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# ACRONYM LIST

**ACES** College of Agriculture, Consumer and Environmental Sciences

**ACTFL** American Council of Teachers of Foreign Languages

**AHS** Arabic High School

**ALKEC** ALK Evaluation & Consulting

**ATLAS** Applied Technology for Learning in the Arts and Sciences

**BTAA** Big Ten Academic Alliance

**CALL** Computer-Assisted Language Learning

**CARLI** Consortium of Academic and Research Libraries in Illinois

**CoEd** College of Education

**CRL** Center for Research Libraries

**CSAMES** Center for South Asian and Middle Eastern Studies

**DRES** Division of Disability Resources and Educational Services

**ExCom** Executive Committee

**ENG** College of Engineering

**FAA** College of Fine and Applied Arts

**FLAS** Foreign Language Area Studies Fellowship

**GA** Graduate Assistant

**GATT/WTO** General Agreement on Tariffs and Trade/World Trade Organization

**GEEO** Global Exploration for Educators Organization

**GRF** Global Regional Focus Groups

**Gen Ed** General Education

|  |  |
| --- | --- |
| **GS** | Global Studies |
| **GSL** | Global South Languages (Fellowship) |
| **ICA** | Iranian Cultural Association |
| **IGI** | Illinois Global Institute |
| **IIP** | Illinois International Programs |
| **ILO** | International Labor Organization |
| **IMF** | International Monetary Fund |
| **LAS** | Liberal Arts and Sciences |
| **LCTL** | Less Commonly Taught Language |
| **MAL** | Modern Arab League |
| **ME** | Middle East |
| **MEOC** | Middle East Outreach Council |
| **MENA** | Middle East and North Africa |
| **MIIIE** | Midwest Institute for International/Intercultural Education |
| **NRC** | National Resource Center |
| **OAS** | Organization of American States |
| **OCLC** | Online Computer Library Center |
| **OECD** | Organisation for Economic Co-operation and Development |
| **OIE** | Office of International Education |
| **OIIR** | Office of Inclusion and Intercultural Relations |
| **OLLI** | Osher Lifelong Learner Institute |
| **OPI** | Oral Proficiency Interview |
| **PAWAC** | Peoria Area World Affairs Council |

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| --- | --- |
| **ROTC** | Reserve Officer Training Corps |
| **SILMW** | Summer Institute for Languages of the Muslim World |
| **SLCL** | School for Literatures, Cultures and Linguistics |
| **SLATE** | Second Language Acquisition and Teacher Education |
| **TA** | Teaching Assistant |
| **UG** | Undergraduate |
| **UISFL** | Undergraduate International Study and Foreign Language Program |
| **UIUC** | University of Illinois at Urbana-Champaign |
| **UL** | University Library |

# INSTITUTIONAL COMMITMENT TO THE SUBJECT AREA

The Center for South Asian and Middle Eastern Studies (CSAMES) promotes broadly integrated, interdisciplinary, high-quality educational programs at the University of Illinois at Urbana-Champaign (UIUC) as well as public understanding of the two regions in our community and across the nation. Since its establishment in 1983, CSAMES has been successful in leveraging UIUC’s faculty and library resources and external grants to fulfill its mission. With this application, CSAMES is seeking NRC and FLAS funding in the 2022-26 grant cycle for programs that expand language instruction in Arabic, Hebrew, Persian, and Turkish; develop new courses in MENA cultures and cross-regional studies; expand K-14 teacher workshops; and promote scholarly and public understanding of the MENA region through public events.

The University of Illinois at Urbana-Champaign (UIUC) is a world-class, land-grant institution with a deep commitment to excellence in teaching, research, and public outreach, and a strong emphasis on global education. UIUC consists of fifteen colleges and academic units that serve over 56,299 students, of whom 34,599 are undergraduates. Those students come from all 50 states and 110 countries. With 12,838 international students enrolled in 2021, UIUC ranks No. 2 among public universities and No. 6 in the country for the most international students. The university also ranks No. 15 for most students studying abroad among doctoral universities, with 1,276 students earning credit abroad during the same year. With over 24,000,000 items, UIUC’s library is one of the largest academic libraries in the world.

* + 1. **Support for CSAMES Operation**. Established in 1983, the Center for South Asian and Middle Eastern Studies (CSAMES) is one of ten area studies and thematic centers and programs at Illinois that link faculty across campus and promote a broad array of interdisciplinary programs for students, faculty, K-14 teachers, and the general public. Through these centers,

which are situated in the newly established Illinois Global Institute (IGI), UIUC students have opportunities to learn languages and to pursue interdisciplinary programs engaging with world regions and themes. IGI and the centers support faculty research on international themes and encourage research collaboration between scholars at Illinois and their peers at other institutions throughout the world.

Previous Title VI awards have enabled CSAMES to hire staff (Associate Director, Outreach Coordinator) and teaching faculty (in Arabic literature and Persian) and to enhance curricula, study abroad, and programming. CSAMES enjoys strong institutional support, with salaries for the Director (100%), Associate Director (100%) and Office Support Specialist (100%), and campus commitment to 85% of the salary of a full-time Outreach/Program Coordinator. ATLAS, the primary information technology support unit within the College of Liberal Arts and Sciences (LAS), provides CSAMES with 1-2 undergraduate student interns each semester to work on the website and social media content. Direct UIUC support for the administration of the center in 2020-21 was $98,427, which includes staff salaries and benefits, Director release time, and office expenses. Institutional support for MENA studies has sustained robust enrollments in a wide range of courses. In 2020-21, for example, 257 students enrolled in Arabic, Hebrew, Persian, and Turkish language courses. In the same year, 7,000 undergraduate and graduate students took courses with 25% to 100% MENA content; of those, 517 students enrolled in courses with 100% ME content. The overwhelming majority of CSAMES MA and UG minor graduates enter fields requiring area studies knowledge daily, including academic, federal/contractual, and non-profit work. Support from the Title VI grant will be used to enhance MENA LCTL learning opportunities and expand collaborations with the CoE, ROTC, and

community college faculty and further career development and networking opportunities for CSAMES students and alumni.

## Support for ME Teaching Staff.

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| **TABLE 1: 2020-21 INSTITUTIONAL SUPPORT FOR MENA STUDIES** | |
| **Support** | **Amount** |
| Center Staff & Operating Costs – CSAMES and IGI Support Staff | $558,419 |
| Salaries and Benefits of CSAMES-Affiliated Faculty with Significant Research and Teaching on the ME | $5,177,637 |
| ME Library Salaries, Support, and Acquisitions | $533,435 |
| Graduate student TAships, GAships & Tuition Waivers | $270,874 |
| Graduate Student Fellowships | $150,000 |
| Faculty ME-Related Research and Academic Support (Migration; Halavi-Darawshe Initiatives) | $105,000 |
| University support for CSAMES virtual events – honoraria, equipment and software licenses | $6,650 |
| **Total Support** | **$6,802,015** |

Thirty-seven faculty across 23 departments are affiliated with CSAMES and teach and conduct research on the ME. In 2022, a new permanent Persian Director and Lecturer was hired (see also

§B.3.a.). A new Assistant Professor of Political Science, Dr. Rana Khoury, whose research focuses on displacement and humanitarianism in the ME, begins in Fall 2022. Table 1 shows the support

the university provided for MENA studies in AY 2020-21.

* + 1. **Support for the Library**. Almost $4 million in state funds for salaries and library administration is allocated to International Studies, including the MENA Library. The University Library (UL) provides space and support on the Library web servers for electronic resources and a MENA research gateway for an expanding reach to scholars. Since 1991 the university’s Mortenson Center has trained MENA library leaders through International Library Programs – the only one of its kind globally. A minimum of $1.5 million is dedicated annually to purchasing world language vernacular and regional materials. In 2021, $47,000 was spent on materials for the MENA collection. Support also includes a tenured MENA (see also §F.1.c.).

## Institutional Linkages Abroad.

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| --- | --- | --- | --- |
| **Table 2: ME Institutional Linkages** | | | |
| **Country** | **Contracting Party Name** | **UIUC Unit** | **Brief Contract Description** |
| Egypt | The National Research Centre, Cairo, Egypt | Dept of Physics | General MOU |
| Egypt | America-Mideast Educational and Training Services, Inc. | Global Education and Training, College of Liberal Arts and Sciences | Students who are beneficiaries of the Higher Education Initiative Public University Scholarships program can study as non-degree seeking students at UIUC |
| Lebanon | Notre Dame University-Louaize - MOU | College of ACES | MOU between ACES and Notre Dame University-Louaize |
| Turkey | Boğaziçi University | Illinois Abroad and Global Exchange | Student exchange agreement |
| UAE | Abu Dhabi University | Dept of Civil and Environmental Engineering  (CEE) | 3+2 program–student spends 3 years at ADU and 2 years at UIUC to earn B.S. and MS. degrees |
| UAE | American University of Ras Al Khaimah | Dept of Civil and Environmental Engineering | 3+2 program–student spends 3 years at ADU and 2 years at UIUC to earn B.S. and MS. degrees |
| Israel | Ben-Gurion University of the Negev | Corporate Relations | General MOU |
| Israel | Tel-Aviv Univ | Office of the President | General MOU |
| Israel | Hebrew Univ of Jerusalem | Office of the President | General Letter of Intent |
| Israel | Technion Israel Inst of Technology | Aerospace Engineering, Department of | General MOU |
| Israel | Rothberg International School, Hebrew University of Jerusalem | Illinois Abroad and Global Exchange | Fee-based outgoing study abroad agreement between IAGE and Rothberg International School, Hebrew University of Jerusalem. |
| Israel | Tel Aviv University International | Illinois Abroad and Global Exchange | Fee-based (outgoing) study abroad program agreement. |

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| **Table 2: ME Institutional Linkages** | | | |
| **Country** | **Contracting Party Name** | **UIUC Unit** | **Brief Contract Description** |
| Saudi Arabia | King Abdullah University of Science and Technology (KAUST) | Global Education and Training (GET) | GET receives KAUST gifted students to spend a gap year after their high school, prepare for college applications, audit university courses |

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| **Table 3: ME Visiting Scholars 2019-2021** | | | | |
| **Name** | **Country** | **Institution** | **IL Faculty Sponsor** | **Topic** |
| Christoph Schwarz | Germany | Center for Near and ME  Studies, Philipps-University Marburg | Asef Bayat, Sociology | Political  socialization in the ME |
| Fuat Oğuz | Turkey | Yildirim Beyazit University | Hadi Esfahani, Economics | Political  economy of Turkey |
| Zine Barka | Algeria | University of Tlemcen | Hadi Esfahani,  Economics | Algerian  economy |
| Brahim Guizani | Tunisia | University of Jendouba | Adam Osman, Economics | Monetary Policies in  Algeria |

Illinois has linkages with 13 institutions in six MENA countries, including scientific and technical exchanges and academic and student exchanges (Table 2). The sections on the table marked as “General MOU” indicate that, although there are no financial obligations, the institutions agree to work together when it is mutually beneficial. UIUC also supports individual exchange scholars and visiting faculty (Table 3). CSAMES offers administrative and institutional support for these colleagues who contribute to the intellectual community through lecture series and participation in CSAMES events.

