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Biographies & Position Descriptions Course List and Enrollments

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CMENAS Project Timeline

**ACRONYMS**

AANM – Arab American National Museum

ACTFL – American Council on the Teaching of Foreign Languages AD – Associate Director

AIIrS – American Institute of Iranian Studies AIMS – American Institute of Maghrib Studies AIYS – The American Institute for Yemeni Studies ASC – African Studies Center (U of Michigan)

AMAS – Arab and Muslim American Studies (U of Michigan) AAPS – Ann Arbor Public Schools

AP - Absolute Priority (Title VI)

ARCE – American Research Center in Egypt ARIT – American Research Institute in Turkey ASC – African Studies Center

AY – Academic year

BA – Bachelor of Arts (degree)

BIPOC – Black, Indigenous, or Person/People of Color BS – Bachelor of Science (degree)

BTAA – The Big Ten Academic Alliance

CAS – Center for Armenian Studies CASA – Center for Arabic Study Abroad CC – Community college(s)

CEDER – Center for Education Design, Evaluation, and Research (U of Michigan) CGIS – Center for Global and International Studies (U of Michigan)

CMENAS – Center for Middle Eastern & North African Studies (U of Michigan NRC) CoE – College of Engineering (U of Michigan or elsewhere)

COMPLIT – Comparative Literature (course rubric) CPP – Competitive Preference Priority (Title VI) CRL – Center for Research Libraries

CRLT – Center for Research on Learning and Teaching (U of Michigan) CSAS – Center for South Asian Studies (U of Michigan)

CSEAS–Center for Southeast Asian Studies (U of Michigan)

DEI – Diversity, Equity, and Inclusion (UM Strategic Plan) DISC – Digital Islamic Studies Curriculum (U of Michigan) DOS – Department of State

DUNS – Data Universal Numbering System

EA – East Asia Consortium NRC (U of Michigan) EIHR – Eisenberg Institute for Historical Research

ELI – The English Language Institute (U of Michigan) EMU – Eastern Michigan University

ERC – European Research Council

FAFSA – Free Application for Federal Student Aid FAO – Foreign Area Officer

FERA – Formative Evaluation Research Associates FS – Focus Series

FSO – Foreign Service Officer FY – Fiscal year

GEEO – Global Exploration for Educators Organization GEPA – General Education Provisions Act

GISC – Global Islamic Studies Center (U of Michigan) GMIP – Global Migration and Inclusive Pedagogy

GR – Graduate Student

GSU – Georgia State University

GSI – Graduate Student Instructor (U of Michigan)

HBCU – Historically Black Colleges and Universities HFC – Henry Ford College

HTDL – HathiTrust Digital Library

IC – International Center (U of Michigan)

ICP – International Career Pathways (U of Michigan) II – International Institute (U of Michigan) INTLSTD – International Studies (course rubric) ILL – Interlibrary Loan

ISS – Instructional Support Services (U of Michigan)

JD – Juris Doctor (Law degree)

JS – Judaic Studies (field and U of Michigan department)

K–12 – Kindergarten through 12th grade

K–14 – Kindergarten through 12th grade and years 1 and 2 of community college

LACS – Center for Latin American and Caribbean Studies (U of Michigan) LCTL – Less Commonly Taught Language

LRC – Language Resource Center (U of Michigan)

LSA – College of Literature, Sciences and the Arts (U of Michigan)

M – Million

MA – Master of Arts (degree)

MAP – Multidisciplinary Action Projects

MBA – Master of Business Administration (degree) MDE –Michigan Department of Education

MEMP – Middle East Materials Project MEOC – Middle East Outreach Council

MES – Department of Middle East Studies (U of Michigan) MESA – Middle East Studies Association

MENA – Middle East & North Africa (region and studies) MENA LC – Middle East & North Africa Learning Community MENAS – Middle Eastern and North African Studies

MI – State of Michigan

MIIIE – Midwest Institute for International/Intercultural Education MPH – Master of Public Health (degree)

MPP – Master of Public Policy (degree) MS – Master of Science (degree)

MSW – Master of Social Work (degree)

MSI – Master of Science in Engineering (degree) MSI – Minority-Serving Institution

MSIU – Spanish Ministry of Science, Innovation, and Universities MTF – Michigan Theater Foundation

MUSICOL – Musicology (course rubric)

NEH – National Endowment for the Humanities

NCKS – Nam Center for Korean Studies (U of Michigan) NSF – National Science Foundation

OPI – Oral Proficiency Interview (Language Assessment)

PICS – Program in International & Comparative Studies (U of Michigan) POLSCI – Political Science (course rubric)

PR – Puerto Rico

RGS – Rackham Graduate School (U of Michigan)

RSB – Steven M. Ross School of Business (U of Michigan)

RLL – Department of Romance Languages and Literatures (U of Michigan)

SC – Schoolcraft College

SCECH – State Continuing Education Clock Hours (for Michigan K-12 Teachers) SDSU – San Diego State University

SEA – Southeast Asia

SoE – School of Education (U of Michigan) SSW – School of Social Work (U of Michigan) SPP – School of Public Policy (U of Michigan)

TAFL – Teaching Arabic as a Foreign Language

TSU – Tennessee State University

U – University

UG – Undergraduate

UM – The University of Michigan

UMD – The University of Michigan (Dearborn) UMF – The University of Michigan (Flint)

UM-NRC – University of Michigan National Resource Center UMS – University Musical Society (U of Michigan)

UPR – University of Puerto Rico

USED – United States Department of Education

WCC – Washtenaw Community College

WCED – Weiser Center for Emerging Democracies (U of Michigan) WDI – William Davidson Institute (U of Michigan)

WHaLI – World History and Literature Initiative WHRC – World History Reading Cohort

# UM COMMITMENT TO MENA

**A-1. Support for Operation of Center:** UM supported CMENAS with total AY 2019–20 commitments of $35.2M. Table 1 details investments, including funds for personnel, student fellowships, libraries, and programs, as well as from our partner units, such as the II, GISC, DISC, and local museums. The II is an umbrella institute that houses FLAS-NRC units and thematic centers, such as WCED and PICS. II and CMENAS offices are located in Weiser Hall, which opened in 2017 after a $49M renovation providing the II with a capacious 25,000 sq. feet. We share resources with other II units, and Weiser Hall features a mix of workspaces for students, faculty, and staff. Through shared meeting rooms, community spaces, and classrooms, we leverage available assets collectively to maximize efficiency, share costs, and foster collaboration. Along with other II units, we have access to 4 rooms for teaching and events, 6 conference rooms, and a premier event/meeting space (10th floor) for lectures, conferences, and workshops. Each room is outfitted with state-of-the-art audio-visual equipment to enable projection, live-streaming, recording, and video-conferencing. Spaces are supported by technicians from LSA’s ISS.

**UM’s Support for MENA Teaching Staff:** UM supports commitments of $12.1M annually in

MENA-related personnel for teaching. New hires in the last cycle reflect renewed institutional investment long-term: UM has hired 8 new MENA faculty since 2018.

