emphasis on South Asia, has expertise both in the social sciences and in fiscal and general administration. She handles the day-to-day running of ISAS, fundraising and donor relations, and developing partnerships on campus and with institutions throughout the United States and South Asia. P. Kala, ISAS Program Director, holds three Master’s degrees, the most recent one from Harvard University in Comparative Religion. She is responsible for organizing lectures, conferences, travel, visiting scholars, outreach, managing the website and social media, and the editing and publishing of the ISAS newsletter and other ISAS publications (Appendix 2, 3). R. Satori, ISAS Publications/Program Assistant, is a 2020 UCB graduate with extensive administrative and financial experience.

UCB faculty are active participants in the planning and oversight of ISAS’s activities. ISAS has many faculty oversight committees, including Executive, FLAS, Contemporary India, South Asian Art, Tagore, and Chowdhury Center committees. Faculty members are drawn from almost every department (but especially Anthropology, City and Regional Planning, DSSEAS, Economics, Energy and Resources Group, Environmental Policy and Management, Haas School of Business, Journalism, Law, Political Science, and

Sociology). Our South Asia librarian, A. Malik (Criterion F, Appendix 3), is included in all meetings and discussions that include the larger body of the faculty and he is an integral part of our Urdu and Pakistan Initiatives.

In addition to S. Carter (Appendix 2, 3), who manages UCB’s ORIAS program, both P. Kala, ISAS Program Director, and S. Saxena, ISAS Executive Director, engage in active outreach efforts to K-14 educators, the business community, journalists, and the larger Bay Area community (Criterion H).

* 1. **Non-discriminatory practices:** UCB’s commitment to ensuring the success of underrepresented groups in higher education cannot be understated. Approximately 28% of freshman in 2019 described their background as low income, poor, or working class; 24% of UCB’s undergraduates come from families whose income is $50,000 per year or less. Some 29% of students are the first in their family to attend a four-year college and 26% of all undergraduates are Pell Grant recipients. 37% of undergraduate and graduate students at UCB are from underrepresented minority groups (this includes African American, Chicano/Latino, Native American/Alaska Native, and Pacific Islander students) and 54% of admitted undergraduates are women. Among graduate students, 46% admitted are women. Over 3,700 students with disabilities receive services from the university every year.

A position of Vice Chancellor for Equity and Inclusion was created in 2006 to enhance access and inclusion for underrepresented minorities, people with disabilities, and Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) members. Its scope extends to all students, faculty, and staff. A

$16m gift in 2010 established the UCB Initiative for Equity, Inclusion and Diversity with the goal of providing leadership and accountability to resolve systemic inequities for all members of the UC Berkeley community through engaged research, teaching, and public service, as well as expanding pathways for access and success and promoting a healthy and engaging campus climate. Over the years this Initiative has seeded many research projects, faculty chairs, student scholarships, several dozen new courses in

American cultures, and programs across the campus. Since 2020, S. Saxena has served on the Vice Chancellor for Research’s Diversity, Equity and Inclusion (DEI) Forum to ensure that DEI principles are incorporated into all aspects of research at UC Berkeley.

The University of California’s stated policy is appended to this proposal (GEPA statement) and it is clear in prohibiting discrimination or harassment in employment on “...the basis of race, color, national origin, religion, sex, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship or status as a covered veteran...” The University’s Equity and Diversity Services group monitors the campus’ affirmative action program and provides services related to Equal Employment Opportunity.

As demonstrated in Table E.1, more than 50 percent of ISAS’s affiliated faculty and staff are from minority groups (which is above the national average), and recruitment from these groups is always a significant part of any hiring process. ISAS ensures that all program spaces are accessible to those with any

kind of disability. It also works closely with the Office of Student with Disabilities to ensure that signing or captioning is provided for hearing impaired audience members.

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| --- | --- | --- | --- |
| **Table E.1 ISAS affiliated faculty and staff** | | | |
|  | Total | Women | Minorities |
| Faculty | 81 | 37 | 48 |
| Tenure Track | 59 | 24 | 38 |
| Lecturers | 16 | 11 | 9 |
| Active Emeriti | 6 | 2 | 1 |
| Staff | 3 | 2 | 3 |

# STRENGTH OF LIBRARY

* 1. **Strength of institution’s library holdings:** UC Berkeley’s Library is consistently ranked as one of the top public university libraries in North America (if not the world). It ranks eighth out of 116 on the Association of Research Libraries (ARL)’s Library Investment Index for 2018-2019, boasting total library expenditures at $59,041,585. UCB’s Library pays particular attention to the acquisition of on-line and digital resources and spends over $5m annually on digital resources and digitization efforts, including those aimed at making its special collections available on an open access basis.

Despite almost two decades of shrinking state funding for the UC system, UC Berkeley’s South Asia collection continues to rank among the best South Asia collections in the nation in collecting levels, scope, current acquisitions activity, staffing, reference service, user access, and cooperation with other libraries. Budgetary constraints are forecast to persist for to next few years and will result in fewer funds being available for library collections. However, despite this the library remains committed to funding Area Studies collections on an equitable basis, including the South Asia collection. At the same time, in keeping with the library’s initiative to promote diversity and equity in its operations and collections, the library has launched efforts to ensure all collections, including the South Asia collection, reflect marginalized voices and points of view that have been ignored in the past.

UC Berkeley Library’s South Asia collection is the largest on the West Coast and is housed primarily in Doe Library, the main library on campus. With long weekday and weekend hours, Doe Library is easily accessible to the UCB community and public. Portions of the collection are also housed in subject specialty libraries like the South/Southeast Asia Library (where many key reference works are available), the Music Library, the Anthropology Library, the Biological Sciences Library, and the Law Library.

The entire South Asia collection boasts the following holdings: subscriptions to around 2,000 serials (roughly 500 from the U.S, U.K, and Western Europe and 1,500 from South Asia). 170 of these are published in South Asian regional languages, 25 by the South Asia diasporic community and 15 are South Asia daily newspapers. Furthermore, the South Asia collection encompasses more than 600,000 monographs (with around 5,000 new volumes added annually), 3,900 maps, more than 800 videos and DVDs, numerous thematically or linguistically arranged special collections, extensive special format holdings (such as films, prints, sound recordings, slides), and a number of palm leaf and paper manuscripts in Hindi, Persian, Sanskrit, Tamil, and Urdu. Over the past few years, special effort was made to acquire digital databases of primary and reference materials on South Asia. Currently the library catalog lists 22

databases devoted exclusively to South Asian primary and references sources and 33 other databases that include significant information on South Asia-related topics. Bengali, Hindi, Sanskrit, Tamil, and Urdu comprise most of the South Asian-language texts, but the collection also holds tens of thousands of volumes in other South Asian languages including: Telugu, Sindhi, Punjabi, Pashto, Nepali, and Dari.

The South Asia collection is especially geared towards meeting the needs of the faculty, and undergraduate and graduate students of all departments with South Asia focused courses. In keeping with the academic interests of the departments in the fields of languages and literatures of all the major languages of South Asia, South Asian linguistics, South Asian philosophical and religious traditions, and social scientific research on the region, the South Asia collection has over time developed deep and comprehensive collections in these areas consisting of both primary texts and data sets and secondary sources that allow students to pursue all levels of research from PhD dissertations to undergraduate class assignments.