|  |  |  |
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| **Table 4: CSAMES 2020-21 Events** | | |
| **Date** | **Title/Speaker** | **Total Attendance** |
| 9/1/2020 | Motivations and Practices of Homeschooling Mothers in the United Arab Emirates; Noor Doukmak, UIUC CoE Doctoral Student | 9 |
| 9/8/2020 | Water Complexity and Public Policy in Iran; Kaveh Madani (Yale Macmillan Center) | 35 |
| 9/15/2020 | How the Foreign Media Present US Domestic and Foreign Policy for their  Viewers/Readers/Listeners; Derek Monroe (Independent Journalist) | 11 |
| 9/17/2020 | Political Elite in Post-revolutionary Iran; Mehrzad Boroujerdi (Virginai Tech School of Public and International Affairs) | 30 |
| 9/22/2020 | South-South Relations in the Era of Far Right Populism: The Syrian Refugee Crisis on  Brazilian Television; Wail Hassan | 35 |
| 9/29/2020 | Feminist Archives in times of Change; Hoda Elsadda (Cairo University) | 26 |
| 10/1/2020 | Nationalism and Ethnic Diversity in Iran; James Barry (Deakin University) | 14 |
| 10/2/2020 | The Success of Islamic Politics in Turkey: The Importance of Trust; Avital Livny | 56 |
| 10/6/2020 | Book Talk--Hip Hop Harem: Women, Rap, and Representation in the Middle East; Angela Williams | 15 |
| 10/13/2020 | Mobility Constraints: Evidence from an Experiment with Uber Riders in Egypt; Adam  Osman | 4 |
| 10/20/2020 | Health Maker Lab for the Democratization of Health Innovation; Dr. Irfan Ahmad | 15 |
| 10/22/2020 | Ibadi Identity in North Africa and Oman; Valerie Hoffman | 16 |
| 11/4/2020 | Afro-Iraqi Rituals: Between Preserving Identity & Resisting Oppression; Amir Al-Azraki (University of Waterloo); Thawra Yousif Yaqoob (University of Basrah, Iraq) | 28 |
| 11/5/2020 | School Textbooks, Iranian National Identity, Diversity, and the Construction of the Ideal  Citizen; Amir Mirfakhraie (Kwantlen Polytechnic University) | 20 |
| 11/10/2020 | The Memory of Egyptian Author Latifa Alzayyat: Between Influence & Ambivalence; Magda Hasabelnaby (Ain Sham University) | 12 |
| 11/17/2020 | Micropolitics & Liberating Space in Urban & Peri-Urbana Iran; Atyeh Ashtari, UIUC  Doctoral Student in Urban & Regional Planning | 27 |
| 12/1/2020 | Letters of the Universe: Ibn al-'Arabi's Story of Creation; Elizabeth Sartell (University of Chicago Divinity School) | 44 |
| 12/6/2020 | Photobook Egypt: Nine Stories, Nine Influential Photographers; Marwa M. Abou Leila  (co-founder of Photopia Cairo & Curator of Photobook Egypt) | 16 |
| 2/2/2021 | Global Jihad & Movements of Rage; Glenn E. Robinson (Naval Postgraduate School) | 12 |
| 2/9/2021 | Poland and Its Military Adventure in Iraq as Part of the US Coalition of the Willing (2003-  2008); Derek Monroe (independent journalist) | 10 |
| 2/23/2021 | The History of Turkish Coffee; Gizem White (Founder & President of Turkish Coffee Lady) | 59 |
| 3/23/2021 | Multidimensional Poverty Among Syrian Refugees in Lebanon and the Humanitarian-  development Nexus; Angela Lyons (UIUC) and Josephine Kass-Hanna (Saint Joseph University of Beirut) | 23 |
| 3/31/2021 | Organize Your Digital Files and Learn About African and Middle Eastern Studies  Collections; L. Moustafa, H. Luong, A. Fogarty | 17 |
| 4/6/2021 | Turkish Gastronomy; Hatice Ozedemir Tulun (Author) | 28 |
| 4/6/2021 | The Weaponization of Water in Middle East and Africa; Marcus King (George Washington University) | 40 |
| 4/9/2021 | Quarantine Comedy | 55 |
| 5/5/2021 | The Legacy of Traditional Turkish Music; Kudsi Erguner (Turkish musician) | 54 |
| 7/20-  7/22.2021 | UIUC IGI Summer 2021 Global Educators Workshop: Education in Uncertain Times: How to Prepare for the New Normal Around the World | 62 |
| **Total** |  | **773** |

**A.1.f. Financial Support for Qualified Students**. Through support from the Provost’s Office, CSAMES, the Center for African Studies and Center for Latin American Studies administered the Global South Languages (GSL) Fellowship for students graduate students studying LCTLs of these regions. The fellowship stipend was $15,000 and carried a full tuition waiver. Through this initiative CSAMES awarded seven students who used MENA LCTLs in their research from 2019-2021. CSAMES also administers an MA in Middle East studies and minors in Islamic World Studies. In 2020-21, 31 undergraduate students enrolled in ME minors or concentrations and there are three MA students enrolled in the ME studies program. Since spring 2020, all CSAMES MA students have been supported through TAships, GAships, and tuition and fee waivers through the university. Through the GSL and FLAS awards of UIUC NRCs, $150,000 in fellowships were awarded for ME LCTL language study and assistantships in 2020-21.

# QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

* + 1. **Extent of ME Language Instruction**. UIUC offers all levels of Arabic (MSA and spoken), Hebrew (Biblical and Modern), Persian and Turkish. Arabic, Turkish and Persian are part of the UIUC LCTL Program, housed within the Department of Linguistics, which is situated within the School of Literatures, Cultures, and Linguistics (SLCL). Modern Hebrew is taught through the Program in Jewish Culture and Society, and Biblical Hebrew is taught through Religion. UIUC is a national leader in Arabic instruction and the development of Arabic pedagogy, including online instructional materials. After completing advanced coursework in MSA, students may choose to continue their studies through a sequence of four more advanced topics courses on literature, media, Advanced Readings, Arabic-English Translation, and Business Arabic. Courses in Arabic varieties, such as Levantine and Moroccan Arabic, are also taught regularly. UIUC has been committed to teaching Persian since 2007. With support from

the UISFL grant awarded to CSAMES in 2012, a lecturer was hired in 2013. Since then, all levels of Persian have been offered. The Teaching Associate Professor position in Arabic (Saadah) and permanent Lecturer positions in Persian (Taraneh), and Turkish (Ozcan) allow for continuity and development of these programs. The Arabic Minor is an established program. A Minor in Turkish Studies and Gen Ed course on Turkish culture and history were created in 2019 by Dr. Ozcan. These developments have been made possible due to institutional support and commitment, faculty capacity, and student interest in MENA LCTL study.

A Summer Institute in the Languages of the Muslim World (SILMW) offers intensive courses in Arabic, Turkish and Persian, with 160 elementary and 128 advanced contact hours. SILMW continued to host successful programs during the pandemic, carrying instruction virtually for two full summers. SILMW’s classes were offered beyond first year and included multiple levels for some of the offered languages (up to four Arabic levels). Attesting to the quality of UIUC’s MENA instructional programs, an Arabic High School (AHS) program was offered during SILMW for the sixth year in a row. Similar to previous years, the AHS program was supported by generous study grants by Qatar Foundation International to provide scholarships for students. AHS offers students college credit and provides them with a holistic college and Arabic learning experience. All language programs offer year-round co-curricular activities that are open to the public and feature weekly events in the target language. These promote cultural awareness about the regions and countries where the languages are spoken and are incorporated in the curricula. They serve as great outreach tools to publicize the languages and encourage students to enroll in them.

Online language resources are available to students of Arabic and Turkish. Students can take additional language classes at 14 other Big Ten Academic Alliance (BTAA) universities.

Dr. Saadah and LAS are working on an MOU with the Sijal Arabic Institute in Jordan. Many students have studied abroad and plan to study abroad through approved language institutes.

* + 1. **Enrollments in ME Language Courses**. Over the last 20 years, student enrollment in MENA language courses has grown and remain robust, with a total enrollment of 257 students in AY 2020-21. MENA language instructors are consistently named on the *List of Instructors Ranked Excellent by their Students.*
    2. **Languages with Three or More Levels of Instruction**. All MENA LCTLs at UIUC are taught to at least the third year, with Arabic offered to the sixth level. To further accommodate students with superior Arab competency, Saadah periodically offers independent study courses. An Advanced LCTL Tutorial Pool will provide advanced one-on-one tutorials.
    3. **ME Language Courses in Various Disciplines**. Students may arrange independent study courses with appropriate faculty in history, religious studies and sociology to read texts in MENA LCTLs. REL 514, Islamic Theology, utilizes Arabic texts alongside English translations for teaching specialized vocabulary and phraseology and its development over time. Business Arabic has been taught for the past two years and Saadah plans to develop other courses on Arabic for specific purposes. All language minors are interdisciplinary. This encourages students to explore courses that focus on the regions where the language they are studying is spoken.

**B.3.a. ME Language Faculty Strength**. Saadah, a Teaching Associate Professor, teaches advanced levels of Arabic and supervises two faculty members (El Karafi and Ahyad) and 3 TAs who teach varying Arabic levels. Saadah also serves as Director of the Less Commonly Taught Languages (LCTL) Program in Linguistics, which includes Arabic, Persian, Turkish, Urdu, Swahili and Wolof. Arabic Lecturer Honaida Ahyad has a joint appointment with the Program in Translation and Interpreting Studies to teach Arabic-English translation. In 2019, Saadah trained

and accompanied a UIUC team to participate in the first U.S. University Arabic Debating Championship at Harvard University. In Spring 2021, she developed and taught a course on Arabic Debate to train the next cohort of Arabic debaters, and in Fall 2021, she registered and has been training a UIUC team who will represent UIUC in the 2nd championship at the University of Chicago. Both trips were funded through grants from the QatarDebate Center. For 2019 and 2020, Saadah won campus-level competition to fund sessions with virtual language partnership organization NaTakallam (“We speak”) to provide students with extra Arabic language training. The arrangement pairs students with trained native MENA LCTL-speaking refugees. In 2021, sessions in Arabic and Persian were funded with support from the 2020 CSAMES UISFL grant. Also in 2021, Saadah and Ahyad secured a grant to partner Arabic students with students from the Applied Linguistics Research Lab at Prince Sultan University in Saudi Arabic for a virtual exchange program. These activities allow students to advance their language skills by interacting with native speakers and are planned to continue.

In January 2022, Taraneh Sanei became the full-time Director and Coordinator of Persian. She holds a Ph.D. in Linguistics from UIUC, where she was the recipient of the Henry

R. Kahane Award for Outstanding TA in Non-Western Languages (2018) and the Silver Jubilee Award for Outstanding TA in Linguistics (2019-2020). Ayse Ozcan is Lecturer, Director and Language Coordinator of Turkish. She teaches all levels of Turkish and is an ACTFL OPI tester of Turkish with Full Certification. Modern Hebrew has also been taught by an instructor (Alon) to the advanced level in the past two years. Professor Bruce Rosenstock of the Department of Religion teaches intensive Biblical Hebrew.

**B.3.b. Pedagogical Training for Language Faculty**. Linguistics, SLCL, and area studies centers through collaboration with the Center for Language Instruction and Coordination conduct

regular language-focused training sessions. Saadah organizes and regularly participates in language training workshops through ACTFL, Concordia Language Villages, and the Mellon Foundation. All LCTL staff and TAs participated in ACTFL Oral Proficiency Interview (OPI) training which has been taking place annually on campus in recent years. Training workshops are offered for language faculty and TAs based on ACTFL proficiency guidelines, utilizing ACTFL Performance Descriptors for Language Learners and resources such as *Standards for Foreign Language Learning: Preparing for the 21st Century*, equipping them with skills required to create proficiency-oriented syllabi, teaching materials and assessment methods. To this end, all language lecturers have participated in OPI training, Startalk programs, varying workshops supported by the Mellon Foundation.