**UM’s Support for MENA Library Resources**: In FY 2019, UM’s libraries spent $220,390 on acquisitions and $477,092 on 8 faculty and staff lines related to MENA (see Section F). To

|  |
| --- |
| **Table 1: UM Institutional Support for MENA, 2019–2020** |
| **PERSONNEL** | **Salary** | **Benefits** | **Subtotal** | **$14,874,915** |
| **Teaching Staff -** [Based on % FTE dedicated to MENAS] |  |
| Faculty [74.88] | $8,251,878 | $2,067,464 | $10,319,342 |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Language Lecturers & Faculty [15] | $954,575 | $244,178 | $1,198,753 |  |
| Graduate Student Instructors - [56 GSIs] | $609,812 | $65,580 | $675,392 |  |
| **Professional & Administrative Staff -** [Based on % FTE dedicated to MENAS] |  |
| Center for Middle Eastern & North African Staff [4.5] | $98,962 | $34,357 | $133,318 |  |
| International Institute Staff [4.0] | $173,953 | $36,149 | $210,102 |  |
| Library [6.15] | $332,128 | $124,464 | $456,592 |  |
| Middle East Studies [6.10] | $259,236 | $82,304 | $341,540 |  |
| Judaic Studies [9] | $781,720 | $242,333 | $1,024,053 |  |
| Digital Islamic Studies & Global Islamic Studies [4] | $156,098 | $40,629 | $196,727 |  |
| Center for Armenian Studies [2.5] | $84,169 | $24,169 | $108,338 |  |
| Arab & Muslim American Studies [2] | $62,644 | $8,872 | $71,516 |  |
| Museums & Language Resource Center | $67,536 | $20,878 | $88,414 |  |
| Temporary & Student Employees (CMENAS, MES, Library) | $47,476 | $3,352 | $50,828 |  |
| **CMENAS AFFILIATED FACULTY & STAFF SUPPORT** | **$18,141,039** |
| Faculty Research Grants awarded to CMENAS Faculty | $18,139,581 |  |
| Affiliated Faculty Travel & Conference Awards | $1,458.00 |  |
| **SUPPORT FOR STUDENTS STUDYING MENAS** | **$1,883,999** |
| **Merit Awards:** Graduate (71) & Undergraduate (16) Students*Includes tuition, stipend, research, conference, & int’l experiences* | $379,924 |  |
| **Need-Based Awards:** Graduate (29) & Undergraduate (18) Students.*Includes grants, loans, child care subsidies, & COVID-19 emergency funds* | $150,634 |  |
| **FLAS (8) & Awards (3) Cost Sharing:** Graduate Tuition Waiver and Insurance | $117,910 |  |
| Graduate Student Instructor Tuition Waiver | $783,996 |  |
| **CMENAS & International Institute Funding:** Graduate (17) & Undergraduate (1)*Includes tuition, stipends, int’l experiences, research, & conferences* | $97,215 |  |
| **Judaic Studies:** Undergraduate and Graduate fellowships and stipends | $354,320 |  |
| **SUPPORT FOR MENA EVENTS** | **$80,776** |
| Center Programming & Co-sponsored Events at UM (not MES or LRC) | $40,110 |  |
| UM Events focused on MENAS (MES, II, CAS, DISC, GISC, DHRC & LRC ) | $40,666 |  |
| **LIBRARY ACQUISITIONS AND INSTITUTIONAL MEMBERSHIPS** | **$229,740** |
| Library Acquisitions from MENA, N.America & Europe | $220,390 |  |
| Institutional Memberships | $9,350 |  |
| **TOTAL UM INSTITUTIONAL SUPPORT FOR MENA STUDIES** | **$35,210,469** |

increase equal access, the libraries participate in the Interlibrary Loan (ILL) initiative; faculty and students of neighbor WCC and EMU—both MSI partners—enjoy borrowing privileges. In the interests of scholarship and accessibility, UM has supported the digitization of abundant

materials for Google Books and the HathiTrust (HTDL) and has fully digitized some 1,103

unique codices and rolls from the Islamic Manuscripts Collection, providing free public access online. These commitments to the library and open access enable us to integrate the library into our teacher-training programs with various MSIs. (See Section F).

**UM’s Linkages Abroad**: UM supports many linkages to MENA countries, including Egypt, Israel, Jordan, Lebanon, Morocco, Qatar, Syria, Armenia, and Turkey. UM continues to partner with survey teams in 7 MENA countries as part of the acclaimed ArabBarometer.org, which gathers and publishes survey data about the political/social opinions of ordinary citizens in 15 MENA countries. The School of Dentistry partners with Israel’s Hebrew U to facilitate research and exchange opportunities.

CMENAS promotes study abroad experiences in more than 12 MENA countries, such as Koç U, Istinye U, Middle East

Technical U, and Hacettepe U in Turkey, Israel Institute of Technology in Haifa, Ben Gurion U of the Negev in Beersheba, Tel Aviv U, Yerevan State U. in Yerevan, Armenia, and American U in Beirut, among others (See D-4). We promote study abroad programs in professional schools, such as School of Social Work (SSW), Nursing, Public Health, Medicine, and Public Policy (SPP). The SSW has partnered with the U of Haifa for field placement of its GR students. In 2018–19, 116 students completed internships or study-abroad programs in the MENA through the CoE International Programs in Engineering; in 2019–20, international study across all

schools totalled 115. For CoE Majors and Minors, Persian and Hebrew were among studied languages. The Business School’s Multidisciplinary Action Projects (MAPs) have continued to foster international education in Turkey and Israel (see Table 2).

**UM’s Support for Center Outreach**: UM supports outreach by partnering with museums and other units for public events that leverage their resources. For example, the Kelsey Museum curates exhibits about MENA life across periods and offers activities for K–12 groups from Greater Detroit. In 2019–20, 3,957 students visited the Kelsey and 1759 enjoyed tours and classroom presentations on topics related to MENA life. In 2019, the Kelsey made its online database, with over 100,000 materials, freely available. CMENAS continues its partnership with the award-winning UMS, connecting constituents with extraordinary MENA-related performances. By partnering with the Michigan Theater Foundation, we supported (during COVID closures) 3 virtual movie screenings for 75 constituents.

**UM’s Support for Students**: In 2019–20, UM supported qualified MENA students with $1.3M, of which $102,252 covered FLAS tuition shortfalls (Table 1). From 2019–20, the II provided 18 MENA students with funds to participate in research, internships, and conferences; GISC awarded $3600 to UG and $8000 to GR students; JS GR fellowships/stipends totaled $354,320. Other CMENAS affiliates supported MENA students with $1.5M in 2019–20.

# QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

**B-1. Instruction in MENA Languages:** CMENAS supports instruction in 9 LCTLs (Arabic, Hebrew, Kyrgiz, Persian, Turkish, Armenian, Uzbek, Uyghur, and Yiddish) and various Ancient/Classical MENA languages, a number and diversity exceptional in US higher education.

Past Title VI funding enabled UM to build capacity, and Persian enrollments have risen to double digits. Similarly, Turkish and Armenian programs were expanded in 2018. A new online Pashto course will be piloted in 2022 (see section I-1–2-d). Instruction in MENA languages is rigorous: the 1st 2 years of Arabic and Hebrew study require 280 contact hours; of Armenian, Turkish, and Persian, 224. 1-year equivalents of intermediate and advanced Arabic and Hebrew are also offered every summer, of which many FLAS awardees take advantage (meeting FLAS CPP2).

**Student Enrollment in MENA Languages:** On average more than 600 students annually study

MENA languages at UM and 270 students take 1st year languages during a typical 4-year grant cycle. Table 3 presents AY 2020–21 data: 698 students enrolled in the 9 modern MENA languages in addition to Classical/Ancient languages, and 273 particularly in 1st year. Turkish enrollments remain on par with

national trends. Enrollments in Arabic and Hebrew remain strong, with Persian continuing to grow. Since 2018, Pifer has expanded Armenian offerings and aims to grow with ongoing curricular innovations.