A full-time librarian, a part-time cataloging assistant, and two student employees oversee the South Asia library collection. The librarian is responsible for cataloging all incoming material in non-English languages and assisting in cataloging all South Asia-related material. The South Asia collection’s librarian,

A. Malik (Appendix 3), is fluent in Urdu, Hindi, Punjabi/Gurmukhi, and Saraiki, and has a working knowledge of seven more South Asian languages. He is also available for consultations with faculty and student researchers, and often organizes special tours and provides guidance on specific topics for visiting scholars. ISAS supports the Library's collecting efforts by financing librarian travel for on-site acquisition of rare materials, funding student employees, and underwriting major purchases and collection enrichment programs.

* 1. **Research materials available through cooperative arrangements:** UC Berkeley’s Library is involved in a number of cooperative programs including: (1) SACWest (UC Berkeley, UCLA, and the

Universities of Texas, Washington and Hawaii coordinate their acquisitions to avoid unnecessary duplication of titles and divide responsibility for collection of Indian languages based on teaching programs and historical strengths), (2) the RLC Program (UC Berkeley, UT Austin and Stanford University have a cooperative agreement to share their collections), (3) UC Berkeley and Stanford have additional agreements (aimed at coordinating their collection development activities to minimize duplication in acquisitions, use their budgets more efficiently, and to share their resources and staff skills, (4) SAOA (UC Berkeley is a founding member of the South Asia Open Archive that aims to address the current scarcity of South Asia- related digital resources and to make South Asia collections more widely available to scholars both within the US and beyond through open access), (6) California Digital Library (a cooperative agreement among the nine UC campuses to build a common collection of library resources that can be shared with libraries across the nation through interlibrary lending), (7) Bay Area Libraries Information System (provides book lending services, photocopying, and specialized reference assistance to some 95 public libraries across northern California), and (8) CLASS (a project to enhance cooperation and sharing of research resources among California’s public and academic libraries). Overall, in terms of interlibrary loans Berkeley Library is a net lender at the national level and this is also true of the South Asia collection.

UC Berkeley’s Library’s online holdings are free of charge and always available for remote use by any person officially affiliated with UCB. Users from other institutions are allowed to use any of the library’s digital resources freely on the premises but are not granted remote access rights due to licensing restrictions. Persons unaffiliated with the campus are given full access rights (upon receipt of a day pass, provided upon request and with proof of identity in the form of a photo ID) to consult materials in campus libraries. Unaffiliated users also have the option of purchasing library cards that enable them to check out books from the collections. Visiting scholars and teachers at other institutions are given preferential rates when acquiring library cards. UC Berkeley’s Library is committed to promoting open access for scholarly

publications and has launched long-term programs to sustain these efforts. These include helping faculty choose open-access platforms and make its own special collections available free of cost via digitization.

# IMPACT AND EVALUATION

**(NRC) G.1a. Significant impact on the university, community, region and the nation:** The impact of ISAS’s programs and activities in particular and South Asia Studies at UCB in general has risen substantially over the past four years through direct on-campus educational and cultural activities, off- campus services, and nation-wide outreach. The accomplishments of our graduates, the dissemination of curriculum and information, and ISAS’s active presence within the community are indicators of our impact and success. All ISAS programs are open to the public. ISAS actively encourages the general public to attend its programs by publishing listings in the calendar sections of Bay Area newspapers (especially those of the South Asian American press), direct mailings, emailing our events calendar, and maintaining an easily navigated web site. Event attendance has been steadily increasing and during our transition to virtual programming, audience sizes (those who attended the lecture by Zoom, viewed the live stream, or viewed the event video) grew to more than 63,000 in 2020-21 (Criterion H). This increase in attendance prior to and during the pandemic was due in large part to wider programming, a comprehensive updating of databases and email lists, new approaches to publicity, the use of social media like Facebook and Twitter, and focused efforts on the part of ISAS staff to build new bridges with communities and institutions both on and off campus.

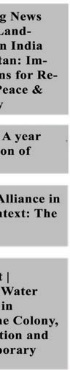
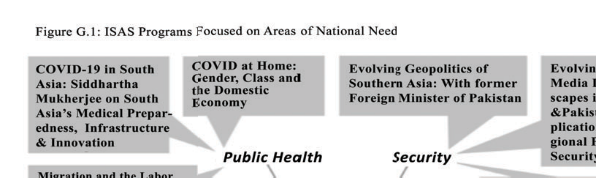
**(FLAS) G.1. Improved supply of specialists:** Our data for enrollments, degrees granted and graduate placement show that UCB produces an impressive number of specialists with area expertise and advanced South Asian language training. Each year, UCB graduates a significant number of students claiming a concentration in South Asian Studies. Enrollments in South Asian language courses are exceptionally high (Appendix 1). An institution such as UCB works with the long-range goal of producing PhDs with rigorous

training, a goal that takes substantial time to develop and nurture. FLAS fellows over the last four years have gone on to pursue graduate degrees at prestigious universities like Harvard, join the non-profit sector (Roots Community Health Center, the Exploritorium), join the private sector (Adobe), and pursue freelance journalism. A former FLAS fellow who is now a researcher at the MIT Computer Science and Artificial Intelligence Lab said about her fellowship, *“the FLAS was an amazing opportunity to explore another language (Telugu) that I was interested in...By mostly covering my tuition for a year, I was able to choose not to graduate early and instead study Telugu language and culture. As a result, I am now planning on attending graduate school to study natural language processing with a focus on Dravidian languages.”* Over the past 20 years, UCB students have won over 100 of the most prestigious grants available for South Asia through the AIIS, Fulbright, AIPS, AIBS and SSRC. Recent post-graduate placements (Criterion G2) highlight that the South Asia program at UC Berkeley is central to the national supply of South Asian specialists, and we see this as a true measure of success for this program.

**G.2. Placing students in post-graduate employment, education, and training in area of national need:** UCB students have an excellent graduate placement rate compared to other universities. Based on university surveys of PhD recipients who graduated between 2018-19, 52% of UCB doctoral alumni (and 71% Arts and Humanities PhDs) work in 4-year academic institutions; this is compared to 41% of those who graduated with a doctorate nation-wide. Most of our graduates use their training in South Asian Studies and languages to find employment in academia, the private sector, government service, or in the non-profit world **(NRC Absolute Priority 1).** For example, one of our Urdu language students, who secured a position at the USDA Foreign Agricultural Service as a foreign trade specialist, works to facilitate global trade routes through diplomatic engagement, increasing people's access to affordable, and high-quality food.

Post-graduate appointments demonstrate the wide-ranging academic impact of UCB’s South Asian Studies program. Recent placements of PhD students include: Ashoka University (India), Barnard College,

Cornell University, Dharma Realm Buddhist University, Haverford College, Harvard University, New School for Social Research, Northwestern University, Mattamayura Institute, McGill University, Princeton University, Stanford University, UC Berkeley, UC Los Angeles, University of Chicago, University of Exeter, University of Michigan, University of Oregon, University of Pennsylvania, University of Pittsburgh, University of South Carolina, University of Toronto, Western Washington University, and Yale University, among others. These students were able to receive these prestigious appointments because of the South Asian language skills and area expertise they acquired while at UCB and affiliated with the ISAS. Training in South Asia will grow as the UCB continues to hire excellent faculty in South Asia Studies (Table C.1), courses continue to be developed and enrollments increase (Appendix 1), and language offerings in the priority languages of South Asia continue to rise (Tables B.1, B.2).