* 1. **Measures of Quality of the Language Program.** Linguistics is a nationally prominent center of research on second language acquisition with a focus on proficiency-based pedagogy, evaluation and testing of LCTLs. The Second Language Acquisition and Teacher Education (SLATE) program brings together faculty and graduate students from various departments interested in bilingualism and second language acquisition, teaching, and use. SLATE sponsors the Language Testing Research Group to further the study of language testing. Linguistics also administers FLAS proficiency baseline testing results for LCTL students. These activities inform on the quality of the MENA LCTL programs and areas for improvement.
     1. **Performance-Based Instruction.** MENA LCTL instruction aims to emphasize instruction in the target language after the first year. In the intermediate and advanced levels, the focus is on students’ capacity to produce language through such activities as journal writing, oral exams and use of primary sources including literature, artworks, music and media. These

activities allow for students to develop skills in language and cultural studies at the same time. Student proficiency is evaluated regularly through informal OPIs and writing tasks.

* + 1. **Resources for Language Teaching.** UIUC has state-of-the-art resources for language teaching and learning that utilize its expertise in computer and information sciences and employ web-based courseware, some developed at UIUC, in instruction and evaluation. Linguistics is nationally recognized for strong computational and computer-mediated learning expertise. LCTLs have developed online content that is level specific and nationally available. These were developed through Pairing (two or more instructors of the same language on different campuses) and cohorts (instructors of different languages on the same campus) to collaborate to set end-of- year proficiency levels based on the ACTFL guidelines and use end-of-year proficiency tests as an integral part of their curricula. The language instructors collaborate on development and realignment of curricula and materials. They incorporate these materials into their teaching and engage in iterative re-evaluation of assessments and curricula on a regular basis.
    2. **Language Proficiency Requirement**. As indicated in §B.3.b., proficiency levels are evaluated using informal OPIs. Students generally attain a score of Intermediate-Low at the end of the 1st year, Intermediate-Mid at the end of the 2nd, Intermediate-High to Advanced-Low at the end of the 3rd, and Advanced-Mid at the end of the 4th year.

# QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAMS

* 1. **Quality and Extent of Course Offerings Across Disciplines**. CSAMES faculty affiliates offer 30 non-language courses with greater than 70% MENA focus and 55 courses that include substantial MENA content (25%-69%). Through these courses UG and graduate students alike can develop breadth of expertise across several disciplines (Appendix C). Courses are taught in six professional colleges: ACES, CoE, ENG, FAA, the College of Law and the School of

Information Sciences, as well as in LAS. Courses are also frequently cross-listed with other disciplines in order to count towards elective credits in various degree programs. While courses with less than 100% of Middle East content may be titled as “international” or “global”, the requirements in such courses include final projects and assignments for which students may choose a Middle East country or topic as an area of focus. These courses offer a breadth and depth of disciplinary perspectives on the Middle East.

## Depth of Specialized Courses in a Variety of Disciplines.

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| **Table 4: Depth of ME Studies across Disciplines** | | |
| **Discipline** | **# of courses** | **Level and # of courses** |
| CWL | 6 | 1--(2); 2--(2); 4--(2) |
| ECON | 1 | 4--(1) |
| EPS | 5 | 5--(5) |
| HIST | 9 | 1--(2); 2--(2); 3--(3); 4-- (1); 5--(1) |
| PS | 6 | 1--(1); 2--(3); 3--(3); |
| REL | 16 | 1--(4); 2--(4); 4--(7); 5—(1) |
| SOC | 7 | 1- (1); 3--(1); 4--(3); 5--(2) |

UIUC offers specialized courses on MENA history, linguistics, literature, political science, religious studies, sociology, economics, gender and women’s studies, the fine and applied arts (especially architecture and music), and educational policy studies. In history, five regularly taught courses focus exclusively on MENA and there are nine other courses with significant

content. In religious studies, 10 courses are dedicated to MENA studies and nine others include substantially relevant content on the

|  |  |  |
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| **Table 4: Depth of ME Studies across Disciplines** | | |
| **Discipline** | **# of courses** | **Level and # of courses** |
| CWL | 6 | 1--(2); 2--(2); 4--(2) |
| ECON | 1 | 4--(1) |
| EPS | 5 | 5--(5) |
| HIST | 9 | 1--(2); 2--(2); 3--(3); 4-- (1); 5--(1) |
| PS | 6 | 1--(1); 2--(3); 3--(3); |
| REL | 16 | 1--(4); 2--(4); 4--(7); 5—(1) |
| SOC | 7 | 1- (1); 3--(1); 4--(3); 5--(2) |

area. In the fine arts, specialized MENA courses are taught in architecture and ethnomusicology. Courses offered through professional schools prepare students for research within their discipline or to work in industries needing MENA area studies knowledge.

* 1. **a. Teaching Faculty.** CSAMES has a robust list of faculty affiliates: there are 37 ME- affiliated teaching faculty across 23 units and six colleges. Thirty of these faculty are tenured or tenure-track; three have permanent positions as language faculty (Arabic, Persian and Turkish), one is an Adjunct Lecturer at CSAMES; one a Visiting Assistant Professor in history with at least a four-year commitment. Although the Middle East historian has retired, there is a commitment within the department to fill this position within the next four years. Until then, the courses are being taught by the Visiting Assistant Professor (Alon). The Associate Director teaches SAME 250 Intro to ME Studies. Due to support from CSAMES’ 2020-2022 UISFL grant and a commitment from LAS, a new Director/Lecturer of Persian was hired and began Jan. 2022. This hire creates permanence that has been long needed in the Persian program. The faculty offer a rich set of language and non-language courses on the area (Appendix B). The research output and impact can be seen in the faculty bios in Appendix B. The quality of courses offered by faculty is also exemplary. Illinois’ MENA courses attract a large number of students (Appendix C) and many of them reach maximum classroom capacity. The students also evaluate the faculty and their courses highly. Faculty were recognized on the *List of Instructors Ranked Excellent by their Students* 31 times in the past two years.

**C.3.b. Pedagogical Training for Instructional Assistants**. UIUC provides extensive campus- level, Graduate College and departmental training for TAs. Nearly all non-language courses with MENA content are taught by tenured or tenure-track faculty. Larger classes taught by faculty receive support from TAs who receive training from and are supervised by faculty during weekly

meetings. From 2020-21, 853 TAs completed pre-semester pedagogical training programs offered by the Center for Innovation in Teaching and Learning.

## Interdisciplinary Courses for Undergraduates.

CSAMES, in collaboration with various departments, has initiated five MENA interdisciplinary courses. Introduction to Middle East Studies (SAME 250), a general education course which satisfies the Non-Western

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| **TABLE 5: SAMPLE ME INTERDISCIPLINARY COURSES** | | | | |
| **Course and Title** | | **Disciplines**  **Represented** | **UG** | **G** |
| SAME  152 | The New Middle East | PS, HIST, REL,  SOC, ECON | ✓ |  |
| SAME 250 | Introduction to Middle East Studies | HIST, REL, PS,  ANTH, GWS, GEO | ✓ |  |
| SAME 490/424 | Modern Gulf Studies | PS, HIST, REL, SOC, ECON | ✓ | ✓ |
| SOC 196 | Global Middle East | SOC, GLBL, PS, ANTH, ART, HIST, ECON, CWL | ✓ |  |
| REL 260 | Mystics & Saints in Islam | REL, HIST, CWL | ✓ |  |
| REL 403 | Women in Muslim Societies | ANTH, GLBL, GWS, HIST, REL | ✓ | ✓ |
| PS 347 | Gov’t & Politics in the ME | PS, REL, LAW | ✓ | ✓ |
| MUS 418 | Arab Music of the E. Med. | MUS, ANTH | ✓ | ✓ |
| REL 403 | Women in Muslim Societies | REL, HIST, PHIL, SOC, ECON, ANTH | ✓ | ✓ |
| REL 408 | Islam & Politics in the ME | REL, HIST, PHIL, SOC |  | ✓ |

Cultures requirement, was developed, and taught as an online course in Summer 2021 for the first time and had UG and one graduate student enrollment made through a special section.

The New Middle East (PS 152 /SAME 152), was

initially developed as a team-taught course by CSAMES faculty from

various departments. Also, Women in Muslim Societies (REL 403) and Islam & Politics in the Middle East (REL 408), were both initiated by former CSAMES Director, Valerie Hoffman.

CSAMES also contributed to the launch of Global Middle East (SOC 196) by organizing a multidisciplinary workshop for the authors of a volume, edited by Bayat and Herrera, that serves as key reading material for the course. More MENA-focused courses at UIUC combine

disciplinary approaches. In addition to those listed in Table 5, MENA history courses typically draw on politics, economics, sociology, and gender studies. The MENA economics course (ECON 453) connects with sociology and political science themes, and religious studies courses combine the disciplinary approaches of anthropology, history, literature, and sociology.

# QUALITY OF CURRICULUM DESIGN

* + 1. **Integration of ME studies into Baccalaureate Degree Programs**. UIUC students have a variety of options for concentrating their major studies on the MENA region: a Global Studies (GS) major with MENA focus, a MENA concentration in one of the disciplinary majors, such as Anthropology, CWL, History, Political Science and Sociology, or a self-designated MENA studies major in consultation with a faculty advisor in the area through the College of LAS’s Individual Plans of Study program. Religious Studies majors may also select an Islam concentration, and most of the Islamic studies courses on our campus focus on MENA history, cultures and ideas. There are minors in Arabic Studies and Turkish Studies in the Department of Linguistics, and the two Islam minors—CSAMES’ Islamic World Studies minor and the Islam concentration in the Religious Studies minor—feature courses that are mainly MENA-focused. In addition, students may concentrate on the MENA through a minor in GS, the international minors in the College of Engineering (ENG), ACES, and the College of Fine Arts (FAA).
    2. **b. Requirements to Ensure Quality**. UIUC requires two years of foreign language for all baccalaureate degrees, in addition to a non-Western cultures general education course; most lower-level CSAMES courses meet this requirement. All majors in LAS require at least four advanced courses in the field; minors require two advanced courses in the field. The Global Studies major requires students to complete six credit hours in advanced language coursework that corresponds to their regional focus and is not the students’ native language. For students

focusing on the MENA, this means they must complete up to the fourth year of language study. The Islamic World minor requires students to complete the fourth semester course of a language of a predominantly Muslim country or area (e.g. Arabic, Persian, Turkish, Swahili, Wolof). The GS major requires a semester of study abroad in the area and language of the students’ major.

The ENG, FAA and ACES international minors all require three advanced courses in the student’s regional specialization. The ENG minor also requires proficiency in a language of the region of focus and at least six weeks’ residence of work or study in that region. The FAA minor requires a final project related to the region. These requirements ensure that all students graduating from Illinois have some competency in a non-primary language and students with a MENA focus take MENA LCTLs to the advanced level.

**D.2. Academic and Career Advising**. We continue to make student achievement and post- graduation success central to curriculum related to MENA studies. Part of this comes from the institution’s commitment, and part due to CSAMES’ efforts in recent years to host more career- related events (see §H). LAS houses the Success Center, where UGs can talk with peer mentors about anything related to their academic achievement. At CSAMES, the Director serves as the primary advisor to MA students and the Associate Director serves as the primary advisor to students in the Islamic World Studies minor. Advising meetings are held regularly at the beginning of each new semester and upon request from the student. Faculty members directly advise UG and graduate students in their departments. CSAMES maintains email lists that serve faculty, UG and graduate students with information on area-related jobs, fellowships and training opportunities, and information is also relayed on the website and through posters displayed on bulletin boards across campus. All students and alumni have free access Handshake, a career services platform to find out about career events on campus, connect with employers and explore

job opportunities. In AY 2020-21, UIUC’s Career Center had over 19,476 contacts with students. The Graduate College’s Career Services Office holds regular workshops and symposia on graduate education, career opportunities, interviewing skills and job-seeking in academic and non-academic job markets. As mentioned in § I.2.O2.3, the UIUC area study centers organize International Career Workshops on how to pursue these careers and the importance of graduate study and foreign language acquisition for international careers.