**B-2. Three or More Levels of Language:** The Arabic, Hebrew, Turkish, and Persian Programs consistently offer language study for at least 3 years. In AY 2020–21, 152 students enrolled in 3rd year or higher of a MENA language (Table 3). 3rd-year language courses also include

content linguistics, literature, culture, and history. The Hebrew and Persian Programs offer the languages in 4 consecutive years, while the Turkish Program is structured around 3 consecutive years. Courses in beginning and intermediate Western Armenian are offered and MES plans to offer Eastern material in 2022–23. Yiddish (spoken natively by over 200,000 in Israel) is offered at both beginning and intermediate levels, with advanced courses beginning in 2022–23. Each semester, the Arabic Program offers 1 or more courses at a 4th-year level, as well as 1 or more higher-level content courses in Arabic. Arabic, Armenian, Hebrew, Persian, and Turkish have an independent-study option, which allows students to continue beyond the formal course offerings.

**Content Courses Taught in MENA Languages:** MES offers on a rotating basis over 16 advanced Arabic courses, most of which are taught by tenured/tenure-track faculty. Advanced topics courses in Hebrew and Persian offer students the opportunity to improve language proficiency and area studies knowledge. For example, every year since F2018, Cross has offered an advanced, UG-GR course of Persian culture taught within historical context. Requiring high proficiency, advanced Turkish and Arabic courses focus on modern and authentic materials from media. During this cycle, we continued offering Hebrew courses in business and media. Pifer has offered 3 advanced independent studies in Armenian literature since 2018. Szpiech regularly teaches MENA history/literature in Spanish in upper RLL courses. Ancient/Classical MENA languages remain important for a comprehensive education in MENA history and culture.

**B-3. Language Faculty:** 13 language instructors teach MENA language courses. The language coordinators all have GR degrees; the Hebrew, Persian, Armenian, and Arabic Coordinators hold PhDs, and the Turkish Coordinator has an MA and MS. 5 lecturers and 1 tenured faculty teach Arabic language courses; the Hebrew program continues with 5 lecturers; Persian, Armenian,

and Turkish are each taught by 1 lecturer. 11 additional tenured/tenure track faculty teach content courses partially or entirely in these MENA languages. Language faculty are noted for their innovative pedagogy: Raz has distinguished herself in Hebrew for students with disabilities, as evidenced by her research and awards, thus enhancing CMENAS’s prioritization of equal access. **Pedagogy Training for Performance-Based Instruction:** CMENAS and MES are committed to training instructors in current language pedagogies to achieve performance-based teaching, and during the grant period CMENAS will support and fund instructors’ participation in ACTFL conferences and/or proficiency-and-performance institutes (see I-1–2-e, p. 47). The MENA language programs are currently supervised by experienced language professionals. 5 instructors (Alhawari, Ali, Bardenstein, Beebani, and Dika) are past or present ACTFL Oral Proficiency Interview (OPI) Testers, and Sevinc, the Turkish Coordinator, has begun the certification process. Persian lecturer Aghaei helped develop ACTFL’s Persian guidelines.

**B-4. Quality of Performance-Based Instruction:** Students in the MENA language programs

develop all 4 language skills with an emphasis on communicative skills and cultural literacy. LSA caps courses at 18 students, and proficiency tests are required for incoming students for appropriate placement. The Hebrew, Arabic, and Persian Programs regularly use the "flipped classroom" model for optimal participation. 1st-year Persian instruction uses U Texas-Austin’s textbook of open-source pedagogy to provide an immersive and authentic experience.

**Resources for Teaching and Practice:** Language lecturers have the opportunity to attend ongoing professional development workshops on campus, such as those offered by CRLT and the Office for Professional Development. The LRC offers workshops, funds, and webinars throughout the AY. It maintains a library of foreign-language audio, visual, and print materials,

and hosts programs to assist instructors in integrating technology and innovation into courses. Language lecturers may apply to the Institute for the Humanities’s summer fellowships program. Language instructors also receive support to attend annual professional associations meetings and off-site pedagogical workshops (see I-1–2-e, p. 47). Numerous initiatives provide further access to linguistic and cultural resources on campus and in the region. These include the Iranian Film Festival, Persian Roundtable, regular MENA-language film screenings such as the annual "Halaloween" and Arab Film Fest, and screenings through MES’ partnership with IMVBox.com, an online library of 1,000 Iranian films. MES annually hosts "Middle Eastern Poetry Night," at which MENA language students recite poems to audiences from academia and the public. MES also hosts regular Arabic and Persian conversation hours for students to practice speaking skills. **Language Proficiency Requirements:** All MES language programs apply a communicative- proficiency approach. 1st- and 2nd-year curricula in Hebrew, Persian, and Turkish have been revised to meet ACTFL’s proficiency guidelines; in fact, the coordinators of the Persian and Turkish Programs served on the ACTFL committees to develop these guidelines for their languages. Instruction in Arabic for the 1st 2 years uses dual-register curricula of Modern Standard Arabic and the Egyptian or Levantine dialect. The textbook, *Al-Kitaab*, is taught across the US and abroad, facilitating UM students’ success in studying at other intensive international programs. *A Textbook of Modern Western Armenian*, co-authored by Bardakjian, continues to be used, and is supplemented with popular media content.

# QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

**C-1. Disciplinary Coverage**: CMENAS offers non-language courses in 60 departments and schools, reflecting its priorities of geographical scope, historical depth, and interdisciplinary

diversity. In 2020–21, over 8,500 UG and 2,400 GR students enrolled in 363 MENA-studies

courses. Table 4 presents aggregate data of MENA courses/enrollments in LSA. MENAS 593 brings faculty from UM and other institutions, as well as community leaders from diverse disciplines and career paths, to deliver presentations (all open to the public) that provide a multi-dimensional understanding of MENA issues (5 in F2018, 6 each in 2019 and 2020, and 10 in 2021).

Open public debate at all events ensures diversity of perspectives and fulfills AP1. (See I-1–2-b, p. 44).

**CMENAS in Professional Schools**: From 2020–23, professional schools will offer over 100 MENA courses. Table 5 outlines MENA course/enrollment data for 6 professional schools in 2020–21. At the SPP, Ciorciari, Levitsky, and Waltz teach courses on human rights, foreign

policy, and security in MENA, the last 2 incorporating their ME policy expertise. International studies in SPP include MENA case studies and analyses. The School of Architecture offers comparative courses such as "Infrastructure: US &

Developing Countries" and "Comparative Urban Policy," presenting MENA development within a global frame. With Title VI funding, CMENAS supported several courses in the SoE Interactive Communications and Simulations program. These used virtual environments to connect UG and GR students with 400+ public and private middle and high schools in 36 US states and 25 countries. Examples include: "Arab-Israeli Conflict," "Earth Odyssey" (virtual "travel" in MENA), and "Place Out of Time" (debates between figures across history). UM’s School of Music offers, with CMENAS support, a World Music for Educators course with MENA content. At the Business School (RSB), there are currently 17 classes with MENA content. For example, "Competing in the Global Business Market" studies mechanisms shaping the international business environment, including the MENA; Bishara’s "Business Ethics in the Developing World" likewise focuses on the region. Seyhun draws on area expertise in his introductory finance courses. MAPs are region-specific projects which require UG and GR students to work abroad and acquire global business skills. Students have worked on 27 projects in Israel since 2018. WDI involves business-school faculty in various projects across MENA. In the last cycle, UM students and faculty came together with students from Egypt, Lebanon, and Libya for an action-based learning program on international business culture. The Law School offers 33 courses with MENA content and case studies (e.g. Law 812/"Islamic Law" and 636/"Islamophobia & the Law"). Hakimi’s courses (e.g. "Transnational Law & Foreign Affairs") build on her expertise as a US government area specialist. Other faculty’s courses (e.g. 724/"Intl. Refugee Law" and 843/"Impact of 9/11 on Int’l Law") also cover cross-regional issues.