To further these placement efforts, in this cycle, in partnership with other NRCs on the UCB campus, we propose to co-organize and promote an annual career panel for FLAS recipients with panelists who have pursued careers in areas of national need such as government service and industry. These annual panels will be slotted into existing careers and professionalization programming already organized by the UC Berkeley Career Center, the Graduate Division and campus organization, Beyond Academia. Our proposed panel series fits well with broader efforts on the UCB campus to support graduate students in finding careers outside of academia.

**(NRC) G.3. Activities focused in areas of national need:** Figure G.1 provides a sampling of the programs run by ISAS that focus on issues of national importance and need.

To highlight one example: our increased efforts to understand the culture, politics, and society of Pakistan, a

country often overlooked by other South Asia centers, led to the re-establishment of a program to bring American students to Pakistan starting in Fall

2014. Through this program, ISAS contributed centrally to US policy interests as well as diplomatic engagements with Pakistan. During this past cycle, we held a series of programs under the title of “Covid Conversations: Reflections from South Asia,” featuring UCB faculty in conversation with scholars, public intellectuals, health care providers, business leaders, journalists, and others in South Asia. The aim here was to understand the impact of this crisis on the region and from many different perspectives. One of the most popular events was a very successful webinar with Dr. Siddhartha Mukherjee, Pulitzer prize-winning author, physician, biologist, and oncologist. He discussed ways to address the Covid-19 crisis in India as well as the relationship between what was unfolding in South Asia and the rest of the world. He was joined by a panel of leading UC Berkeley faculty from diverse disciplines; they included L. Cohen (Anthropology and Public Health), A. Mahmud (Infectious Disease), and P. Moorjani (Evolutionary Biology and Genetics). In this instance, global audience participation almost reached 250.

ISAS affiliated faculty and researchers are also active participants in enhancing awareness of South Asia scholarship through feature-articles, opinion pieces, interviews, and expert commentary. Over the recent-most 2018-22 cycle, ISAS programming was covered by KQED and KPFA – Bay Area-based radio stations. Elsewhere, Political Scientist P. Chhibber was on NPR discussing Indian elections. Political Scientist Neil Joeck led discussions at the Commonwealth Club and on NPR about nuclear weapons in South Asia. Al-Jazeera and BBC have interviewed Director M. Faruqui about Pakistani politics. Executive Director S. Saxena publishes widely in the popular press about labor and global supply chains. Her opinion piece on U.S. trade policy toward Bangladesh was published in the *New York Times* following a deadly fire in the garment industry. ISAS faculty also receive coverage in the South Asian press in the Bay Area. All ISAS events and many of our broadcasts and articles are archived and made available for free to the public through our website, Facebook and Twitter pages, and other public-facing venues.

# (FLAS) G.3. Fellowships focused in areas of national need:

Table G.1 demonstrates that all of our FLAS fellowships have been awarded in priority languages (e.g. Hindi, Tamil, Urdu, Punjabi, Telugu, and Bengali) as designated by the U.S. Department of Education’s (USDE) list of LCTLs **(FLAS Competitive Preference Priority 2).**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table G.1 Academic Year FLAS Awards 2018-22** | | | | |
|  | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
| Number of awards | 7 | 13 | 6 | 5 |
| Number of awards to those studying LCTLs at an  advanced level | 1 | 4 | 3 | 3 |
| Languages | Sanskrit, Bengali, Hindi,  Tamil | Hindi, Bengali, Sanskrit,  Urdu, Punjabi, Telugu | Sanskrit, Telugu,  Urdu, Hindi | Bengali, Sanskrit, Urdu |
| Disciplines | Religious Studies, | Computer/Information | Area Studies, | Architecture/ urban |
|  | Communications, | Science, Anthropology, | Linguistics, | planning, Area Studies, |
|  | Anthropology, Area | Area Studies, | Anthropology, | Political Science, |
|  | Studies, Linguistics | International/ relations/ | Political Science | Sociology |
|  |  | Global Studies, Art |  |  |
|  |  | History, Journalism, |  |  |
|  |  | Education, Health Science, |  |  |
|  |  | Ecology |  |  |

**G.4. Evaluation plan and recent evaluations used to improve the program:** Recognizing the importance of a strong evaluation plan for ISAS’s program activities as well as meeting our program goals and objectives, ISAS will closely collaborate with A. Kirchoff, an independent project evaluator. A. Kirchoff. holds a MA in Sociology from Indiana University and has several years of experience helping organizations like ours successfully undertaking their public missions (Appendix 2, 3). Evaluation instruments will be designed to assess the quality and impact of varied program activities by tracking levels of engagement and satisfaction among program participants, and soliciting feedback on the quality of the resources, variety of activities, program components, and linkages to proposed goals.

ISAS will depend on A. Kirchoff’s expertise for all teacher professional development activities including: 1) Summer Institutes, 2) workshops series, and 3) lesson plan development. Primary research methodologies will include survey questionnaires, observations, pre- and post-program interviews, document analysis (lesson plans and ideas), and website analytics. Participant survey evaluations will be

collected at every workshop and Summer Institute presentation, along with in-depth follow-up teacher interviews toward gauging participants' level of satisfaction with programming and the ways in which participation transformed their teaching practice. In cases where lesson plans were developed, interviews and document analysis and website analytics will be used to evaluate the impact of the workshops and presentations in actual classroom practice. Evaluation will also focus on ways the pandemic and contemporaneous social changes are altering teacher willingness and capacity to internationalize curricula and classroom instruction. Annual write ups of all Summer Institute and teacher professional development activities as well as the final summative reports offering a holistic view across the four-year grant period will provide useful feedback for subsequent professional development planning and making UCB’s teacher- training programs the most effective in the country.

In addition, ISAS plans to institute a review in conjunction with the Vice Chancellor for Research Office (VCRO). This review process will provide the ISAS with a mechanism for in-depth, peer-reviewed evaluation of programs and goals, and will provide the UCB administration with a means of ensuring that research being conducted is of the highest quality and justifies the space and support received from the University. The VCRO will meet with the ISAS Faculty Director to develop a timeline for the review period, which will include a self-assessment of the ISAS. The VCRO will then appoint a review committee. The review committee will interview the ISAS Director, Advisory Committee members, associated faculty, divisional Dean/s, if appropriate, and other individuals deemed pertinent to the review, including non-UC Berkeley researchers in the field. The expectation is that they will also tour the ISAS physical facilities. The review committee will prepare a report of its findings in accordance with the review criteria, which will be submitted to the VCRO and to the ISAS staff.

ISAS also evaluates many of its programs on a yearly basis and uses the data collected to make significant improvements. For example, after conducting surveys of participants in the Berkeley Urdu

Language Program in Pakistan (BULPIP), a key input from students was the need for more structured grammar lessons and the incorporation of Urdu literature in the program curriculum outside of the assigned textbook. In response to this feedback, the BULPIP Curriculum Committee redesigned parts of the program curriculum and class schedule by adding extra literature assignments as well as a grammar class. These provided students with targeted and structured grammar lessons using their reading materials. During this cycle, the ISAS plans to include a short evaluation that will be sent to participants electronically at the conclusion of each online program. These evaluations will help us gather data on the impact of our public programs and to understand how diverse perspectives are being addressed **(NRC Absolute Priority 1)**.