**D.3.a. Research and Study Abroad**. Though research and study abroad has been compromised over the past year and a half due to the COVID-19 pandemic, UIUC would normally offer more than 300 study abroad programs ranging from a few weeks to a summer, a semester, or an entire academic year. UIUC has witnessed tremendous growth in the variety of programs, destinations and diversity of disciplines in study abroad. From 2016-20, UIUC contributed $13,173,932 to students studying abroad. The main destination countries in the ME in the recent past have been Israel, Jordan, and Morocco. 86 students have studied in these countries within the past four years. Eight agreements with institutions in Jordan, Morocco, Israel and Oman offer students the opportunity for direct enrollment and course transfer. UIUC’s membership in American research centers such as the American Institute of Turkish Studies and the Palestinian American Research Center also facilitates MENA research.

The Study Abroad Office assists students by identifying suitable programs, scholarships, credit transfers and counseling. Colleges have staff dedicated to managing and developing such programs and devote substantial funds towards study abroad scholarships. GS majors, ENG International Minor students are all required to study abroad, and the equivalent minors in the Colleges of FAA and ACES encourage it. CSAMES affiliated Faculty have led study abroad in Egypt, Morocco, Turkey, Jordan and Israel.

**D.3.b. Access to External Study Abroad/Summer Language Programs**. In collaboration with the Study Abroad Office, we direct students to suitable programs of high quality. Credits are easily transferred. Graduate students may take language courses for UIUC credit in programs run through 14 other universities through the Big Ten Academic Alliance (BTAA). The Summer Institute for Languages of the Muslim World (SILMW) has been offered since 2008 through the LCTL Program housed in Linguistics (see also §B.1.a.). University students earn between 4 and 10 credit hours for taking one or two intensive language courses over the period of 4-8 weeks, providing opportunities to immerse in the target language up to four hours of daily class instruction and co-curricular activities, including research forums, conversation tables, cooking classes, film series, and field trips. 67 university students and 12 high school students participated in SILMW online in summer 2021.

# QUALITY OF STAFF RESOURCES

* + 1. **Qualifications of Teaching Faculty and Professional Staff**. UIUC has a number of distinguished MENA studies scholars on its faculty from various disciplines. Those who are most active in CSAMES are listed in Table 6 and have a distinguished record of scholarship. **CSAMES Director Waïl S. Hassan** is Professor of Comparative Literature and English, specializing in modern Arabic and Arab diaspora literatures and cultures. He is a past President of the [American Comparative Literature Association](http://www.meeaweb.org/) and a member of the Middle East Studies Association, the Arab American Studies Association, the Radius of Arab American Writers, the Modern Language Association, the Latin American Studies Association, and the Brazilian Studies Association. He has published *Tayeb Salih: Ideology and the Craft of Fiction* (Syracuse UP, 2003) and *Immigrant Narratives: Orientalism and Cultural Translation in Arab American and Arab British Literature* (Oxford UP, 2011), and is completing two more books on Arab

Brazilian literature and on comparative approaches to Arabic literature. He has also published over sixty articles and reviews, translated two books (Arabic into English and Portuguese into Arabic), and edited or co-edited three books and five special issues.

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| **Table 6: CSAMES Core Faculty** | | |
| **Name** | **Department** | **Expertise** |
| Asef Bayat | SOC | Social movements |
| Cynthia Buckley | SOC | Population, social equity, and development in Eurasia |
| Eric Calderwood | CWL | North African literature and film, Arabic literature, medieval Muslim Iberia, and Mediterranean studies |
| Virginia Dominguez | ANTH | Race, identity; Israel |
| Rachel S. Harris | CWL; JC&S | Israeli literature and culture |
| Linda Herrera | EPOL | Cultures and communities of learning, critical democracy,  youth learning |
| Rana Khoury | PS | Comparative and international politics, with a focus on displacement and humanitarianism in the Middle East |
| Avital Livny | PS | Comparative politics, political economics, politics of religion and  ethnicity in the Middle East, with a focus on Turkey |
| Angela Lyons | ACES | International development; global economic and financial inclusion; Syrian refugees |
| Ghassan Moussawi | SOC; GWS | Transnational gender and sexuality, race and ethnicity, queer  theory, urban studies |
| Laila Hussein Moustafa | Library | Digital humanities; cultural preservation |
| Adam Mohamed Osman | ECON | Access to finance, private sector development, youth employment |
| Ayse Ozcan | LING | Turkish culture |
| Eman Saadah | LING | Arabic applied linguistics; language acquisition of heritage speakers |
| Taraneh Sanei | LING | Sociolinguistics; discourse analysis; multilingualism |
| Lila Adib Sharif | AAS | Politics of consumption, indigenous survival, neoliberalism,  gender and race |
| Dov Weiss | REL | History of Jewish biblical interpretation and rabbinic theology |

The Associate Director is **Angela Williams**, who has a Ph.D. in Educational Policy Studies, and teaches and researches on women and popular culture in the MENA region, as well as introduction to ME studies. She regularly serves as a campus reviewer for Boren and Fulbright applications. Williams has served on the board of MEOC, a national network of educators on the ME, and has presented at teacher workshops for schools and institutes in UIUC, nationally and abroad, and led teacher study tours to Morocco, Qatar and Oman. **Terri Gitler**, the Office Support Specialist, holds a MA in British and American literature. Before taking her present position at CSAMES, she worked for many years in the publishing field as a copyeditor, project

coordinator, and executive manager. A complete list of CSAMES-affiliated faculty who teach and research on the ME is provided in Appendix B.

* + 1. **Professional Development Opportunities**. UIUC supports faculty research, conference travel, course development and training in a second discipline through direct funding, teaching release time, and reading groups, workshops, exhibits and conferences. Faculty members are encouraged to travel for research and conferences; generous campus support allows faculty to attend conferences both in the US and overseas. The university makes annual contributions to faculty research accounts and provides additional funding through fellowships and awards from the Campus Research Board, the Humanities Research Institute, Center for Advanced Study, and various endowed faculty scholarships. Many campus units provide research fellowships that allow faculty to devote all their time to research. CSAMES faculty members regularly travel to the MENA for research and conferences and participate in annual disciplinary conferences. The many lectures and conferences on our campus also offer faculty and students opportunities to meet scholars and present their research. All full-time employees are eligible for free tuition to pursue professional development opportunities. CSAMES affiliated faculty grants from 2020-21 totaled $23,048,750.
    2. **Participation in Teaching, Supervision and Advising**. UIUC places a high priority on teaching and mentoring. Tenure-line faculty teach four courses a year, and supervise senior honors theses, independent study, Master’s theses and doctoral dissertations, and advise students. Faculty hold two or more office hours each week and regularly hold meetings with doctoral students. The CSAMES Director serves as Director of Graduate Studies for the Center’s MA program. He meets with students for advising regularly before the beginning of each semester and maintains email contact with them. Each student must discuss a plan of study with the

Director along with their career interests and prospects. The Associate Director, who completed training for a career coaching certificate offered by the Career Center in 2019 at UIUC, serves as advisor for students taking one of CSAMES’ undergraduate minors – South Asian Studies or Islamic World Studies. A new ME studies current student and alumni network campaign will begin in AY 2022 with the effort to connect UIUC alumni and current students. The Office of Undergraduate Research promotes faculty-guided research. The 2021 Undergraduate Research Week featured the work of 692 students, mainly virtually.

**E.2 Adequacy of Center Staffing and Oversight**. As mentioned in §A, CSAMES is housed within the IGI, which involves a dual-reporting structure. IGI is housed in the College of Liberal Arts and Sciences (LAS), and its Executive Director reports to the Dean of LAS as well as to the Provost. The IGI’s budget is provided by the Office of the Provost, with an annual allocation of

$2.1 million. The IGI salaries for staff time which supported area studies work in 2020-21 was

$459,992. The IGI Executive Office includes a full-time Executive Director, Senior Business Operations Manager, Accounting Associate, Human Resources Associate, and Communications Coordinator; and also a half-time Office Support Associate, half-time Fellowship Coordinator, half-time Visiting Project Coordinator. The IGI Executive Council is comprised of two Center Directors and two Associate Directors (ADs), elected for two-year terms. All ADs meet monthly to discuss joint project and initiatives, and all Directors and ADs meet monthly as well.

The Director chairs the Executive Committee (ExCom), leads scholarly programming, teaching, and outreach initiatives, supervises the CSAMES MA program, and collaborates with the AD on advancement and grant writing. The AD oversees daily operations, manages personnel, coordinates community college programs and initiatives, tracks evaluation processes, advises students in the CSAMES undergraduate minors and teaches SAME 250. The O&P

Coordinator will manage the outreach program, K-12 initiatives, conduct fellowship administration with other UIUC NRCs, and plan summer teacher workshops. The Office Support Specialist sends weekly email announcements, processes payments related to events and operations, coordinates course and room scheduling, and coordinates meetings.

With a Director, AD, and an Office Support Associate, CSAMES has organized a wide variety of public events as displayed in §G. Faculty oversight is exercised through ExCom, which consists of four elected members, two for MENA and two for South Asia, with staggered two-year terms. The Director, AD, and the Librarians for the Middle East and South Asia are ex- officio members of the ExCom. The Librarian and other faculty also serve on committees for admissions, programming, grants and curriculum development, all elected by faculty affiliates.

The Director meets with the ExCom at least once a semester and as necessary to discuss the Center’s programs and receive their input.

**E.3. Non-Discrimination and Employment Opportunity**. CSAMES is committed to policies of nondiscrimination and accessibility in all its activities and in employment. We strictly adhere to UIUC’s rules forbidding discrimination or harassment against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, disability, sexual orientation, discharge from the military, or status as a disabled veteran. Every campus academic search has a designated Diversity Advocate to ensure that members of underrepresented groups are given full consideration. The Office of Equal Opportunity and Access reviews every search for compliance with these regulations before a job offer is made. The Office of the Provost encourages minority faculty hiring through the Target of Opportunity Program.

# STRENGTH OF LIBRARY

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| **Table 7: LIBRARY HOLDINGS** | |
| **Resource** | **Amount** |
| Microfilms | 9,000,000 |
| Print serials | 270,000 |
| Electronic serials | 200,000 |
| E-books | 1,800,000 |
| Physical and digital media  materials | 600,000 |
| Maps | 600,000 |

* + 1. **Strength of Holdings.** The UL is the second largest public academic research library in the US, with over 14 million volumes; 24 million items and materials in all formats, languages, and subjects; and millions of pages of

manuscript materials. Housed in the main library and 25 specialized libraries, these extensive collections support scholarship and research in all disciplines, with well over six million volumes in support of International Area Studies. During the fiscal year 2021 alone, the Library cataloged items in 45 different formats and in 156 different languages. UIUC’s long association with international programs results in stellar collections in many areas. The UL is a depository library for the US, the EU, the UN and Canadian documents, and has large collections of documents related to global studies from the OECD, World Bank, ILO, IMF, OAS, and GATT/WTO. Over 5 million books in the collection were published outside the US, many in LCTLs. Materials at all levels, from one of the largest children’s literature collections in the U.S. to school curriculum collections to undergraduate level resources to highly research-oriented, distinctive and rare materials are held in the languages of the world and support the multi-disciplinary nature of International and Area Studies.