**C-2. Depth of Specialized Coverage:** In AY 2020–21, the number of advanced MENA seminars

in anthropology, sociology, political science, and art history totaled nearly 100. The majority of

departments allow and facilitate independent-study courses with faculty advisors that specialize within and across disciplines. During that time, 70 students took independent studies, directed readings, and personalized dissertation courses, deepening regional expertise.

**C-3. Teaching Faculty Availability:** Of the 128 CMENAS faculty-affiliates, 77 devote 100% effort to MENA. 28 faculty members teach literature and culture; 41 teach and cultural history; and 16 teach societies and politics; 29 faculty teach religious studies; 11 teach fine arts and visual and material culture; 10 teach gender studies; and 12 teach in the professional schools. **Training for Teaching Assistants:** Before teaching, Graduate Student Instructors (GSI) must take at least 20 hours of pedagogical training at CRLT, Sweetland Writing Center, and the English Language Institute (ELI). CRLT supplements faculty coaching and departmental training through 9-hour GSI orientation sessions prior to the AY, numerous additional pedagogy sessions throughout the year, one-on-one consulting, and mid-term course evaluation services. Most units also require a 1-credit course on pedagogy taught by experienced tenure-track faculty, and assign advanced GR students to mentor new GSIs. ELI offers additional GSI training sessions that benefit international students and address topics like English pronunciation and effective communication. GR students present and discuss their pedagogy at CMENAS outreach events.

**C-4. Interdisciplinary Courses:** CMENAS's UG and GR programs require students to take

interdisciplinary training in a variety of fields. Moreover, many CMENAS courses themselves cover more than one discipline. For instance, MENAS 493/593 in 2021 combined medicine, sociology, public policy, and history; and MENAS 332 ("Peace and Nonviolence in Islamic Cultures") combined literature, linguistics, and political science. MENA faculty are recruited for their interdisciplinary training and work, and their courses are listed in multiple programs; in

2020–21, 355 UG and 97 GR courses were cross-listed. DISC offers interdisciplinary courses on Islamic cultures digitally, making Islamic studies accessible to the underserved and widening access at UM and other BTAA member institutions. From 2018–21, DISC enrolled over 700 students across the BTAA, including 132 UM enrollments. DISC also completed, with UM Art History, the collaborative project "Khamseen: Islamic Art History Online," featuring 42 videos on a variety of art history topics. It welcomed over 100,000 visitors from 149 countries.

# QUALITY OF CURRICULUM DESIGN

## D-1. Disciplinary variety and appropriateness of UG MENA Training: UM offers

MENA-related coursework for UG students designed to build and meet demand. In AY 2020–21, e.g., some 8,507 UGs took advantage of 363 courses in over 45 disciplines (e.g. History, Anthropology, Comparative Literature, Sociology, Political Science) distributed across 19 professional schools (e.g. Engineering, Education, Music, SPP, and Environment and Sustainability). 126 courses had 100% MENA content. Courses are structured with recruitment in mind: Gateway courses (at the 100 or 200 level) are designed to attract newcomers to the content, and MES has rolled out more than a dozen such courses (see Appendix II). Students have the option of investing further with a minor, and in many cases they advance to a major and can also pursue departmental honors. Students may pursue courses of study that require both cultural and linguistic knowledge. Table 6 demonstrates a variety of degree plans that match student interest in MENA. One popular plan is International Studies (PICS), which offers many options of regional and linguistic focus and multi-disciplinary approaches.

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| **Table 6: Major and Minor Options to Study MENA** |
| **Majors** |
|  | **MENA Studies BA** | **International Studies (PICS) BA & BS** |

|  |  |  |
| --- | --- | --- |
| **Credit Hours** | 30 credit hours, at the 200 level and above | 34 credits excluding language requirement |
| **Language Prerequisite** | 1 year beyond 1st year of: Arabic, Armenian, Hebrew, Persian, Turkish | 6th-term language proficiency; 2 terms in a regional language |
| **Sub-major Requirement** | None | At least 4 courses in 1 sub-plan (listed): Int’l Security, Norms, & Cooperation; Political Economy & Development; Comparative Culture & Identity; Global Environment & Health |
| **Other Requirement** | -MENAS 493-1 300- or 400-level course in Anthropology, Sociology, or Women’s Stud. w/ MENA focus-HISTORY 443 and 1 additional 300- or 400-level course in pre-1800 MENA history-Political Science, any 1 of the following: POLSCI 351, 352, 353-Two approved electives w/ MENA content | -1 quantitative research methods course-1 course in world region of language studied-3 elective courses (w/ approval of advisor) |

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| **Minors** |
|  | **Minimum Credits** | **Language Requirement** | **Required Courses** |
| **Global History** | 15 credits | None | -Two courses to fulfill Survey Requirement: HISTORY 238, HISTORY 239, or HISTORY 240-3 courses (at least 9 credits) from approved list; At least 2 of the three must be 300-level or above |
| **International Studies** | 18 credits, not incl. language courses | 6th term proficiency in non-English language | -INTLSTD 401, Int’l Studies Advanced Seminar-3 courses focused on a single world region-3 courses focused on a single theme |
| **Islamic Studies** | 16 credits | None | -MIDEAST 216, Introduction to Islam-2 courses 300-level or above on Islam Societies-2 courses focused on 1 region (MENA is option) |
| **Translation Studies** | 15 credits | 1 upper-level language course | -COMPLIT 200, Translation Across Disciplines or COMPLIT 322, Translating World Literatures-2 upper-level courses w/ translation as central component-Capstone translation project |
| **International Minor for Engineers** | 16 credits | 4th term proficiency in non-English language | -7–9 credits focused on non-US cultures /countries-2 1-credit Int’l Engineering Seminars-6 weeks of experience in intercultural setting |

In AY 2019–20, 43 of the 432 majors (68% female) in PICS declared a MENA focus. MES conferred 19 BAs in 2018–20. Post-graduation metrics indicate that 77% of alumni use area-studies knowledge, and 71% use language skills in their careers.

**Variety of MENA GR Disciplines and Professional Tracks**: CMENAS provides students the tools they need to develop MENA expertise for a variety of career paths. In AYs 2018–21, 673 courses were offered in 45 disciplines and 19 professional schools, including courses in Business, Nursing, Law, Public Health, and Social Work. Over 65 UG and GR students took

1-on-1 courses with faculty in independent studies, thesis mentoring, and directed readings. To better serve the needs of current and future UM students, the II established the Masters in International and Regional Studies (MIRS) program in 2019, aligning the structure of all existing regional-studies MAs. Following the creation of two additional sub-plans in Islamic Studies and African Studies, the CMENAS MIRS enables us to strengthen collaboration and innovation across our centers and continue to attract and serve students on both non-academic and academic career paths. Several other departments and schools also confer MENA-focused MAs. MES offers MAs in Arabic for Professional Purposes and in Teaching Arabic as a Foreign Language (TAFL), which includes ACTFL OPI training. The CMENAS MIRS can also be attained as part of a dual MA degree together with a JD, MBA, MPP, MSW, or MPH, from their respective

schools. CMENAS-affiliated GR students are in 21 departments and 6 professional schools (see