Three outside reviews of ISAS activities were conducted over the past four years. These have provided important insights for modifying ongoing activities. In addition to external reviews, post-2014 the ISAS Faculty Director and Executive Director have instituted a practice of informal annual internal reviews in which input and suggestions are solicited from affiliated faculty and students. In addition, the Executive Committee of the Institute meets every semester to monitor and review ISAS’s goals and progress.

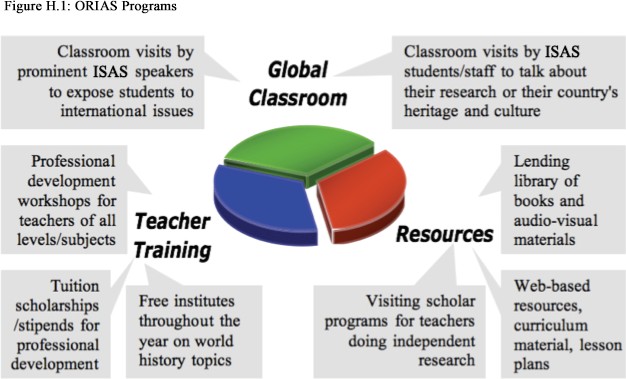
**G.5. Equal access and treatment:** UCB takes seriously its policies of equal access and treatment for traditionally underrepresented groups. All facilities used by ISAS at UCB are handicap accessible and all our Zoom events are close captioned. ISAS actively recruits underrepresented groups to its workshops and events. At UCB, the university’s historic promise of diversity and excellence has inspired the Chancellor to re-commit to quantifiable equal access goals through a plan of academic program development for students, and recruitment and retention of faculty of color with the establishment of the office of the Vice Chancellor for Equity and Diversity (Criterion E3 and GEPA statement). In Fall 2018, UCB Chancellor Carol Christ announced that the university work toward becoming a Hispanic Service Institution (HSI) by 2027.

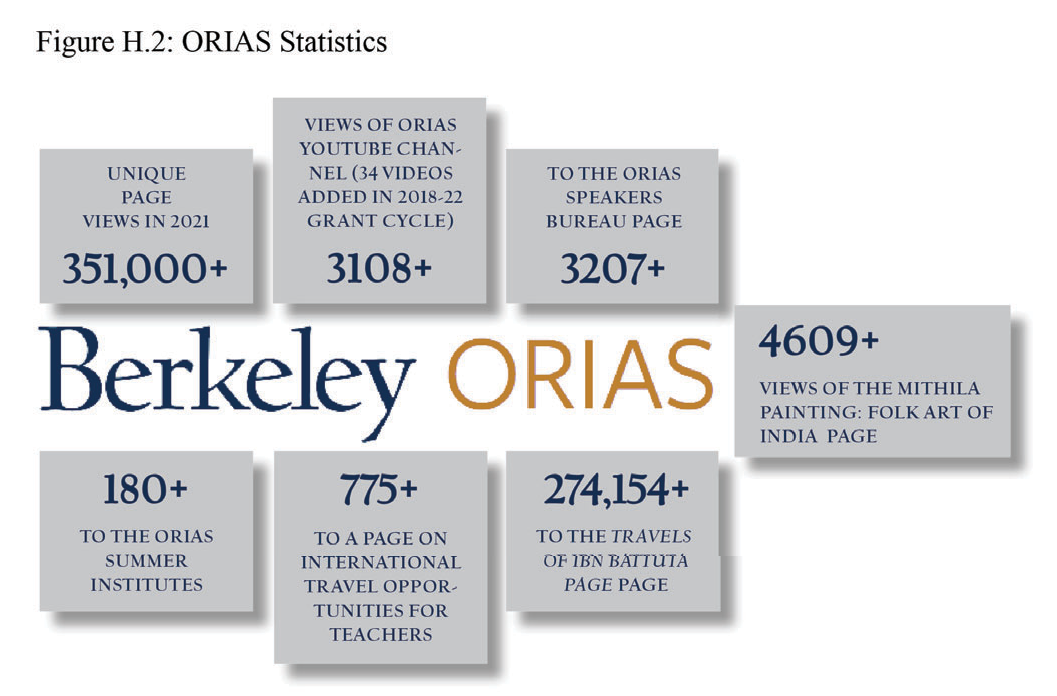
ISAS has made a concerted effort to include students from underrepresented groups in its study abroad programs. For example, eligibility criteria for internships in India funded by the Tata Group

explicitly state that students must not have had any prior exposure to India. Through these internship opportunities, ISAS has been able to successfully attract students from underrepresented groups (approximately one-third of the cohort every year) as well as students from lower income families; many of them have gotten the opportunity to experience India and engage in South Asian Studies for the first time. For this opportunity and our other programs abroad, ISAS will continue to recruit a diverse applicant pool by advertising through the Student Learning Center on campus, which provides academic support services to optimize the learning experiences of underserved populations, as well as other university resources that are specifically geared toward URM students.

# (NRC) H. OUTREACH ACTIVITIES

1. **1a. Elementary and secondary schools:** ISAS programs reach students, faculty, schoolteachers, and the wider Northern California community, while also having a national impact. ISAS develops K-14 teacher programs and resources that support the activities of educators who integrate international content into the curriculum. We helped establish and continue to actively participate in ORIAS, which is partially financed by NRC funds as well as by the University and external grants. Meeting **NRC Absolute Priority 2**, this office is dedicated to providing scholarly resources and supporting professional development in South Asia Studies for K-14 teachers. Joint teaching institutes and workshops organized around World History themes for K-14 teachers have been the focus of ORIAS activities since 1998. Content support from area experts provides much needed knowledge in area studies beyond the limited resources of a textbook.

ORIAS programs in the various areas are outlined in Figure H.1 and programs and materials distributed by ORIAS are designed in collaboration with teachers, scholars, and others. ORIAS held 96 programs in the first three years of the grant cycle.

This included reading group meetings, afternoon/weekend workshops, summer institutes, and virtual programs. Over this past cycle, ORIAS sent out a bi-weekly e-newsletter to more than 1300 subscribers with information about events, resources, and opportunities for educators in International Studies. Close to 1600 K-14 educators participated in ORIAS related events and the ORIAS website received 351,000 unique page views (http://orias.berkeley.edu). Based on data documented through personal testimonials, survey submissions, and teacher dialogues, the summer institutes hosted by UCB’s NRCs offer a critical foundation for curriculum development and classroom design in schools in the San Francisco Bay Area as well as across northern and central

California.

While the Covid-19 pandemic did significantly disrupt the 2018–2022 grant cycle, ORIAS responded quickly to teachers’ changing needs and capacities by

modifying the subjects, formats, and frequency of programs. Even if the threat of Covid-19 entirely disappears in the next year months, the effects of the pandemic will continue to reverberate in education, especially in the following ways: (i) Teacher-burnout and very high turnover rates, resulting in a less experienced workforce; (ii) Highly heterogeneous skill-levels within classrooms as an effect of the many disruptions; (iii) Heightened need for materials that students consider relevant – i.e. topics teachers can easily connect to current issues and students’ own experiences.