* + 1. **MENA Studies Strength of Holdings.** UIUC’s MENA Studies Library is one of the three most extensive collections in the Midwest, with 76,136 items in Arabic, Persian, Hebrew, Kurdish, Turkish, and other MENA minority languages. The collection is developed by Associate Professor Laila Hussein Moustafa, a scholar in MENA Studies, who is fully integrated into the scholarly community on campus, nationally, and internationally.

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| **Table 8: ME LCTL LIBRARY ITEMS** | |
| **Language/Type** | **Count of Title** |
| **Arabic** | **59017** |
| Book | 57314 |
| Computer file | 4 |
| Journal | 838 |
| Map | 63 |
| Music | 486 |
| Visual material | 312 |
| **Hebrew** | **8137** |
| Book | 7382 |
| Computer file | 2 |
| Journal | 169 |
| Map | 29 |
| Music | 348 |
| Visual material | 207 |
| **Kurdish** | **47** |
| Book | 28 |
| Journal | 2 |
| Music | 13 |
| Visual material | 4 |
| **Persian** | **5988** |
| Book | 5410 |
| Computer file | 1 |
| Journal | 164 |
| Map | 63 |
| Music | 155 |
| Visual material | 195 |
| **Turkish** | **2947** |
| Book | 2100 |
| Journal | 510 |
| Map | 87 |
| Music | 200 |
| Visual material | 50 |

* + 1. **Acquisition of Materials and Staff.** See also §A.1.c. The Middle East and North African Studies Librarian, Laila Hussein Moustafa, is a tenured librarian, researcher, and adjunct in iSchool at UIUC. She has advanced degrees in both Near Eastern Studies and Information Technology and language proficiency in Arabic, Persian, Hebrew, and Turkish. She acts as a liaison and works very closely with CSAMES and the Center for African Studies on their ExComs and the UIUC Fulbright's committees. Moustafa is a faculty affiliated with the Women & Gender in Global Perspectives Program and the Jewish Culture and Society program. She is an active member of the Middle East Librarians Association, serves in The International Federation of Library

Associations and Institutions, and the American Libraries Association. Moustafa is an awardee of the Fulbright Specialist Program and was planning to collaborate with the US Embassy in Sudan to train Sudanese librarians and faculty in research methodology and librarianship, but the trip has been postponed due to the pandemic.

The MENA Studies collection spends $47,000 annually purchasing books and other materials from the MENA; French and English MENA studies books are not included in this budget. In addition, many units in the UIUC library contribute to the MENA collection and support purchasing books, databases and educational languages software. Hussein purchases books from throughout the region, including the Library of Congress (Cairo Office), vendors in Iraq, Egypt, Israel, Lebanon, and other parts of the region. The Center for Research Libraries (CRL) is a major national resource for scholars. CRL houses old and unique materials in print and microfilm of books, newspapers, and manuscripts in English and foreign language. UIUC contributes financially to CRL’s Middle East Microform Project, and we acquire, preserve, maintain, and digitize collections of unique, scarce, or rare MENA research materials

* + 1. **Cooperative Arrangements with Other Libraries and Online Databases.** The MENA Library collaborates online with other institutes in the US and worldwide. Virtually, the library implemented links to collections and services at our online research guides to foster the use of both institutions’ collections and services. Also, the UIUC faculty and students can borrow from 300 regional, national, and international institutions via arrangements with the Big Ten Academic Alliance (BTAA) and Online Computer Library Center (OCLC). UIUC maintains a strong relationship with the institutions that form the BTAA. The UL regularly receives interlibrary loan requests from libraries around the US and abroad for the MENA collections. One of the most requested collections is *Al-Ahram*, the oldest newspaper from Egypt, published in 1875 and is still published. Likewise, we contribute our resources to CRL. The library has made the newspaper accessible to researchers who want to have online access and search inside the PDF copy using OCR. Another essential collection that brings researchers worldwide to visit the collection is the Charles Stewart African Arabic Manuscript from Mauritania. The collection

brings excellent attention since the library digitized it instead of having it only on microfilm. UIUC faculty and researchers and institutional members of the BTAA can borrow materials from the UIUC library. In addition, the library has cooperative arrangements with other libraries and library systems directly relevant to MENA studies. The library catalog is linked to a statewide network, CARLI, which comprises 134 Illinois libraries and the Chicago Public Library, covering 94 percent of higher education students, faculty, and staff. In 2021 the MENA Library led a consortium project for journals from the Middle East. The project collaborates with other MENA studies libraries in the Big Ten and to help eliminate duplication and collect more titles.

* + 1. **Accessibility of U of I Libraries.** The public and academic community, including teachers, students, and faculty from other institutions, have access to the UIUC MENA collection and services such as reference requests. The MENA Library website and research guides contain a significant amount of information that supports the public and academic users. UIUC has contributed to OCLC since 1992 and leads all other American academic libraries in total volumes cataloged (at least 10,000 per month). Furthermore, the Universities of Illinois and Chicago belong to the Reciprocal Faculty Borrowing program of OCLC.

UIUC libraries are accessible to persons with disabilities, and the library is in a constant reevaluation of its accessibility features to improve them. This has included hiring an Applied Health Science Librarian whose research is on disability and libraries and serves as an expert consultant to the library on issues of accessibility. Also, the library Administrator of the University Library for user services works with the campus Division of Disability Resources and Educational Services to better serve our disabled users, including best practices, assessment, and technology. We also translate some of the library's general information into other languages,

including Arabic, to include the public as part of the library plan to be accessible and inclusive to all members of the UIUC and surrounding communities.

# IMPACT AND EVALUATION

* 1. **Impact on University, Community, Region and Nation.** CSAMES activities have a significant impact on campus, the local community, the state of Illinois and Midwest region, and the nation. This impact is demonstrated by enrollments in ME-relevant courses and LCTLs (Appendix B), by graduate placement data, by participation rates in CSAMES-sponsored events, and by usage of Center resources.
     1. **Enrollments.** In 2020-21, MENA course enrollments were consistent with higher education trends overall, which saw the increased need for online instruction due to the COVID- 19 pandemic. Due to this, online courses with substantial MENA content reached capacity. Two UG MENA course thrived: PS 152 The New Middle East with 83 students and PS 347 Government and Politics of the ME with 49 students, both taught by Livny. As described in §B, students wishing to study a ME LCTL may choose from Arabic, Hebrew, Persian or Turkish. The enrollments in these languages have remained stable or increased. Arabic has maintained enrollments greater than 40 students in beginning (ARAB 201), and at the advanced level enrollments have been consistently above10 for each advanced course each semester. Appendix B shows ME LCTL enrollment data for AY 2020-21, but the Elementary Hebrew enrollment has tripled in AY 2021, indicating there will be a need for continued instruction of intermediate and advanced Hebrew in the coming years. Since 2017-2018, Persian enrollments across the levels have remained stabled or have increased, with fluctuations consistent with national trends. Similarly, Turkish enrollments, which had been dwindling in 2017-2018, have risen and stabilized. Programming on Turkish culture (§I2.O1.2.f.) has contributed to these enrollments.
     2. **Graduate Placement.** UIUC graduates with MENA LCTL and area studies knowledge find work across sectors: academic/higher ed, non-profit, and communication being the highest fields. Of MENA related minors (Islamic World Studies; Arabic) surveyed, 25% work in engineering and the others work throughout various sectors including higher education, government, finance, international development, journalism, law, medical, hospitality and non- profit. Of the graduates of the CSAMES MA program in ME studies, 54% are in academia and higher education, 23% work in communications fields, and the rest work within the arts, IT and non-profit sectors. MA graduates in recent years have sought and attained federal or contract positions which require pre-hire screening and confidentiality.
     3. **Event Participation.** CSAMES hosts a diverse range of events that directly respond to current issues in the MENA region that are of national interest. As described in §A.1.e, over 600 people participate in CSAMES activities annually. According to post-event surveys administered in 2020-21, 94% of attendees who answered the question reported they gained knowledge about the ME from the event and 98% reported they would attend a future event.
     4. **Center Resource Usage.** CSAMES has a library of over 200 academic books, journals, youth novels, picture books and K-12 teaching resources. With the hiring of an Outreach/Program Coordinator, CSAMES will make these items available through a lending library that will serve residents in the local community. Please see §H for website usage.
  2. **Student Placement and Efforts to Increase.** CSAMES holds annual career panels and workshops on finding careers in federal jobs. CSAMES will ask MENA LCTL instructors and all affiliated faculty to distribute a questionnaire to students at the beginning of each semester asking if students are interested in learning more about careers in critical needs area using MENA language and area studies knowledge. Students who select to be informed will be signed

up to receive email announcements twice each semester on MENA related internships and other professional opportunities for after graduation. Students participating in the Model Arab League would be eligible to apply for an internship with the National Council on U.S. Arab Relations.

* 1. **Addressing National Needs; Disseminating Information.** All CSAMES MENA events create opportunities for participants to build expertise on the MENA region, addressing a national need for capacity building in MENA LCTL and area studies knowledge. As mentioned in §H.2, all 2020-21 events have been held online; most have been recorded and are available for view on the CSAMES website. All events are publicized on CSAMES’ web calendar, social media and email list of nearly 400 subscribers. The IGI Communications Coordinator maintains a separate calendar that feeds from the CSAMES calendar and is aimed at broader campus and public audiences. IGI also sends a quarterly e-newsletter featuring CSAMES and other UIUC area studies programs. The CSAMES Office Support Specialist weekly adds CSAMES announcements to a campus-wide list, e-weekly, and to a list dedicated to humanities programs.
  2. **Comprehensive and Objective Evaluation Plan.** Illinois has had a longstanding legacy of collaborative programming and evaluation efforts among its NRCs and other cooperating campus units. Since 2004, this has included joint investment in independent external evaluation of programming and activities. CSAMES will continue with this tradition by participating in a joint-evaluation program of 1.) FLAS programs 2.) Parkland College Global Education Initiative and 3.) IGlobal. The evaluation will be to assess the usefulness of advanced MENA LCTL training for students with regard to their post-graduate careers and the value of MENA curriculum preparation for K-14 educators.

UIUC NRCs have established a relationship with ALK Evaluation & Consulting (ALKEC), a small, higher education consulting startup based in the Midwest. The proprietor of

this business, Alisha Kirchoff, is a former Associate Director of a Title VI NRC and has extensive training and experience developing tailored analysis protocols, applied social scientific inquiry, and technical writing for diverse audiences. Through her Ph.D. training, she has developed expertise in working across social science research methods and thus utilizes both quantitative and qualitative methodologies in applied research, evaluation, and impact assessment. Additionally, she has served as the external evaluator for peer institutions’ programming in the previous Title VI funding cycle. Please see bio in Appendix B. Kirchoff’s expertise will allow her to also work with the NRCs to develop implementation plans on the basis of the evaluation findings. Because of her background in administering federal grants, higher education pedagogy and administration, and over seven years of applied research experience, she is well-positioned to help UI NRCs identify areas of future growth and opportunity for Title VI-funded programs as well as devise plans for implementation. The arrangement between ALKEC and UIUC includes a commitment to not only evaluate and assess programming but also to make recommendations for innovation, improvement, growth. Further, these recommendations may include discussions and strategy sessions for future fundraising at the institutional level and beyond in an effort to further the reach and impact of Title VI programming long term.

* + 1. **Measurable Outcomes.** In addition to the outcomes listed in the table in §I.A, which will be measured by CSAMES, the joint evaluation done by ALKEC will include: the numbers of event participants and return participants; number of students who report having increased MENA knowledge; number of teachers who report an intended future professional commitment learning and teaching about the MENA; number of students who intend to pursue a future career

using MENA studies skills; and the number of alumni currently in an area studies-related professional field. A complete chart of the plan can be found in Appendix E.