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| **Table 7: Graduate Degree Programs and Requirements** |
| **Program** | **Credits** | **Language Proficiency** | **Other Requirements** |
| Ph.D. in Middle Eastern Studies | 27 | Advanced Proficiency in MENA language of specialization & reading proficiency in 2nd MENA language | Prelims: 2 major exams 2 minor exams Dissertation prospectus & defense Dissertation & oral dissertation defense |

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| --- | --- | --- | --- |
| MA in International and Regional Studies (MIRS) w/ MENASpecialization | 36 | Intermediate proficiency in modern MENA language | Core Courses: Research Design Seminar, Capstone Course, Graduate Colloquium Specialization: 27 MENA credits distributed across at least 2 disciplines |
| MA in Arabic for Prof. Purposes | 36 | Advanced-Mid score on UM Arabic Proficiency Test | 8 core Arabic language and linguistics courses, 2 electives in Arabic language, literature, & linguistics, 2 cognate courses |
| MA in Teaching Arabic as a Foreign Language | 30 | Advanced-Mid score on UM Arabic Proficiency Test | 5 core Arabic language & linguistics courses, 3 electives in Arabic language, literature, & linguistics, 2 cognate courses |
| Engineering Global Leadership Honors Program BS/MSE | BS: 128 MSE: 30 | 2nd-year proficiency in foreign language | CoE Honors Program admission GPA of at least 3.6 15 credits at RSB; Leadership experience: Honors seminar & Topics in Leadership Honors Capstone Project |

Table 7 for degree offerings). A 2020–21 survey of MA graduates found that 71% continue to use language skills and 77% utilize area-studies knowledge acquired at UM in their current job. **D-2. Academic and Career Advising** : In 2018–2021, the II organized 15 career-focused events, reaching approximately 736 students. These events encouraged exploring careers in business, non-profits, federal government agencies, and education. They facilitate active engagement, encouraging conversations between professionals and students in small groups. The II also has hosted informal conversations for students with leaders in global business, former FAOs, and staff from Washington, D.C. think tanks. Career events are advertised online on the II Events page, CMENAS's website, UM’s event calendars, and via e-newsletters. The CMENAS AD supports students with academic and career advising, and the Center regularly participates in LSA advising events to guide interest in MENA. The II has a dedicated fellowships team that supports students applying for FLAS, Boren, and Fulbright Awards. The UG and GR advisors at

MES and the II advise on course offerings and postgraduate opportunities. Individual schools house staff to help students select courses and careers matching interests. RGS has many advising resources, including Mentoring Others Results in Excellence, serving to help develop GR mentor-student rapport. On GR curriculum, see D-1, above.

**D-3. UM Students Studying Abroad:** Creating opportunities to participate in international education opportunities is a priority at UM and CMENAS. Our combined efforts resulted in 496 international student experiences between 2018–2022 (All MENA trips abroad summarized in Table 8). In AY 2018–19: UM ranked 4th nationally for the number of students studying abroad for academic credit, with 5,400 students traveling to over 137 countries (e.g. Israel, Morocco, Jordan, and Turkey), and students of traditionally underrepresented groups made up 17.5% of international education experiences. Despite the COVID-19 pandemic’s significant interruption of UM education abroad, UM retained 4th place nationally for study abroad in AY 2019–20, with 2,372 students traveling to 111 countries. We note an increase in travel to Morocco and Jordan, with UM students studying Arabic in Rabat and Amman for a semester, and CGIS students in Granada

completing brief family stays in Rabat as well. While abroad, students learn the language,

participate in internships, and immerse themselves in local cultures. UM has a rich infrastructure of international opportunities for UG and GR students. 6 units directly support international experiences (CGIS, Opportunity Hub, II, IC, Ginsberg Center, and Global MI), and multiple

opportunities for support are also available through individual UM schools and departments. In regard to post-graduate international experience, UM is the 4th-highest producer of Peace Corps volunteers since 1961, graduating a total of 2,640. For 13 of the last 15 years, UM students received the most Fulbright grants of any public university.

**Access to Other Institutions’ Programs:** CMENAS coordinates with MES, CoE, and BTAA to inform students of opportunities through IIEPassport and Semester at Sea. Moreover, CMENAS shares information via institutional memberships: CASA, MESA, ARIT, AIMS, ARCE, AIYS, and AIIrS. In the past, it has funded students to summer consortium programs at Indiana

U-Bloomington and U Wisconsin-Madison. UM students elect summer-language programs at American U in Cairo’s Arabic Language Institute, CASA, Bogazici U, American U in Beirut, Yemen College for Middle East Studies, Morocco’s Qalam Center for Arabi-Rabat, Al Akhawayn U in Morocco, Noor Majan Training Institute through CLS Oman, and the Eurasian Regional Language Program in Dushanbe, Tajikistan. For information on advising, see D-2.

**D-4.** For information on study abroad, see D-3.

# QUALITY OF STAFF RESOURCES

**E-1. Qualifications:** CMENAS has 128 faculty in 41 programs, including Law, Engineering, Public Policy, Medicine, Nursing, and Business. Currently, 76 are tenured and 17 are tenure track; all have PhDs (or other terminal degree/major artistic accomplishment) and publication records commensurate with their career stage. Many have received prestigious awards in the past cycle including: Mellon (Al-Rustom, Jones, Raz), Doris Duke Foundation (Howell), MI Humanities Award (Muehlberger), NEH (Northrop, Wollenberg, Heath, Pinsker, Ratte), NSF (Jones), and 6 book awards. In the past 4 years, faculty obtained $18.1 million in sponsored

grants, as external validation. They offer vital expertise to produce impactful instruction, teacher-training programs, and public outreach. Appendix I lists full faculty/staff qualifications.

CMENAS and the II employ experienced and accomplished professional staff with international education experience. The Center’s full-time Program Coordinator (Waterbury) manages grants and programs and has an MA in Public History, with a focus on the MENA region and Muslim and Arab American Studies, and over 10 years of experience in program and grant management both in academia and NGOs. Outreach Coordinator Hassouneh is a native Arabic speaker and holds two MAs, the second in Arabic literature from UM. She has 20 years of teaching at various higher-ed institutions, and was certified to teach secondary Arabic by the MDE. The Center Director (Szpiech) is a professor in the departments of RLL, MES, and JS; he has participated in over 5 international grant projects dedicated to the history of

European-MENA relations (ERC; Spain’s MSIU). Center AD (Hussain) is professor of communication and media with a focus on the contemporary MENA region. Student advising staff at the II consists of 1 half-time and 7 full-time individuals, 6 of whom hold graduate degrees in area studies or closely related programs.

**Professional Development and Overseas Opportunities:** MENA faculty enjoy multiple opportunities to develop their expertise at home and abroad through multiple UM programs: (1) UM maintains Sabbatical Equity, ensuring that tenured faculty receive a 1-term sabbatical after 6 years of full-time teaching. (2) Faculty may propose projects for fellowships at the EIHR, the Institute for the Humanities, and the Frankel Center for JS. (3) UM’s leave policy allows faculty to take advantage of prestigious external fellowships at home and abroad. When awards are less than salary, UM "tops off" funds. (4) LSA offers the Associate Professor Support Fund,

providing tailored support to mid-career faculty, leading to publications and promotion to full professor. (5) For lecturers, the Lecturers’ Employee Organization and UM Academic HR provide funds for professional development. (6) For new Assistant Professors, LSA instituted a policy standardizing generous start-up research funds, benefiting 7 MENA faculty since 2018. CRLT promotes excellence in inclusive teaching through training, feedback, development grants, and approximately 50 teaching awards. Professorial funds can be used for research abroad.