In response, ORIAS is proposing programs that produce classroom-ready short lessons, support small, close-knit learning communities, and focus on extremely relevant topics. ORIAS will offer an annual three- day institute each summer for K-12 teachers. Each institute will be built around a theme and will explore that theme across at least six world regions. Proposed themes for this cycle include: (i) Global Climate

Change beyond the Science Classroom, (ii) Envisioning the Future: Speculative fiction from around the World, (iii) Climate and Migration, and (iv) Infrastructure and Society.

In addition, during this cycle, the ISAS will also partner on the Art and Composite Cultures in South Asian History project, made possible in part by a major grant from the National Endowment for the Humanities, with S. Ray as the faculty lead. The goal of this one week program is to offer an indispensable toolkit of skills for visual analysis and interpretation that can be used to teach South Asia’s history in dynamic and creative ways. Led by art historians, historians, and museum curators, this week of lectures, discussions, and practicums will allow participants to generate the depth and context required to teach South Asian history through its visual arts. Learning about composite cultures can help educators (and their students) better understand South Asia within a world historical context. ORIAS will develop two model lessons to teach about South Asian history through the lens of visual arts and offer a workshop for up to 20 middle and high school teachers demonstrating these lessons. These materials will be shared on the ISAS and ORIAS websites.

This cycle, like the last, we will again partner with the UC Berkeley History-Social Science Project (UCBHSSP). The UCBHSSP partners with teachers, school librarians, and scholars to create source sets, which will directly link to the 6th, 7th, and 10th grade course maps that were created during this current grant cycle (https://ucbhssp.berkeley.edu/teacher-resources/global-history-resources). The purpose is to foster critical inquiry about the past and center marginalized or missing voices in existing narratives. In addition, these source sets will center the human relationship to the rest of nature, in different regions of the world, and throughout time. Each source set will include an inquiry question, a set of primary sources, and a learning strategy. A teacher who was introduced to the idea of the course map commented, *"It confirmed the direction we're going with the framework already; we've been grappling with it, experimenting, and building each year - so the model is awesome and takes away some of the fear of using the framework*

*creatively to make it manageable."* World history teachers need specific examples of how to integrate discussion of humans in relationship to the rest of nature into their study of the past. These source sets will reinforce globalizing this initiative regarding the ancient, medieval, and modern worlds.

Because of the shift to crisis learning in response to COVID-19, UCBHSSP was not able to hold a traditional Summer Institute during part of this grant cycle. Instead, it shifted its support to social media, online learning, and website development. UCBHSSP shared the course outline developed by 7th grade teachers via a twitter thread and it received nearly 1,500 impressions and more than 150 engagements.

ORIAS and UCBHSSP partnered on a webinar event, pairing a student journal assignment for documenting the pandemic with a scholar talk about the bubonic plague; this session was attended by 58 educators.

Additionally, UCBHSSP built out a webpage for 6th grade teachers and parents at home with 6th grade students. It included the course model developed during the 2018-2019 school year, aligned lessons, and two scholar videos with UCB faculty. The page was viewed 190 times during September and August, when it went live.

**H.1b. Postsecondary institutions:** In the last cycle, we have had a very successful series of summer workshops through ORIAS (virtual during the pandemic) focused on community college faculty interested in redesigning their world history courses to strengthen the pipeline for transfer students. We recognized that only a handful of community colleges offer World History Survey credits that link directly to UC Berkeley. This gap in the college pipeline reflects both changes in the rapidly growing field of World History and the need for greater communication among faculty in the field. The goal of these workshops has been to have courses move away from World History as a collection of regional histories and towards the study of global processes. After each seminar, participants have a clear idea of how to redesign their syllabus, such that it can speak to UCB’s World History Survey course.

To address **NRC Competitive Priority 1**, in this cycle, ORIAS will offer an annual two-day summer institute for community college instructors with a focus on World History and Global Studies topics. Unlike the K-12 summer institutes, the theme for the community college program is decided in the fall of each year, in consultation with the faculty facilitator. Each program will focus on four to six world areas. In keeping with the ISAS’ thematic focus on climate change throughout this cycle (Criterion I), we will also support the ORIAS program on Climate Change Adaptation and Career/Technical Education. This is a fellowship program for administrators and instructors in career-technical programs at California Community Colleges with a focus on energy transition, sustainability, and climate adaptation. Participants will identify a project related to their courses/department and complete their project during the program.

This program will focus specifically on instructors from MSIs (Criterion J).

The Community College World History workshops have strongly contributed to developing curriculum and teaching strategies. Assessment of impact is based on surveys as well as direct communication and facilitation with faculty. In response to a survey question, “What part of this program was most useful to you?” respondents answered: “*I was particularly impressed this year with a central theme, and how most of the presentations seemed to break the conventions of gender analysis. I was particularly grateful for non-Western presentations, as that helped fill in the (considerable) gaps in my knowledge there.”* And *“Every year this conference contributes to my teaching. I develop new content and new approaches to their presentation. Much of the reading and research I do is inspired by ideas presented or shared here.”* All our programs with community colleges require strong faculty engagement. We will continue to have our faculty, especially those in the Social Sciences departments (particularly History and DSSEAS), provide their expertise to the Community College World History institutes.

1. **1c. Business, media, and the general public:** ISAS engages public intellectuals, business and thought leaders, change makers and citizens to share ideas and engage in conversations of public concern on South

Asia-related issues. Through programs such as lectures, workshops, and conferences, along with complementary on-line multi-media offerings, ISAS aims to provide students, faculty, and the larger community with the knowledge and networks needed to be better informed about critical issues facing the South Asian region. A significant number of ISAS activities are performed in collaboration with other organizations, both on and off campus as demonstrated in Table H.2.

The pivot to a virtual event format in March 2020 had a profound impact on ISAS' ability to organize events. Our zoom webinars have proven to be an effective way to share information about South Asia with the public. They have many advantages. These include low cost and access to a wider pool of speakers and experts. In particular, our audience reach expanded during this period; we had attendees from across North America, Europe, and South Asia tune in to our programming. As the world slowly transitions back to in-person events, the ISAS will incorporate a hybrid model (including options to attend via Zoom and live streaming) into its regular programming.

Between 2018-21, the ISAS hosted 268 events – including lectures, films, cultural shows, theatre productions, workshops, and small and large conferences. Total audience numbers at South Asian events over the last grant cycle (in person, virtually on Zoom, and by FB live stream), as well as video views, was more than 160,000. A more detailed break-up of the events and attendance is given in Table H.1.

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| **Table H.1: ISAS Public Programming** | | | | | | | | |
| **Event Type** | **AY 18-19** | | **AY 19-20** | | **AY 20-21** | | **Fall 2021** | |
| **No** | **Attnd and video**  **views** | **No** | **Attnd and video**  **views** | **No** | **Attnd and video**  **views** | **No** | **Attnd and video**  **views** |
| Public Lecture Series | 53 | 2817 | 51 | 9053 | 64 | 63726 | 18 | 2604 |
| Faculty/Student Colloquia | 10 | 477 | 6 | 901 | 4 | 2835 | 4 | 477 |
| Symposia/  Conferences | 5 | 468 | 1 | 282 | 2 | 6564 | 1 | 6400 |
| Language Events (Urdu, Punjabi, Bangla) | 1 | 142 | 2 | 88 | 1 | 1385 | 1 | 72 |
| Films/  Documentaries | 6 | 1168 | 5 | 3882 | 3 | 16388 | 2 | 14058 |
| Music/  Performing Arts | 2 | 164 | 5 | 1961 | 7 | 17523 | 3 | 1379 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Cultural Celebrations | 2 | 194 | 2 | 196 | 1 | 6088 | 1 | 110 |
| Exhibits | 3 | 173 | 1 | 54 | 1 | 123 | - | - |

Toward extending our national outreach, over the years, ISAS has paid special attention to developing the widest possible range of channels of communication. ISAS thus offers free subscriptions to our weekly digest of upcoming South Asia-related ISAS events. More than 5,000 people receive these communications. Other communication channels include the ISAS website (southasia.berkeley.edu) and our popular publications: *Khabar* (yearly newsletter), *Aaj Kal* (monthly e-newsletter) and *South Asia Research Notes* (which highlights faculty research projects). All publications are distributed free of charge and are received by over 5000 people – likely the largest distributive network among all Title VI centers. Between 2018-21, our website had more than 500,000 page views.