* + 1. **Evaluations Use for Program Improvement.** As mentioned in §H.3, CSAMES regularly gathers data and feedback at each event. In Fall 2020, CSAMES collaborated with ROTC faculty to conduct a survey among students enrolled in the ROTC program to discover students’ interest in ME LCTL and events. Based on that survey, it was decided to organize current events lectures, as these were most desirable to the students. UIUC area studies centers also collaborated in 2021 for a joint evaluation of FLAS and GSL fellows.
  1. **Equal Access.** All CSAMES programs from 2020-21 have been free and open to the public or eligible participants (in the case of courses, for which student tuition was paid), regardless of participant’s identity. Positions funded by CSAMES must undergo the proper search procedure processes, which includes having a Diversity Advocate on the search committee (see §E.3). In order to ensure that ME programs are available to participants from traditionally underrepresented groups, CSAMES will actively engage with the institutional units and services that reach out to underserved groups in order to publicize programs and activities. UIUC’s Office of Student Services created the Office of Inclusion and Intercultural Relations (OIIR) to recruit and retain underrepresented students, offer diversity education, promote civic engagement and foster leadership skills for global citizenship. In addition to the Diversity and Social Justice Education unit, OIIR includes six cultural and resource centers: the Bruce D. Nesbitt African American Cultural Center, the Asian American Cultural Center, La Casa Cultural Latina, the LGBT Resource Center, the Native American House, and the Women’s Resources Center. UIUC was the first U.S. institute of higher education to provide students with disabilities access to all university services, curricula, and facilities. UIUC has a Coordinator of Compliance with the

Americans with Disabilities Act in the Office of Equal Opportunity and Access to ensure that it meets the needs of individuals with disabilities. The Division of Disability Resources and Educational Services (DRES) provides educational assistance services, physical therapy, residential and transitional services, accessible campus transportation, wheelchair and equipment repair, scholarship assistance, adapted sports and recreation, driver education, and guidelines for developing accessible media services. IIP’s “Enabled Abroad Scholarship” aims to find solutions for the problems facing differently abled students who wish to study abroad.

To ensure that all the programs outlined in this proposal will be accessible to all students of appropriate levels at UIUC, regardless of race, disability, sexual or political orientation, or any other factor, the CSAMES Director and AD will meet annually with staff from OIIR, the cultural resource houses and the Compliance Coordinator. The CSAMES Director and AD already participate in the Graduate College’s ASPIRE program, a recruitment, early application and campus visit program for underrepresented students. The AD and OC will also connect with the Office of Minority Student Affairs Upward Bound summer program, which has held a program on world cultures for high school students. In addition, the CSAMES AD will meet annually with staff of the Women’s Resources Center, which hosts lectures, film screenings and other events, to learn of the Center’s upcoming programming. The OC will also connect with the Osher Lifelong Learner Institute, (OLLI) which facilitates courses, to see if a faculty team-taught course may be arranged for OLLI, as has been done in the past. These efforts aimed to increase the number of underrepresented students and general audience members in the activities.

# H-NRC. OUTREACH ACTIVITIES

See table in §A.1.e.

## H-NRC 1. Elementary and Secondary Schools.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 9: 2020 and 2021 SUMMER WORKSHOPS** | | | |
| **Date** | **Event** | **Attendees** | **Description** |
| 7/28-7/29/2020 | Virtual Educators Workshop: K-14 Education during COVID-19 in the US and Abroad | 95 | Presentations by experienced K- 12 teachers and IL faculty; topics included online education methods and platforms; technology-enhanced language teaching; the impact of COVID- 19 on education; online resources; and international approaches to  education during the pandemic. |
| 7/20-7/22/2021 | Global Educators Workshop: "Education in Uncertain Times: How to Prepare for the New Normal Around the World" | 179 | Round-table discussions around the context of migration, education, and health with the theme of "Education in Uncertain Times: How to Prepare for the  New Normal Around the World." |

The area studies and thematic centers jointly organize activities for K-12 teachers and students. Although CSAMES does not have an OC, CSAMES has promoted these events. Through CSAMES funding and UIUC’s College of Education’s IGlobal initiative, Illinois middle school students are partnered with Egyptian middle school students for online discussions of the UN’s Millennium Development Goals. In fall 2021, 18 Egyptian students interacted with 700 middle schoolers from around the world, 79 of whom were US students. These online sessions are facilitated by CoE undergraduate students. Over the years the AD, Persian Lecturer and Arabic Director have participated in local and rural area classroom library visits, as well as cultural nights on campus in which community members are invited and attend. In most years since 2009 CSAMES has been an institutional member of the MEOC – a national network of educators sharing resources and expertise on the ME; the AD currently chairs the subcommittee for the MEOC picture book awards. Among numerous other collaborative activities, MEOC recognizes outstanding children’s and young adult literature on the ME annually and posts this list online

and disseminates it to educators and librarians. In 2020-21, through virtual conferences, between 150-200 educators visited the MEOC virtual booths. There are 11 institutional members and 372 access (free) members. CSAMES offers K-12 outreach curriculum units developed in-house for educators and the general public on the website. These include country fact sheets for all MENA countries and cover such diverse topics as veiling, art, music, mathematics and folk tales. Our outreach pages average 105 page-views per month and viewing on our main website averages 1,781 views per month.

**H-NRC 2. Postsecondary Institutions**. CSAMES regularly hosts a noontime lecture series in which UIUC faculty and Graduate students are invited to present. As seen in Table 4, faculty and graduate students from other institutions are also invited to present. The CSAMES website also serves as a site of knowledge for current research on the ME. Since September 2020, all lectures have been held online and, for the most part, recorded and posted on the CSAMES website.

From September-December 2021, the most popular sections of the website received just under 2,000 unique views. Outreach to UIUC ROTC students has become a focus since Fall 2020, and there have been three collaborative lectures on understanding sectarism; the U.S. involvement in Afghanistan; and Tunisia’s political climate.

**H-NRC 3. Outreach to Businesses, the Media and the General Public**. CSAMES organizes numerous lectures, conferences, film screenings and other cultural events such as musical performances and has organized non-credit courses for life-long learners. All events and activities focus on issues of current and historical interest and are free and open to the public. The UIUC News Bureau regularly features online articles on our prominent faculty. Since Fall 2020, when programming went online, evaluation surveys have been administered at almost all CSAMES organized events (see Table 4). Results from these surveys indicate that the events are

mainly attended by students who have gained knowledge about the MENA because of the event and indicated that they will likely attend another similar event.

# H-FLAS. FLAS AWARDEE SELECTION PROCEDURES

**H-FLAS 1. Advertisement and Selection Process**. UIUC NRCs collaborate on a common application deadline and website application for FLAS fellowships. Each NRC maintains its own selection process and committee. Each selection committee is provided pertinent application materials from the financial aid office to provide student financial data to inform FLAS competitive preferences for students demonstrating financial need. Streamlining the application process accommodates a larger number of students and facilitates evaluation and selection of students applying to more than one center. The NRCs publicly advertise the fellowships in early December through flyers sent to departments and graduate advisors. Announcements are sent out on listservs, to students enrolled in LCTLs, and posted on center websites and in the student newspaper. Applications are available in the late fall semester and four advising workshops are held for potential applicants. The common application deadline is mid-February and selection committees meet for final decisions in early March. All centers send out award notifications in mid-March; students must accept or decline the award by mid-April. Summer awards are contingent on USED approval of the proposed language program.

**H-FLAS 2. Application**. The application requests contact information, academic history, previous language study and GRE scores, and requires transcripts, three letters of recommendation, including one from the most recent instructor in the language for which the award is requested, and a statement of purpose explaining how the language course relates to the student’s long-term professional goals and academic program. Summer FLAS applicants submit information on their preferred language program. UGs apply directly to CSAMES; graduate

students are nominated and ranked through their departments. These departmental rankings are not binding, however, as the selection committee also takes into account USED criteria and priorities. UG applicants are assessed using the same criteria and must have a GPA of 3.0 or higher and enrollment in the appropriate language in the previous semester. This ensures that the scholarships attract outstanding students who possess the skills and interest to pursue language learning from the intermediate to advanced levels.

**H-FLAS 3. Selection Criteria**. The CSAMES Director will chair the FLAS selection committee, which will include a MENA language instructor and two CSAMES affiliated MENA faculty members. Applications

|  |  |  |
| --- | --- | --- |
| **Table 10: FLAS Fellowship Selection Criteria** | | |
| **Category** | **Points** | **Application Materials** |
| Academic Performance and Potential | 0-5 | GPA and GRE Scores |
| 0-4 | Letters of  Recommendation |
| Demonstrated Middle East Interest | 0-3 | Statement of Purpose |
| 0-2 | Related Coursework  (Transcripts) |
| Supplemental Considerations per US/ED Preferences | 0-1 | Underrepresented Groups |
| 0-4 | Financial Need |
| 0-1 | Professional School  Applicants |
| 0-1 | MA Applicants |
| 0-2 | Advanced Language Study |
| Qualitative Evaluation | 0-2 | Applicant's Potential or Demonstrated Contribution to the Field of Middle Eastern Studies, her/his  Special Abilities, and Other Worthwhile Attributes |

will be ranked using a 25-point system (Table 10). Overall excellence, commitment to the area and financial need are key factors in candidate selection, in addition to the distribution of fellowships across languages and disciplines.

# I-NRC. PROGRAM PLANNING AND BUDGET

**I-NRC 1. Development Plan and Use of Resources.** Please see Table 11 for development plan. Activities are designed to strengthen MENA LCTL instruction and learning and to create a well- rounded program in MENA studies to serve current and future K-14 teachers, their students and members of the general public. Each activity is overseen by the CSAMES Director, AD, OC, or

affiliated faculty member, as described below. CSAMES uses existing infrastructures within SLCL, IGI, ATLAS, LAS and others mentioned below within UIUC and other institutions to accomplish these goals.

## I-NRC 2. Quality Activities Directly Related to NRC Purposes

### Objective 1: Build capacity in MENA language and area studies among UIUC and other students, and UIUC communities.

Activities to enhance MENA language instruction and learning opportunities for UIUC and high school students will be overseen by Dr. Saadah, Director of the LCTL Program, Director and Language Coordinator of Arabic, Advisor for the Minor in Arabic Studies, and Teaching Associate Professor.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table 11: CSAMES TIMELINE** | | | | | |
| Activity Type  University of Illinoi | Year 1  s at Urbana-Champa | Year 2  ign | Year 3 | Year 4 | Outcomes |
| LCTL  Instruction and Pedagogy | Advanced Tutorial Pool | | | | 5th year and beyond students gain more competence in ME LCTL |
| Advanced Hebrew Instruction | | | | Growth of program to serve 3rd year (advanced) Hebrew students to UIUC and BTAA students |
| New online Turkish Culture course | New online Business Arabic course | Arab World Global Security course | Saadah to receive VR training | Expand non-traditional offerings; make course available to non-UIUC students |
| Course Development for Computer-Assistant Language Learning Certificate begins with EIL 487: Computer-Assisted Language Learning and one new course each year | | | Begin Certificate Launch Process | Creation of CALL Certificate to serve future language teachers |
| LCTL Program Development | Arabic Assessment GA |  | | LCTL  Workshop | Enhanced operations of LCTL programs and instruction; students use target language through experiential learning opportunities; cultural events encourage more enrollments in classes; instructions receive pedagogical training |
| Arabic GA; SILMW GA; Turkish TA; SILMW GA; SILMW HS  RA/Program Asst.; NaTakallam Tutorials and Refugee Voices; Persian Cultural Events; Turkish Studies and Cultural Events; Persian Cultural Events; Linguistic and Cultural Immersion Trips to Chicago | | | |
| Events and New Courses on Diverse Perspectives | Film Series; PAWAC Lecture Series; IGI Global Challenges | | | | Increased UIUC students, members of Illinois communities and general public  nationwide and gain |
| Lecture Series; IGL-SLCL Conference; Armenian Studies; LAS Global Classroom | | | |
|  |  | | | | knowledge of the |
|  |  | | | | MENA |
|  | Trans-Saharan |  | | |  |
|  | Networks |  |
|  | Course |  |
| Career Development | Model Arab League Team and conf in Yr 4; Career Workshops and Panels; Lecture Series on U.S. Foreign Policy; Two GAs for programming, social media and alumni network support | | | | Train 150 students each year in career development through events and online engagements |
| K-14  Outreach and Teacher Training | Spurlock Big History; IGlobal; Parkland ME Curriculum Enhancement; ME Regional Focus Group at Harper College; Middle East Teacher Workshop and Teacher Trips; MIIIE Workshops; Outreach Coordinator Outreach Visits to K-12 classes | | | | 25 teachers and teachers-in-training and 50 K-12 students annually receive |

|  |  |  |
| --- | --- | --- |
|  |  | MENA curriculum training |

## I-NRC 2.O1.1. MENA LCTL Instruction and Pedagogy (AP1, AP2)

**I-NRC 2.O1.1.a. Business Arabic Online (AP1).** Business Arabic was first offered in Summer 2016 and has been successfully offered three times since then. Saadah will develop an online asynchronous version of this course to accommodate the schedules of students from various disciplines and to be accessible to learners outside of UIUC. (Budget A.A1.a)