For CMENAS staff, development opportunities exist through Human Resources Learning and Professional Development, which offers resources for UM staff on DEI fundamentals, project management, leadership development, and career development. The DEI office supports staff training opportunities to foster an inclusive community. CMENAS supports the program specialist’s participation in plenary sessions and workshops at MESA’s and MEOC’s annual meetings. The program manager also participated in the Council of Michigan Foundations’ Mentoring program to hone leadership style, foster business relationships, expand her professional network, and gain philanthropy expertise. II allocates $20,000 annually for training and professional development for staff conferences and travel to promote institutional linkages. **Commitment to teaching, supervision, advising of students**: Excellence in teaching is a high priority at UM. MENA faculty collectively hold 16 teaching awards, and 2 more have been recognized with the UM Thurnau Professorships for UG Teaching (Shryock, Verhoogt). Tenured and tenure-track faculty normally teach 4 courses/year; lecturers teach 4 to 6. Except for those in the professional schools, all MENA faculty teach both GR seminars and UG courses in their fields while serving on thesis and/or dissertation committees. Weekly office hours are an integral part of UM courses, and doctoral students regularly meet with advisors, receiving formal yearly

progress reports. Faculty and staff participate in teaching, supervising, and advising students in all stages: from recruitment and admissions to job placement. As advisor and mentor, CMENAS director Szpiech and AD Hussain each hold 4 scheduled office hours weekly and also meet students by appointment throughout the AY to determine which disciplines, courses, and faculty members would best support students’ MENA interests and aims. Outside of instruction, faculty engage in advising through thesis mentorship, meeting with students to assist in formulating research questions throughout the research and writing process. From 2017–22, 6 faculty supervised 28 students’ BA and MA theses, and over 70 faculty served on PhD dissertation committees. As CMENAS AD Szpiech taught the MENAS colloquium (493/593) in Fall 2019 and 2020, and current AD Hussain taught it in Fall 2021, mentoring and facilitating informed debate (including public participation in all sessions) on a diversity of issues and perspectives for UG and GR students specializing in the region. 2 II advisors (Griffith, Polinko) devote 100% to advising GR students; 2 others (Banfield, Worner) devote 100% to UG students. Our FLAS Coordinator (Cameron) has an MA and over 10 years of experience in education. He promotes the program and guides applicants, hosting regular office hours dedicated to FLAS advising.

**E-2. Staffing, Oversight, and Variety of Faculty**: CMENAS is governed by an Executive

Committee (EC) drawn from all departments, professional schools, and the library. Beyond official oversight, Director Szpiech reports to the II Director, Dean of LSA, and CMENAS faculty at large. He regularly consults with Directors of other UM-NRCs and other centers within the II (GISC and Armenian Studies), librarians for Judaica (Mordoch) and MENAS (Kropf), and relevant departments (MES, History, Anthropology, Political Science, RLL, JS).

**Staffing and Oversight for Administration and Outreach Activities** : The shared services model at UM and the II enables the Director to delegate business matters to II shared administrators, including a 20% cluster manager who serves as a liaison to the broader UM structure, handling accounting, grants, payroll, compliance, security, and HR issues. The Director thus creates a strategic plan and works closely with the 1.0 FTE Program Specialist to design programs. Part-time staff are hired when needed for efficient project workflow.

**E-3. Nondiscriminatory employment practices**: UM is an equal-opportunity employer, complies with federal and state laws on nondiscrimination and affirmative action, and subscribes to USED’s GEPA. UM does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, or veteran status. In 2016, UM unveiled a strategic DEI plan for all 3 campuses, committing $85M for DEI initiatives. A second 5-year phase of the initiative will launch in F2023, demonstrating UM’s ongoing commitment to nondiscriminatory employment. The II and CMENAS fully support these initiatives and strive to uphold inclusive attitudes and practices among faculty, staff, and students. Women make up 50% of faculty/staff associated with CMENAS, and CMENAS faculty comprises approx. 25% BIPOC. All II rooms (Weiser Hall) are wheelchair accessible and a gender-inclusive restroom is publicly available.

# STRENGTH OF LIBRARY

**F-1. Strength of Holdings:** As of 2020, the UM Library holds over 15.5M volumes, including over 3.3M electronic titles and more than 200,000 current serials, consistently ranking it among the top-10 academic research libraries in North America. It actively collects materials in a wide range of European and MENA languages to support GR and UG research and teaching on

MENA languages and history. As of Feb. 2020, the MENA collection grew to more than 400,000 volumes in various formats, including nearly 7,900 serial titles. Several hundred others are available via HTDL, which is unrestricted by copyright limitations. In addition, the Armenian collection comprises nearly 40,000 items, including rare and special collections from the Armenian Genocide. Serials and monographs in MENA-specific languages number 274,028. The Library provides licensed access to numerous electronic subject indexes, such as Index Islamicus and Middle Eastern & Central Asian Studies; online reference works; and full-text and image resources, including important online journals and newspapers, ebook collections, and collections of digitized archives. It catalogues increasing numbers of digitized and open-access online resources, such as monographs, journals, reference works, text collections, manuscripts, photographs, maps, and other archival material. MES’ collection of reference materials, text editions, monographic series, and journals has been combined with the George Makdisi Collection in Islamic Thought, which comprises over 5,000 items. The Islamic Manuscripts Collection consists of 1,103 manuscript volumes of codices, rolls, and leaves dating 8th-20th century CE, with roughly 1,800 titles in Arabic, Persian, and Ottoman Turkish. Manuscripts from the former Ottoman Empire are especially well-represented. The collection is among the most accessible in North America, fully catalogued with digital copies freely and openly available.

The library has preserved hundreds of Arabic and Persian lithographed volumes published in

Iran and India. The Papyrology Collection–the largest in North America–includes about 134 pieces in Arabic as well as pieces in Ancient Greek, Egyptian, Coptic, Latin, and Hebrew. Of the 18,000 pieces, about 5,000 have never been studied, attracting scholars from around the world. Verhoogt wrote a history of the collection to give greater visibility to this important resource.

Digital resources have increased access and productivity dramatically: the library prides itself on the development and acquisition of electronic holdings for GR, UG, and professional training needs, and maintains access to resources, such as serials in Proquest, JSTOR, Press Display, and other digital resources. Apart from HTDL, the Library actively participates in other cooperative enterprises, including Online Access to Consolidated Information on Serials, a union list of serials from/about MENA; and the Middle East Materials Project (MEMP), coordinated by the Center for Research Libraries (CRL). MEMP preserves, in digital and microform format, collections of unique, rare, hard-to-obtain, and/or deteriorating print and manuscript materials.

**Financial Support for Acquisitions and Staffing:** The Library annually spends well over

$220,000 to acquire MENA-related materials, as well as subscription serials published in North America and Europe. Another $500,000 are spent annually on ebook packages for frontlist titles, including top publishers in MENA studies. Librarians and staff coordinate with 9 vendors to directly purchase monographs and serials from Iran, Turkey, Israel, and the entire Arab region.

Moreover, the Library actively acquires reproductions of manuscripts and other unique archival material from important collections in MENA, Europe, and North America. CMENAS annually provides at least $5,750 to the library for digital, print, and database acquisitions. For FY 2019, the Library provided a personnel budget of $456,592 to support MENA collections. An additional $20,500 was earmarked for student-assistants. 6 full-time and 1 half-time Library employees conduct research and support the MENA collections. Of these, 2 full-time specialist librarians (Kropf, Mordoch) offer instruction and curate unique holdings in Special Collections. 1 cataloger (Kirakosyan) focuses on Armenian materials and 1 (Sayman) provides research and collection development support for Turkish Studies.