Reporters often call the ISAS for focused information (including names of faculty who can assist in media stories). ISAS also helps corporations and individuals involved with South Asia in addition to visitors’ bureaus who occasionally request briefings for official government guests. Other services to the business and general community are by way of providing translators, expert witnesses for legal proceedings, forwarding event information, and job postings. The relationship between ISAS and the Bay Area business community is steadily growing, as businesspeople and corporations become increasingly interested in the dynamic economies of South Asia. We have established many relationships with key community organizations as outlined in Table H.2 below.

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| --- | --- |
| **Table H.2: Partnerships with Campus and Non-campus Organizations** | |
| **Areas** | Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan, Sri Lanka |
| **Disciplines** | Business, Engineering, Environment, Health Sciences, Humanities, Information Technologies, Journalism, Law, Medicine, Public Health, Public Policy, Social Sciences |
| **Language areas** | Bengali, Hindi, Nepali, Persian, Sanskrit, Tamil, Telugu, and Urdu |
| **Student Organizations** | Aid India; Bangla Students Association; Dil Se; Indian Student Association; Pakistani Student Association; Sikh Students Association; South Asian Business Association (HAAS) |

|  |  |  |
| --- | --- | --- |
| **Collaborators** | **Campus** | Arts Research Center; Asian American and Asian Diaspora Studies Program; Berkeley Art Museum & Pacific Film Archive; Berkeley Center for Social Medicine; Berkeley Language Center; Berkeley Pakistan Initiative; Berkeley Tamil Chair; Berkeley Urdu Initiative; Center for African Studies; Center for British Studies; Center for Latin American Studies; Center for Middle Eastern Studies; Center for Southeast Asian Studies; Center on Contemporary India; Department of Art Practice; Department of City and Regional Planning; Department of Comparative Literature; Department of English; Department of Film & Media; Department of Geography; Department of History; Department of History of Art; Department of Medical Anthropology; Department of Music; Department of South and Southeast Asia; Department of Theater, Dance & Performance; Energy Resource group; The Garwood Center for Corporate Innovation; Gender Equity Resource  Center; Global, International and Area Studies; The Human Rights Center; The Indo-American Community Chair; Institute of East Asian Studies; Institute of European Studies; Institute for Government Studies; Institute of International Studies; Institute of Slavic, East European, and Eurasian Studies, International House; International Human Rights Law Clinic; ORIAS; Political Conflict, Gender and People's Rights Initiative at the Center for Race and Gender; The Program in Critical Theory; Religion, Politics & Globalization Program; Sarah Kailath Chair of India Studies; School of Business; School of Engineering; School of Journalism; School of Law; School of Public Policy; Social Science Matrix; South Asia Art Initiative; South/Southeast Asia Library; The Chowdhury Center for Bangladesh Studies; The Tagore, Townsend Center |
| **Collaborators** | **Non Campus** | 3rd I; All India Management Association; America India Foundation; American Institute of Bangladesh Studies; American Institute of Pakistan Studies; The Asia Foundation; Asia Society; Asian Art Museum, San Francisco; Association for India's Development, Berkeley; The Bangladesh Development Initiative; Berkeley Vedanta Society; BRAC Institute of Governance and Development (BIGD); Center for Business and Human Rights; Center for South Asia at Stanford University; Centre for the Study of Developing Societies (CSDS); Council of American Overseas Research Centers; East West Players; EnActe Arts; Facebook; Folio3; Friends of South Asia; Global Fund for Women; Habib University; Human Rights Watch; Hypokrit Productions; Independent University, Bangladesh; Indian Institute of Technology – Kanpur; The Institute for International Education; King’s College London; London School of Economics; Organization of  Pakistani Entrepreneurs of North America (OPEN); Society for the Art & Cultural Heritage of India; Stanford Graduate School of Education; Stern School of Business; University of California, Davis; University of California, Santa Cruz; University of Victoria; US Embassy, Bangladesh |

Berkeley is the home of the Free Speech Movement. The commitment to free expression is embedded in our Principles of Community as a commitment “to ensure freedom of expression and dialogue that elicits the full spectrum of views held by our varied communities.” In line with **NRC Absolute Priority 1,** ISAS has honored this principle by defending the right of invited guests to express a wide range of controversial or even unpopular points of view. Toward defending the right to free expression, ISAS is deeply committed to the principle of tolerance, even when it means we must tolerate that which may appear to us as intolerant. With these expectations in mind, we have held workshops on controversial topics like Kashmir, the farmer’s protest movement, religious minorities in Pakistan, the Sikh experience in the US, the rise of global Hindu nationalism, human rights in Sri Lanka, and Rohingya refugees, to name a few, that

have received considerable pushback from diasporic communities and national governments in South Asia.

# (FLAS) H. FLAS AWARDEE SELECTION PROCEDURES

* 1. **FLAS selection plan, how awards are advertised, how students apply, selection criteria, who selects the fellows:** FLAS awards are an important source of funding and encouragement to UCB students in all disciplines. In keeping with **FLAS Competitive Preference Priority 2,** all our FLAS awards are in the priority languages used in South Asia. Through these awards, we have been able to train Americans to be proficient in these languages and also be deeply knowledgeable of the regions where these languages are primarily spoken. We have been able to enhance FLAS funding with additional money from the Graduate Dean so that the number of actual grants exceeds the budgeted amount every year.

The GFO advertises FLAS fellowships everywhere on campus through flyers to departments, information at the GFO, and notices in a graduate student paper. ISAS does its own publicity by a notice in our semi-annual Newsletter, reminders in the weekly email calendar that goes to all South Asia faculty and students, and a posting on the ISAS website. Every Fall Semester, the Executive Director of the ISAS along with other NRC Vice Chairs also participates in a workshop coordinated by the FLAS administrator for prospective graduate

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| --- | --- |
| **Table H.1: 2021-22 FLAS Timeline** | |
| **FLAS Competition Activities** | **Date** |
| FLAS applications available | November, 2021 |
| FLAS student workshops | December, 2021 |
| Academic Year FLAS deadline | January 31, 2022 |
| Summer FLAS deadline | January 31, 2022 |
| ISAS FLAS committee meets | Mid March, 2022 |
| AY applicants notified | Notifications pending due to grant cycle  (usually they would be notified by April) |
| Summer applicants notified | April, 2022 |

students. The Executive Director and Vice Chairs also participate in the workshops for the graduate

advisors across the disciplines and the professional schools to better inform the campus of FLAS opportunities and to enlarge the pool of FLAS applicants. We also make an extra effort to recruit students in the science and engineering departments. The schedule for the 2021-22 competition is given in Table H.1.