**I-NRC 2.O1.b. Advanced Hebrew Instruction (AP1).** As the number of enrollments in beginning and intermediate Hebrew continues to increase as mentioned in §G.1.a., advanced courses will continue to be offered. CSAMES will contribute to the instructional costs of advanced Hebrew in Years 1-4. The advanced instructor may also develop courses to offer through the BTAA system to accommodate students outside of UIUC. This continued instruction contributes to UIUC’s long-term plan to hire a permanent Director of Hebrew (Budget A.A1.b)

**1-NRC 2.O1.c. New Online Turkish Course (AP1).** In collaboration with the Yunus Emre Institute, Dr. Ozcan will develop a new online Turkish culture course. The course builds on the successful collaboration of online events on Turkish music, cuisine, archeology, and cinema that were held in 2021. (Budget A.A1.c)

**I-NRC 2.O1.1.d. Advanced Tutorials for Arabic, Persian and Turkish (AP1).** Language fellow and other advanced students may need more options for courses beyond the sequence of current offerings. In such cases, MENA LCTL instructors offer a special tutorial to

accommodate the student. Tutorials offered for advanced students who may wish to focus on special topics or capstone projects in the target language. (Budget A.A1.d.)

**I-NRC 2.O1.1.e. Arab World and Global Security Course (AP1).** Saadah will propose and develop a new Gen Ed course on the historical contexts of the Arab world and connects them with current global issues that impact Arabs who live in the region and elsewhere. (Budget A.A1.a.)

**I-NRC 2.O1.1.e. Arabic Virtual Reality (AP2).** Saadah will receive training in VR technology. New curriculum will be developed for advanced Arabic students using VR technology available through ATLAS. (Budget A.A1.a.)

**1-NRC 2.O1.f. Computer-Assisted Language Learning (CALL) Certificate Development (AP2).** A team of SLCL faculty led by Dr. Sadler (Linguistics) will create a new certificate program responding to the needs of future language teachers. Development of EIL 487: Computer-Assisted Language Learning will begin in Year 1. The program will include three courses and will be available for undergraduate and graduate students. (Budget E.E1.f.)

**1-NRC 2.O1.g. LCTL Workshop (AP2).** UIUC NRCs have a history of collaborating with SLCL to host annual LCTL workshops. CSAMES will contribute funding to a workshop held in Year 3 that will cover best practices in pedagogy, including use of new technologies. (Budget E.E3.k)

## I-NRC 2.O1.2. LTCL Program Support (AP1)

**I-NRC 2.O1.2.a. Arabic Assessment Tools GA.** To serve the needs of students who are entering Arabic classes with various levels of knowledge, a GA will be hired to help develop Arabic assessment tools. This process will assist the Arabic Director (Saadah), who currently completes assessments with each student during office hours. (Budget E.E1.a)

**I-NRC 2.O1.2.b. Arabic GA.** A GA will be hired to assist with administrative tasks related to courses and programming, such as film screenings, publicity, and social media. (Budget E.E1.b)

**I-NRC 2.O1.2.c. Turkish TA.** The Turkish TA will be overseen by Dr. Ozcan and assist with event organization, conversation tables, promotion materials, and lab sessions. (Budget E.E1.c)

**I-NRC 2.O1.2.d. SILMW RA.** As mentioned previously, SILMW is an established and successful summer language program that enrolls UIUC students as well as students from other universities and non-degree seeking students. The high school residential program has also grown in recent years, allowing for more of an immersion experience. A Resident Assistant will be hired for the student dorms. (Budget E.E1.e)

**I-NRC 2.O1.2.e. NaTakallam Tutorials.** Online exchanges with native speakers of Arabic and Persian have already been arranged and successfully happening through the LCTL program.

Four sessions will be funded for each student in all levels of Arabic each year. (Budget E.E1.g)

**I-NRC 2.O1.2.e. Linguistic and Cultural Immersion Trips to Chicago.** ME LCTL students will partake in a one-day trip to explore the ethnic communities and cultures in academic and non-academic settings. During the trip, students will visit the Oriental Museum at the University of Chicago, followed by lunch at an ethnic restaurant and tour of a mosque and community center in Bridgeview. Dr. Saadah will lead Arabic students. CSAMES will contribute $1,000 annually towards bus rental. (Budget C.C1.e)

**I-NRC 2.O1.2.f. Turkish Culture Events.** Organized with the Yunus Emre Institute, CSAMES will contribute $1,500 annually for six events ($250 each) on Turkish Culture. Dr. Ozcan will facilitate these interactions, following the successful model of the online events as described in

§H. (Budget E.E1.i)

**I-NRC 2.O1.2.f. SILMW GA.** CSAMES will contribute annually towards a 50% position to assist SILMW Director Saadah in publicizing various events, preparing for the summer program and responding to student inquiries. (Budget E.E1.d.)

**I-NRC 2.O1.2.f. Persian Cultural Events.** CSAMES has a long-standing relationship with the Iranian Cultural Association (ICA) student organization, whose mission is to raise awareness of Iranian culture within the UIUC community. In recent years, we have organized musical events, film screenings and lectures on Iran and Persian cultural in collaboration with ICA (see also Table 4). In 2021, with CSAMES support, ICA created a new website to publicize events and provide resources to students (https://[www.icauiuc.org/).](http://www.icauiuc.org/)) Continuing our work with ICA, CSAMES will organize 2-4 events each year in to increase student interest and enrollments in Persian classes.

## I-NRC 2.O1.3. Events, New Curriculum and Resources on Diverse Perspectives (AP1)

**I-NRC 2.O1.3.a. Film Series.** As mentioned in §H, CSAMES has organized films series on campus, in local libraries and, for the past year, online. Following this model, we will continue with an online film series each year, showing 3-4 films per semester. (Budget D.2. and E.E6.a.)

**I-NRC 2.O1.3.b. PAWAC Lecture Series.** Based about 90 miles from UIUC, the Peoria Area World Affairs Council is a nonprofit and nonpartisan organization offering engaging educational initiatives on world issues to members in Central Illinois. The Executive Director is Angela Weck, Affiliate Faculty of Political Science, International Studies and History at Bradley University. CSAMES has sent faculty to speak at their membership banquets. CSAMES will organize a lecture or other event for the PAWAC members each semester. (Budget E.E7.e)

**I-NRC 2.O1.3.c. IGI Lecture Series on Global Challenges.** Following the successful 2021 collaboration with IGI for the Transitional Justice lecture series, the area studies centers within IGI will host a lecture series each year on a current issue of global concern. Each center will contribute to the series by funding a public lecture throughout the year by a speaker with area studies or thematic expertise. The IGI Executive Director, Dr. Davila, will oversee the organization. (Budget E.E4.i)

**I-NRC 2.O1.3.d. SLCL Conference.** Through support from the University of Illinois Presidential Initiative on Arts and Humanities, SLCL in partnership with units across campus has created the Illinois Intercultural Competence Initiative. The aim is to systematically integrate intercultural competence across the curriculum, promoting public engagement, and contributing to the professional development of lifelong learners and other professionals. An annual SLCL conference co-chaired by an SLCL faculty affiliate and IGI Director will be organized around themes such as political conflict resolution, intercultural competence, equity and inclusion, cultures of science, and global business. CSAMES will contribute financially to these conferences and assure ME-specific content is represented by a speaker. (Budget E.E4.j)

**I-NRC 2.O1.3.e. Campus Co-sponsorships.** As described in §H, CSAMES spends $500 each year to co-sponsor educational events organized by other units. (Budget E.E4.e)

**I-NRC 2.O1.3.f. NaTakallam Refugee Voices.** NaTakallam connects language learners with native speakers who are refugees in other countries. “Refugee Voices” are virtual guest speaker sessions. The Arabic program will arrange two sessions each year for Arabic students. (Budget E.E1.g)

**I-NRC 2.O1.3.g. Armenian Studies Event.** This series of events is being organized and led by Dr. Brett Kaplan, Director of the Initiative in Holocaust, Genocide, and Memory Studies.

CSAMES will contribute annually to an event on or near the annual commemoration day of April 24. (Budget E.E4.d)

**I-NRC 2.O1.3.h. Human (In)Securities Conference, Data Set, Podcast and Course.** Dr. Sultan Tepe, Associate Professor of Political Science at the University of Illinois Chicago, will lead a project to make more diverse sources of knowledge on the ME available for students, faculty and the general public. In Year 1, CSAMES will organize a workshop at UIUC with Tepe where there will be scholars and NGO representatives to identify critical issues and marginalized groups, what sort of information remains crucial, and which local groups and organizations produce critical documents and data. In Year 2, CSAMES will fund Tepe to travel to Turkey to collect targeted documents including NGO reports, local surveys, labor statistics about different groups such as the foreign workers, LGBTQ+ communities or refugees. In Year 3, CSAMES will fund a 17% RA for the translation and digitalization of collected data and cultural expressions (e.g., short stories, poems and songs) and recording at least 5 podcasts. The RA will be housed at UIC and work with support of the UIC technology services. In Year 4, CSAMES will fund the second workshop with specialists and NGOs from different areas. The workshops will be held virtually or in-person to discuss the contents of the collected documents. Using the new knowledge sources, Tepe will develop a course titled “Human (In)Securities in the ME”. (Budget E.E4.f,g and C.C2.c)

**I-NRC 2.O1.3.i. Trans-Saharan Networks Course.** Connections between North and West Africa through trade, travel, education, communication, and cultural exchange have been happening for centuries. Evident today in the markets of Rabat and Dakar, these networks

continue to exist, and stories of African migrants who follow those networks to attempt the Mediterranean Sea crossing to Europe often make news headlines. CSAMES Associate Director Williams will partner with Associate Director of the Center for African Studies, Dr. Maimouna Barro, to develop an undergraduate course on Trans-Saharan Networks in Year 1. This course will be proposed and publicized to undergraduate Global Studies students as a 1-credit hour seminar course, as Barro and Williams have both instructed previous courses under this rubric. A summer teacher’s workshop and teacher travel along this theme is also discussed below. (Budget E.E3.b)

**I-NRC 2.O1.3.j. LAS Global Classrooms Course.** Each year LAS provides incentives for faculty to create collaborative international learning experiences, facilitated by technology, between UIUC and international partner institution students. Faculty participants connect with an international partner who teaches in a similar or complementary discipline to develop a project with concrete goals and deliverables and implement it in an existing course. Projects vary in scope and duration, but typically last between six and eight weeks. CSAMES will fund one affiliated faculty member to develop a Global Classrooms component to their course in Years 2, 3 and 4. Dr. Elly Hanauer, Director of LAS International Programs, will work with the CSAMES Director to facilitate a CFP to all CSAMES faculty. (Budget E.E3.c)

**I-NRC 2.O1.3.k. Contemporary Literature of MENA Communities.** An academic conference and summer teacher workshop will be held on modern literature of MENA authors in the U.S. The proceedings of the conference and workshop will be developed into a teaching textbook for secondary and higher ed teachers. The book will make more accessible the work of the modern authors and the issues their writings deal with. The conference, teacher workshop and textbook editing will be overseen by CSAMES Director Wail Hassan. (Budget E.4.h.; D.6)

**I-NRC 2.O1.3.l. MENA Library Acquisitions.** CSAMES will contribute annually to acquisitions in support of the Area Studies Library’s initiative to increase vernacular holdings from the Global South. The purchases will be overseen by MENA Librarian Moustafa (Budget D.1.)