**F-2. Cooperative Arrangements**: UM’s Library cooperates with other academic research libraries to provide access to resources worldwide though ILL. For books and other physical materials, UM affiliates have access to the UBorrow lending network and holdings of BTAA Libraries, with borrowing privileges at various regional partner institutions. UM Library and MENA collections (including online resources) are publicly accessible for use on site by any researcher visiting the libraries. Through reciprocal agreements, borrowing privileges are extended to EMU and WCC affiliates, GR students at MSU and WSU, and faculty at any MI college. UM MENA materials are regularly shared nationwide and in Canada via ILL.

# IMPACT AND EVALUATION

**G-1. Significant Impact**: CMENAS’s programs have a significant impact on national and regional levels by supporting programs and activities that internationalize the workforce, increase the supply of expertise in MENA languages, and promote richer understandings of MENA in world affairs. We remain committed to collecting and using outcomes data to drive improvements and planning and deepen our impact.

**Course Enrollments:** Strong enrollments demonstrate wide impact on the university community. In AY 2020–21, over 360 MENA courses were offered, serving over 10,500 students

(see Table 9). Over 690 students enrolled in language courses in Arabic, Armenian, Hebrew, Turkish, Persian, Uzbek, Yiddish, and various Ancient/Classical languages.

Interest in MENA languages and content remained strong through the pandemic. From 2018–21,

497 UG and GR students from 12 programs, including 30 in RSB, studied in 15 MENA countries. Since 1990, these trends have led to strong graduation and placement rates (see G–2). **Graduate Placement Data:** Since 1990, UM has conferred more than 1,261 BAs and 500 graduate degrees in MENA. Of those, 200 UG and GR students received MENA FLAS awards. From 2018–21, 27 PhDs were earned by students focusing on MENA topics in over 18 departments, such as MES, Art History, and Health Behavior & Health Education (see "Improving Supply of MENA Specialists" below).

**Participation Rates in Events**: In 2018–22, our events attracted over 3,700 attendees (see pp. 35–36). CMENAS takes numerous steps to ensure strong participation, including partnering with stakeholders who "buy in" by supporting, co-hosting, promoting, and joining our events. In 2018–19, e.g., CMENAS partnered with over 68 affiliates who supported over 70 public on/off campus events of which CMENAS served as the primary organizer. All are publicized both to the general and underserved public through newsletters, social media, and other channels. Public Q&A at every event promotes diversity of perspectives and ensures all voices are heard.

**Usage of Center Resources:** Usage of Center resources from AY 2018–22 by students and faculty is consistently strong. Resources were used by 160 UG and GR students for language training ($1.5M), other funds were used for programs and events (2019–20 at $80,776), and library acquisitions (2019–20 at $220,390).

**Improving Supply of MENA Specialists:** CMENAS coordinates with the II, Career Center, International Center (IC), and other campus units to sponsor during the AY a variety of workshop, panels, and presentations promoting careers in national need, such as business, education, nonprofit, and government sectors. In 2019-20, the IC Pathways series presented over

30 events with information on internships with the DOS, Peace Corps, the FSO Selection Process, and panel discussions on international careers in teaching, engineering and technology, and health services. UG and GR FLAS alumni consistently secure jobs in areas of national need. Of the 54 MENA PhD graduates from 2018–21, 16 found tenure-track or research positions; 4 received prestigious postdoc fellowships.

**G-2. Alumni Placement in Areas of National Need:** Based on 2018–21 data, MENA UG and GR (MA) graduates found work in: education (14); US gov’t or military (9); law (3); business

(32); global US-based nonprofits (16). CMENAS is Foreign-Area-Officer (FAO) affiliated. In the past 6 years, 2 alumni have taken positions as FAOs (Marine Corps, Army), 1 as Foreign Service Officer (DOS), and 6 in other gov’t or military positions. 21 of the 35 MENA PhDs graduating 2018–21 work in education. Another study of all CMENAS alumni found 45 have entered education fields, 40 in the private sector, and 71 proceeded to higher studies. A 2020–21 survey shows that 97% of FLAS alumni use their MENA education in current jobs, and 86% use MENA languages. We hold annual job fairs to help place students, and use the FLAS program to recruit and direct talented students, to continue supplying experts for critical positions (see G-3). **G-3. Addressing National Needs and Dissemination of Information**: Center activities address national needs through public and media outreach, outreach, dissemination of information on world affairs and careers, and support of FLAS. In the 2019–20 pivot to virtual or hybrid programs during pandemic closures, 5,650 people across the globe attended our events, with over 4000 views on YouTube. CMENAS is an active member in the Globally Engaged Career Panel Series with other NRC centers at the II. This series hosts an average of 10 events/semester, including career panels, talks, and presentations. In 2018–22, the II reached about 736 students in

15 career-focused events featuring speakers currently employed in federal government agencies, non-profits, business, and regional education. Recent events focused on careers in the corps of FAOs at the US DOS or internships in Washington, D.C. The II is also an active member of the ICP, with at least 1 academic services staffer on the planning committee. ICP hosts an annual international Opportunities Fair attended by over 400 students/year with over 100 participating organizations. CMENAS also utilizes many UM faculty to reach audiences via faculty journalism. For example: (1) Cole maintains *Informed Comment,* a high-demand newsblog with over 2M views, and 85,000 Twitter/Facebook followers. (2) Gruber publishes on sites such as *The Conversation* and *Prospect Magazine* about Islamic art, the pandemic, and social justice in the MENA. (3) Tessler’s work on MENA public opinion appears on ArabBarometer.org, receiving 250,000+ hits to date. Tessler’s recent publication on religiosity on BBC Arabic garnered 1M views in English and 50,000 in Arabic. The trend of faculty journalism enables us to address world affairs and recruit students who, early in the program-application process, are alerted to FLAS fellowships.

**Impacts of FLAS on National Needs**: Using documented procedures (see pp. 32–33),

CMENAS adheres to USED regulations and guidelines in awarding all FLAS fellowships. 100% of FLAS awards have gone to students of languages deemed of critical national need (2017 and 2022 Consultations with Federal Agencies), meeting FLAS CPP2. Data patterns demonstrate

that FLAS awardees use MENA language/area studies skills in national-need jobs (Table 10),

and show CMENAS’s ongoing success at improving the supply of MENA specialists to multiple sectors. 86% of UG and GR FLAS recipients reported using LCTL skills in current positions.

97% of UG and GR FLAS recipients continue to apply area studies knowledge in current jobs.

**G-4. Evaluation Plan and Data Used:** CMENAS (w/ all UM-NRCs) will continue to work with the independent external evaluator Formative Evaluation Research Associates (FERA), a MI corporation (DUNS #083426965) with over 45 years of experience evaluating USED grants, Labor and Small Business Administration grants, universities, CCs, K–12 schools, and international projects. With FERA’s guidance, CMENAS developed a Program Evaluation Plan to assess program quality; content effectiveness; utility of information disseminated (Table 11).