Graduate students apply through the normal fellowship procedures – the standard fellowship form

asks students if they are interested in being considered for a FLAS award. The GFO ensures that each application, including references, transcripts, and a proposed work statement, is complete. ISAS prepares information for the committee on stated concerns of USDE and delivers it to Committee members at the time they’re reading applications.

ISAS manages the selection procedure through a faculty committee of three. Each member serves for three years alongside the Executive Director of ISAS. Members of this committee in the last several years were recruited from Public Health, Environmental Science and Policy Management, Music, City and Regional Planning, the Energy Resources Group, History, History of Art, and DSSEAS. The FLAS coordinator (Appendix 2) handles the announcement of the awards and deals directly with the awardees.

They work with the GFO to distribute the money, handle all accounting matters, and ensure that the fellows conduct the final survey at the end of their grants.

ISAS and its selection committee have been very conscious of breadth in discipline and language choices. We offer Hindi, Urdu, Sanskrit, Tamil, Punjabi, Bengali, and Telugu as FLAS languages. Our instructional staff is extremely well qualified and we offer multiple levels of instruction. As in prior cycles, a FLAS grant in Sanskrit is only considered if the student’s project statement adequately demonstrates the applicability of Sanskrit to a topic dealing with modern or contemporary South Asia.

In this cycle, ISAS also plans to award one AY and one summer FLAS fellowship to a qualified undergraduate student who is studying a South Asian language at the Intermediate or Advanced level.

Undergraduate students must be incoming juniors or incoming seniors and either majoring or minoring in South Asian Studies through the Department of South & Southeast Asian Studies or majoring in a discipline represented by the core faculty of the Institute for South Asia.

# (NRC) I. PROGRAM PLANNING AND BUDGET

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table I.1. 2022-2026 Timeline** | | | | |
| **Activity** | **2022-23** | **2023-24** | **2024-25** | **2025-26** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Language teaching*** | | | | |
| Teaching of South Asia LCTLs |  |  |  |  |
| Fundraising to endow South Asia  LCTLs |  |  |  |  |
| Pedagogy training | BLC workshops | BLC workshops | BLC workshops  SASLI training | BLC workshops  SASLI training |
| ***K-12 outreach*** | | | | |
| ORIAS K-12 summer institutes |  |  |  |  |
| Art and composite cultures |  |  |  |  |
| World history working groups |  |  |  |  |
| UCBHSSP source sets, 6th, 7th  and 10th grade |  |  |  |  |
| ***Community college/ MSI outreach*** | | | | |
| Community college summer  institutes (MSIs) |  |  |  |  |
| Climate Change Adaptation and  Career/Technical Education |  |  |  |  |
| ***Student opportunities*** | | | | |
| Research and study abroad |  |  |  |  |
| Careers outside of academia  workshops |  |  |  |  |
| Student internships and  collaborations with SALAM |  |  |  |  |
| ***Library*** | | | | |
| South Asia acquisitions |  |  |  |  |
| Librarian travel to South Asia |  |  |  |  |
| ***Climate change programming*** | | | | |
| History of climate change |  |  |  |  |
| Climate change and migration |  |  |  |  |
| Climate change solutions |  |  |  |  |
| Climate change stories |  |  |  |  |
| ***Evaluation*** | | | | |
| Evaluation of ORIAS programs |  |  |  |  |
| ISAS evaluation with the VCRO |  |  |  |  |
| Online program evaluation |  |  |  |  |

* 1. **Development plan or timeline and resources used effectively:** The activities proposed for 2022-26 are based on the current research and teaching interests of highly respected faculty and are intended to enrich ISAS programming while advancing the field as a whole. The timeline for our program goals and objectives are all outlined above.

In our budget, teaching remains the ISAS’s most important commitment. Salary/benefits for instructors of LCTLs account for approximately 33% of our budget (Criterion B). Administrative and programming staff costs encompass approximately 28% of our budget request. We are not requesting any

portion of Director M. Faruqui’s salary or 50% of the salaries of Program Director P. Kala and Program Assistant R. Satori (Criterion E). Keeping with the **NRC Absolute Priority 2**, about 19% of our budget will go towards outreach activities to K-12 teachers and community colleges, including 15% of Executive director S.Saxena’s salary (Criterion H). Activities related to language training are approximately 2% of our budget request (Criterion B). Library staff and support towards acquisitions are 2% of our budget (Criterion F). Conference, lectures, and colloquia make up approximately 3% of our budget (Criteria A, I). The remainder of our budget will go towards administrative travel to attend the AIIS, AIBS, AIPS and SASLI meetings, joint programming with the Career Center for FLAS fellows, our comprehensive evaluation plan (Criterion G), the ISAS newsletters, and office supplies.

# Activities of high quality and directly related to the NRC program:

In each grant cycle, ISAS organizes its core programming around themes that draw on faculty expertise toward strengthening our role in promoting area studies for all our diverse constituencies. In this cycle, in order to maximize our impact across all areas, we will focus on the critical and urgent issue of climate change in South Asia. This theme allows the ISAS to align closely with one of UC Berkeley’s signature initiatives on environmental change, sustainability, and justice. This initiative was selected at the campus level because UC Berkeley is well positioned to address this issue through research, teaching, and outreach in the coming years. S. Ray serves on this initiative’s interdisciplinary working group, along with faculty colleagues from Civil Engineering, Environmental Sciences, and the Haas Business School. Focusing on climate change and climate justice will allow the ISAS to build on our interdisciplinary strengths (in particular, increasing our engagement with professional school programs, the sciences, and engineering), link closely with our K-14 outreach plans (Criterion H), and train students by providing them with the area studies knowledge (Criterion C), language training (Criterion B), and opportunities to collaborate with

leading institutions in South Asia, like SALAM (Criterion A), by participating in peer to peer exchange programs, joint workshops with the ISAS, internships (remote and in person), and a joint lecture series. Each year, we will focus on a particular sub-theme related to the larger issue of climate change.

Year 1 will focus on the history of climate change with faculty expertise in the Humanities; Year 2 will explore climate change and migration and with faculty and students in the Social Sciences and Public Policy; Year 3 will be on climate change solutions and link faculty and students from Engineering, Public Health, and Law; and finally, Year 4 will focus on climate change stories in partnership with the School of Journalism. We will address these sub-themes through interdisciplinary conferences, a wide-ranging speaker series, and workshops with organizations in South Asia, as well as create a dedicated webpage with links to all these activities. At the end of this grant cycle, we will have a series of research briefs focusing on each key issue, a video library of recordings from our conference and workshops, and blog posts from graduate students from a variety of disciplines writing about this topic.

* 1. **Costs reasonable:** The Institute’s administrative budget is a combination of state, federal and endowment income funds as well as current use funds from our donor base. Together these have been sufficient to permit the very full menu of activities that are detailed throughout this proposal. The costs of the activities proposed above are minimal and represent a very small portion of our overall proposed budget for 2022-26. ISAS always seeks financial co-sponsorship for public events from other campus bodies and community organizations in order to keep costs to a minimum.