**I-NRC 2.O1.3.m. MENA Association Memberships.** Institutional memberships to the Middle East Studies Association and Middle East Outreach Council allow for continued networking and collaborations between CSAMES and MENA scholars and outreach professionals for programs and K-14 outreach.

### Objective 2: Equip students through study, research and other engagement for careers and professions on the Middle East, serving national need. (AP1)

**I-NRC 2.O2.1 Model Arab League (MAL) Team and Conference.** MAL is a diplomatic simulation and leadership program designed to give students insight into the MENA region and Arab world as well as build critical leadership skills from public speaking and writing to negotiation and compromise. Established in 1983, MAL is organized within the National Council for U.S. Arab Relations – a U.S. non-profit, non-governmental, educational organization. Similar to Model UN, participants select a member state to represent of the 22 member states that comprise the League of Arab States – the world’s oldest regional political organization. Dr. Livy (Political Science) will facilitate a UIUC team in Years 1-4 and develop a new simulation course in Year 4. (Budget; E.E2.a). CSAMES will contribute to the registration fees of up to 10 undergraduate students each year to attend a reginal conference (Budget E.E2.b). CSAMES will host a Model Arab League reginal conference at UIUC in Year 4. (Budget E.E3.a.)

**I-NRC 2.O2.2. ROTC lecture series on U.S. foreign policy in the Middle East.** Lecture series on U.S. foreign policy in ME organized in collaboration with ROTC faculty Lt. Col. Joseph Timberlake. This will be 5-6 lectures per year, following on the successful events held online in 2021. If F2F, the funds will be used for travel and honoraria. (Budget E.E4.c)

**I-NRC 2.O2.3. Career workshops and panels.** UIUC area studies centers currently collaborate to host workshops for students on using foreign language and area studies skills after graduation. CSAMES will continue this collaboration and also host a similar workshop of its own each year that would bring in three or four experts within international development or government to share their experiences on using foreign language and ME cultural studies knowledge in their careers. The Career Center hosts representatives from the State Department and UN. The AD will work with the Career Center and identify representatives from other organizations to participate in a workshop specifically for undergraduate students. (Budget E.E4.b)

**I-NRC 2.O2.4. Hire two GAs to work as ME programming and research assistants.** Two 25% GAs will be hired each year – one to assist with program publicity and event attendance recording using an already established data base, and another to assist with CSAMES social media, specifically LinkedIn, to establish a network of UIUC ME studies student alumni and current students. The Director and AD will recruit and hire the GAs and their work will be overseen by the AD. (A.A2.b,c)

### Objective 3: Equip community college, K-12 and pre-service teachers with resources to teach about the ME through experiential learning on diverse topics and perspectives. (AP1, AP2. CPP)

**I-NRC 2.O3.1. Spurlock Big History GA and Materials.** The Big History Project is a “joint effort between teachers, scholars, scientists, and their supporters to bring a multi-disciplinary approach to knowledge to lifelong learners around the world” (<https://www.bighistoryproject.com/home>). UIUC Spurlock Museum has been working with the College of Education for an educational outreach series that has reached 750 Champaign 6th graders, with the plan to serve Urbana students, who were not able to participate due to the COVID-19 pandemic. The series consists of six hands-on, interactive classroom programs, with a field trip to the Museum added as a seventh activity. Each program has an accompanying teaching kit that features artifacts and replicas, background information, and lessons that focus on close observation of objects, critical thinking, and active integration of learning. The lead organizer for this project is Spurlock’s Assistant Director of Education Kim Sheahan. CSAMES will contribute to fund a 25% GA position each year for this project and $100 annually for ME content materials. (Budget D.5 and E.E5.a)

**I-NRC 2.O3.2. IGlobal Middle East Online Middle School Exchange.** As mentioned in §H, the IGlobal program initiated through the College of Education is in its 2nd year and enables UIUC middle school students to be partnered with a middle school in the MENA region. The program is overseen by Dr. Allison Witt, Director of the CoE Office of International Programs. CSAMES will contribute funding towards an hourly position of a CoE student to help facilitate the interactions with a middle school in the MENA region. (Budget E.E5.d)

**I-NRC 2.O3.3. Enhancing ME Studies at Parkland College. CPP.** The Department of Social Sciences at Parkland College began an ongoing collaboration with UIUC area studies centers in 2017. To better meet Parkland’s general learning outcome of “global awareness and ethical reasoning,” the Global Studies Initiative was developed. During the past three academic years

more than 30 Parkland faculty participated in pedagogical workshops to incorporate global studies issues into their course materials, assignments, and assessments in close to 40 courses and touching over 1,100 students. CSAMES will fund three stipends each year to Parkland instructors to modify their existing course syllabus to add MENA studies content and to contribute funding to a Global Awareness activity each year at Parkland that features content on the MENA region. This initiative will be overseen by Isabel Scarborough, Assistant Chair of Social Sciences & Human Services at Parkland. (Budget E.E5.a)

**I-NRC 2.O3.5. Middle East Regional Focus Group at Harper College. CPP.** The Office of International Education (OIE) at Harper College aims to educate students for leadership in an increasingly complex global society. Their Global Regional Focus Groups (GRF) won the NAFSA Senator Paul Simon award in 2018 and the IIE Andrew Heiskell award in 2020. The GRF is organized around specific goals and themes each year. CSAMES will contribute to faculty professional development workshops and co-curricular activities focused on the ME each year. These initiatives will be overseen by the OIE Director Dr. Richard F. Johnson (through 2021) and Professor Nellie Khalil (Director, 2022-2026) in collaboration with the CSAMES Associate Director. (Budget E.E5.b)

**I-NRC 2.O3.6. Middle East Teacher workshops.** Annual teacher workshops for K-14 educators will be held during the summer for a week following models of successful past teacher workshops at UIUC. Topics will be timely to events in the MENA region and related to CSAMES programming (i.e. contemporary MENA literature in the U.S.; and Trans-Saharan networks). The CSAMES Outreach Coordinator will publicize these events within local and regional schools and on the MEOC list-serv and K12-Global-Ed list-serv. CSAMES will fund honoraria and travel for four speakers and contribute to travel assistance to 10 teachers. Teachers

will be encouraged to submit a lesson plan following the workshop and will receive an additional stipend. Teachers who participate in the workshop will receive priority in applying for a travel award to participate in a MENA teacher study tour. (Budget E.E4.b; D.5)

**I-NRC 2.O3.7. Teacher Study Tours to the ME.** CSAMES will arrange a study tour each year for teachers in collaboration with Global Exploration for Educators Organization (GEEO).

GEEO has been organizing such trips for over a decade. Teachers who participate must submit a lesson plan after the trip and those are found on the GEEO website. Trips will be to Morocco, Egypt, Jordan and Senegal. Williams has participated in 2 GEEO trips and will work with GEEO Founder and Executive Director Jesse Weisz to organize the trips. CSAMES will give up to 12 awards to participating teachers. (Budget C2.a and E.E4.c)

**I-NRC 2.O3.8. MIIIE Workshops. CPP.** The Midwest Institute for International/Intercultural Education (MIIIE) facilitates the sharing of curriculum resources and professional expertise among the faculty and staff of the consortium. They house online an extensive database of curriculum modules representing about 30 disciplines. These curriculum modules are accessible to faculty from their member institutions, currently numbering 44 institutions. But workshops and other professional development opportunities facilitated by MIIIE are open to all community college faculty. The CSAMES AD will work with MIIIE Director Theo Sypris to initiative the collaboration to fund two faculty grants to add MENA enhancements to existing curriculum, co- sponsor a one-day workshop, and co-sponsor a week-long workshop each year. Themes of future one-day workshops include climate change and livelihoods; human rights; emerging technologies and ethical challenges. CSAMES contribution will ensure the presence of MENA content at the workshop. Week-long workshops will include training on pedagogy, curriculum

resources, course planning and development. Co-sponsorship will go towards the honoraria of 1- 2 presenters and MENA related content included in the workshop each year. (Budget E.E5.e)

**I-NRC 2.O3.9. Hire an Outreach/Program Coordinator.** Working in collaboration with the Director and AD, the Outreach/Program Coordinator develops and oversees projects targeted at campus, K-12, community college, business and media communities. The O/PC will be a member of UIUC’s International Outreach Council along with other NRC outreach professionals and as well as the Middle East Outreach Council. The O/PC will be responsible for organizing and creating programs for the following initiatives: MENA Film Series; Teacher Workshop; UIUC IGI Summer Global Educator Workshop; as well as forging new connections with local libraries and area schools for programs. The O/PC will have funds each year to travel to local schools and purchase educational resources and materials. The job description is in Appendix G. (Budget A2.a; C.C1.b; D.3.)

**I-NRC 3. Reasonable Costs for Program Objectives.** Costs are based on experiences with similar programs and objectives (see §H Outreach) and are comparable with other NRCs. All salaries and wages are based on the UIUC standard. Payments to third-party vendors are all established rates acceptable to other institutions.

**I-NRC 4. Long-Term Impact on Programs.** Table 11 details the impact the activities will have on ME studies at UIUC, within community colleges, and among future teachers. UG training is directly impacted through LCTL program activities that allow the instructors to be more efficient (Arabic; Arabic Assessment; Turkish GAs) and focused on teaching and advanced learners (LCTL Tutorial Pool). Future language teachers will also benefit from a new skill set gained through the CALL certificate. Experiential learning opportunities such as Model Arab League, NaTakallam native-speaker tutorials, and Chicago immersion trips allow students to use ME

LCTL and area studies skills in real-life. New events and courses allow spaces for increased dialogue on current events and diverse perspectives. The ME students and alumni scholars’ network will provide a needed infrastructure to connecting with students and connecting them with career opportunities.

**I-FLAS 1. Competitive Preference Priority 1: Financial Need.** Through the FLAS application process, which is a joint application with the other NRCs, CSAMES will obtain student financial data from the Office of Student Financial Aid. CSAMES affiliated faculty will serve on a committee to evaluate applications. Additional points are given to students with financial need (Table 9).

**I-FLAS 2. Competitive Preference Priority 2: Awards for Priority Languages**. CSAMES will award 100% of its FLAS fellowships in priority languages, namely Arabic, Hebrew, Persian (Farsi) and modern Turkish.

# J. COMPETITIVE PREFERENCE PRIORITIES

Please see indications of “CPP”, “AP1” and “AP2” throughout §I and in the Budget.