Over the past decade ISAS has enhanced its capabilities through external fundraising and increased cooperation with other NRCs, AIIS, AIPS and AIBS. Successful fundraising has continued during the past grant cycle in the areas of Urdu, Hindi, Telugu, Tamil, Punjabi, Sanskrit, and South Asian Art. We have also worked hard to accrue graduate research and conference support through grants and gifts from private donors and corporations. Ongoing fundraising efforts for a variety of projects are likely to attract additional

extramural resources in the coming period to further lessen our dependence on State and Federal resources. **I.4a. Long term impact of the activities:** Expected long term outcomes for our theme include the following: 1) **Increased outreach** on critical topics to K-14 teachers, business communities and the general public (Criterion H); 2) development of **new research directions** by UCB faculty in a variety of disciplines (Criterion C); 3) interdisciplinary **student training and opportunities for research and study abroad** for UCB undergraduates and graduates (Criterion D.3); 4**) increased linkages** with institutions in South Asia (Criterion A).

Our past Title VI funded thematic programs on Pakistan, water and sanitation, and South Asian Art were all hugely successful. Our two-year theme on Pakistan, for example, put us in a position to receive funding from the US Department of State to reinstate our intensive Urdu language program in Pakistan. As a result of seed funding from Title VI for a series of activities on water and sanitation, ISAS received the prestigious Obama-Singh Knowledge Initiative Grant, which allowed us to engage in an ongoing collaboration with the Indian Institute of Technology in Bombay. And finally, our on-going focus on South Asian Art has allowed us to fundraise from key donors, promote research-based conversations and collaborations around the arts of South Asia, create opportunities for students, and develop outreach programs to K-14 instructors on South Asia art and visual culture (Criterion H).

# (FLAS) I. COMPETITIVE PREFERENCE PRIORITY

* 1. **FLAS preference to those demonstrating financial need:** ISAS has addressed **FLAS Competitive Preference Priority 1** and will continue to do so in this cycle by asking FLAS applicants to fill out the Federal Student Aid (FAFSA) forms, and we will include this in the application package. The FLAS committee will then be in a position to give preference to applicants demonstrating financial need. Financial need will be considered in addition to other measures of high achievement and potential, including grade point average, personal statement, and recommendation letters.
  2. **25% of academic year fellowships in foreign languages other than French, German, and Spanish:** ISAS meets **FLAS Competitive Preference Priority 2** because all of our fellowships are a part of the US Department’s list of priority LCTLs (Hindi, Urdu, Sanskrit, Tamil, Punjabi, Bengali, and Telugu).

# COMPETITIVE PREFERENCE PRIORITY

* 1. **Project will be implemented by or in partnership with community colleges and minority serving institutions:** As outlined in Section H1.b, we will continue our strong partnerships with community colleges by partnering with ORIAS on workshops and summer institutes. This cycle, in keeping with our broader theme of climate change, we will implement the Climate Change Adaptation and Career/Technical Education project with faculty from MSIs. Overall, our links with MSIs are very strong. In any given year the majority of attendees at the community college summer institute come from MSIs. In addition, we always prioritize participation by instructors from MSIs in all our programs in partnership with ORIAS and will continue to do so during this cycle.

***LIST OF ABBREVIATIONS***

|  |  |  |  |
| --- | --- | --- | --- |
| AAS | Association for Asian Studies | DSSEAS | Department of South and |
| ACTFL | American Council on the |  | Southeast Asia Studies, UCB |
|  | Teaching of Foreign | EAP | Education Abroad Program, |
|  | Languages |  | UC |
| AIBS | American Institute of | EOP | Educational Opportunity |
|  | Bangladesh Studies |  | Program, UCB |
| AIC | Academic Internship Council | FAFSA | Free Application for Federal |
| AIIS | American Institute of Indian |  | Student Aid |
|  | Studies | FB | Facebook |
| AIPS | American Institute of | FLAS | Foreign Languages and Area |
|  | Pakistan Studies |  | Studies |
| AISLS | American Institute of Sri | FTE | Full time Employment |
|  | Lankan Studies | GEPA | UCB equal access policies |
| ARL | Association of Research | GFO | Graduate Fellowships Office, |
|  | Libraries |  | UCB |
| AY | Academic Year | GIAS | Global, International and |
| BA | Bachelor of Arts |  | Area Studies |
| BALIS | Bay Area Libraries Information | GSPP | Goldman School of Public |
|  | System |  | Policy, UCB |
| BBC | British Broadcasting | GSI | Graduate Student Instructor |
|  | Company | GSR | Graduate Student Researcher |
| BLC | Berkeley Language Center, | HSI | Hispanic Service Institution |
|  | UCB | IEAS | Institute of East Asia Studies |
| BSA | Berkeley Study Abroad, UCB | IIPS | International Institute for |
| BULPIP | Berkeley Urdu Language |  | Population Sciences |
|  | Program in Pakistan | ILR | Interagency Language |
| CAORC | Council on Area and |  | Roundtable |
|  | Overseas Research Centers | ISAS | Institute for South Asia |
| CCBS | Chowdhury Center for |  | Studies, UCB |
|  | Bangladesh Studies | IUB | Independent University in |
| CCI | Center on Contemporary |  | Bangladesh |
|  | India | JNU | Jawaharlal Nehru University, |
| CEP | Center for Educational |  | India |
|  | Partnerships, UCB | LUMS | Lahore University of |
| CLASS | Cooperative Library Agency for |  | Management Sciences, |
|  | Systems and Services |  | Pakistan |
| CONSALD | Committee on South Asia | LCTL | Less Commonly Taught |
|  | Libraries and Databases |  | Languages |
| CRL | Center for Research Libraries | LGBTQ | Lesbian, Gay, Bisexual, |
| CSAS | Center for South Asia |  | Transgendered, and |
|  | Studies, UCB |  | Questioning |
| DEI | Diversity, Equity and | MA | Master of Arts |
|  | Inclusion |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| MDP | Masters in Development | TA | Teaching Assistant |
|  | Practice | TELSA | The Telugu Society of |
| MSI | Minority Serving Institution |  | America |
| NPR | National Public Radio | TISES | Tata International Social |
| NRC | National Resource Center |  | Entrepreneurship Scheme |
| ORIAS | Office of Resources for | UC | University of California |
|  | International and Area | UCB | University of California at |
|  | Studies, UCB |  | Berkeley |
| ORU | Organized Research Unit | UCBHSSP | UC Berkeley History-Social |
| PhD | Doctor of Philosophy |  | Science Project |
| SACAP | South Asia Collective | UCEAP | UC Education Abroad |
|  | Acquisitions Program |  | Program |
| SALAM | South Asia Center for Labour | UCLA | University of California, Los |
|  | Mobility and Migrants |  | Angeles |
| SALRC | South Asia Language | URAP | Undergraduate Research |
|  | Resource Center |  | Apprentice Program |
| SAO | Student Affairs Officer, UCB | URM | Underrepresented Minority |
| SAOA | South Asia Open Archive | US | United States |
| SASLI | South Asian Summer | USDA | United States Department of |
|  | Language Institute |  | Agriculture |
| SCCCD | State Central Community | USDE | United States Department of |
|  | College District, Fresno |  | Education |
| SSRC | Social Science Research | VCRO | Vice Chancellor for |
|  | Council |  | Research’s Office |
| STEM | Science, Technology, | WISLI | Wisconsin Intensive Summer |
|  | Engineering, and Math |  | Language Institutes |