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| **Table 11: FERA Evaluation Plan and Timeline for UM NRC Outreach Activities** |
| **Guiding Questions for Evaluation**1. Which strategies for outreach to K-14 teachers are most effective? Least effective? What additional, or adjusted, strategies are needed?
2. How effective is the dissemination of global studies materials regionally and nationally? What additional, or adjusted, strategies are needed?
3. What challenges do K-16 educators encounter teaching and incorporating global studies?
4. What professional development opportunities and resources would be useful for teachers?
5. To what extent do regional and national MSI, CC, and K-12 educators increase their access to area studies resources and professional development opportunities as a result of UM NRCs?
6. How valuable are the UM NRC area studies focused professional development initiatives for participants? What makes them valuable and what feedback can improve future programs?
7. What are the benefits and outcomes for MSI, CC, and K-12 participant educators?
8. To what extent do MSI, CC, and K-12 educators gain new area studies knowledge and access to resources and how is this incorporated in curriculum?
9. What are the contextual factors and how have they affected and impacted each of the collaborations?
10. ***UPR Only***: How do Puerto Rican education departments approach professional development and what professional development opportunities and resources are currently being offered for educators? What are the barriers to educator participation in programs and how might UM support educators and decrease barriers?
 |
| **Evaluation Timeline** | **Y1** | **Y2** | **Y3** | **Y4** |
| **Meetings, Reporting, and Data Interpretation** |
| Provide: (1) Survey Data Summaries with quantitative and qualitative data; (2) Case Study Reports highlighting outcomes and lessons learned; (3) Annual Title VI info for reporting. | X | X | X | X |
| Meet with staff and faculty employed through NRC Centers throughout each year to review evaluation designs for each initiative and evaluation results with actionable recommendations. | X | X | X | X |
| **U of Puerto Rico / UM Collaboration** |
| Conduct interviews in Spanish with participating K-12 educators in Puerto Rico. This will | X |  | X |  |

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| result in an ethnographic evaluation case study designed to tell the story and demonstrate the impact of this collaboration. |  |  |  |  |
| Implement participant feedback and workshop outcomes survey. |  | X |  | X |
| **World History and Literature Initiative (WHaLI)** |
| Implement participant feedback and workshop outcomes survey. | X |  | X |  |
| Conduct ethnographic evaluation case study designed to tell the story of WHaLI and demonstrate the impact of this program. |  | X |  | X |
| **Global Migration Education Initiative (GMEI) - UM / San Diego State U** |
| Conduct on-site evaluation through observation and interviews with GMEI participants. | X |  | X |  |
| Implement a teacher survey at GMEI workshop to collect feedback and outcome data. |  | X |  | X |

CMENAS' plan for evaluation will produce outcomes data for improvement and continued development. Annually we rely on data summaries to address challenges, improve recruitment, adjust outreach activities, and strengthen access to area studies content/materials. For example, the UPR/UM collaboration began by inviting teachers to academic style panels. Challenges included teachers’ ability to attend, language, and access to materials. Impact was initially limited to attendees. Using evaluation data, this evolved into a curriculum-development opportunity in which UM area-studies content experts worked closely with K–12 teachers from PR to develop lesson plans made available regionally and nationally to teachers in English and Spanish. Access to and use of content has expanded beyond UPR/UM collaboration participants. **UM Evaluation**: UM implements several layers of evaluation to provide outcomes data

informing growth. (Table 12).

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| **Table 12: UM Evaluation** |
| **Institutional Accreditation** | The accreditation process, ongoing currently, is conducted every 10 years. UM is evaluated on 5 criteria: mission & integrity; preparing for the future; student learning & effective teaching; the acquisition, discovery, & application of knowledge; & engagement and service. |
| **Professional School Accreditation** | Professional schools & their degree programs are accredited by their respective professional associations w/ periodic reaccreditation that requires self-study & external evaluations. |
| **LSA Degree Programs** | The LSA Curriculum Committee, composed of faculty representing a variety of departments & chaired by the Dean of Undergraduate Education, reviews & approves all new proposals & updates to majors and minors. This is assessed on need, adequacy of resources, & quality. New majors are approved by the Michigan Association of State Universities. |

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| **MA****Programs & Graduate Certificates** | RGS conducts an evaluation of its programs every 4 years to review & strengthen its collaboration & to assess the scope, status, challenges, & opportunities of its programs.* **Student Surveys**: This survey assesses GR student experiences & prepares detailed program-specific data on various dimensions of the program & its student outcomes.
* **Faculty Forums**: Deans & Faculty consider the current status of the program, review best practices for GR education, & create a plan for program direction based on student surveys.
 |
| **Course & Instructor Evaluation** | All courses & instructors are evaluated each term on a number of metrics.* **Student Evaluations:** Every course & instructor are evaluated by students.
* **Instructor Evaluation:** Instructors are provided a summary of quantitative ratings & qualitative student comments. These play a major role in reviews for reappointment, tenure, & promotion. CRLT offers instructors consultation for interpreting data and improvement.
* **Language courses:** Components to assess pedagogy effectiveness on learning are provided.
 |
| **Student Surveying** | UM conducts a variety of student surveys & uses results to improve student experiences & outcomes. A sample of annual evaluations:* **UM Asks You** : Annual survey for all UG students to assess overall satisfaction, campus climate, faculty interaction, & other metrics to help address student concerns.
* **Campus Climate Survey:** All students are surveyed annually to assess campus climate.
* **First Destinations:** Graduating seniors are surveyed annually to determine employment status, continuing education, perception of career potential, median salary, & other data.
* **Exit Survey of Doctoral Recipients:** Doctoral recipients are surveyed on mentorship, curriculum, dissertation process, & professional development.
 |

**CMENAS-Specific Evaluation:** CMENAS obtains feedback in these ways: (1) event attendees complete a survey indicating event value and their affiliation. (2) CMENAS conducts an annual review of Center activity with the EC and hosts a Faculty Associate forum to receive feedback.

(3) It submits an annual report to the II, which evaluates Center initiatives, budgets, and strategic plan for the coming AY. This helps improve subsequent activities and plans.

**FLAS Evaluation Plan:** CMENAS's FLAS Evaluation Plan aligns our efforts to achieve internal goals with the overall tracking measures used by USED to evaluate the success of the FLAS Program overall. Question 3 (Table 13) reflects our desire to broaden foreign language access to students from underrepresented groups. The evaluation plan will be implemented alongside existing data-driven programming and evaluation, and will benefit from the shared experience of other units within II in similar domains. Each year’s data is used to improve subsequent action.

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| **Table 13: CMENAS FLAS Evaluation Plan** |
| **Overarching Question**: To what extent has UM’s language & area-studies training contributed to improved supply & diversity of MENA specialists? |
| **Survey Question** | **Methodology/Data Analysis** |
| Q1: To what extent are students placed into post-graduate employment, education, & training in areas of national need & positions using MENA language & area studies skills? How effective are efforts to increase these placements? What interventions are particularly effective? | Administration of FLAS tracking surveys. |
| II-wide comparative analysis of shared & Center-specific efforts, using placement data & additional data from exit & follow-up surveys. |
| Q2: To what extent do students increase their proficiency levels for reading, writing, & listening/speaking language skills through enrollment in advanced MENA language classes? How can these efforts be improved? | Administration of proficiency tests for FLAS fellows at the beginning & end of courses. |
| Collaborate with LRC to determine best practices for learning goals based on CMENAS data. |
| Q3. What barriers appear from the accounts of students who started FLAS applications, but did not submit them? What reasons are given by students who don’t complete a FLAS application? What impact do timing, availability of faculty for language evaluations & recommendations, etc. have on completion rates? How can barriers be addressed? | Administration of survey about FLAS application process & student experience, 1 week post-deadline, incl. all incomplete and complete applications. |
| II-wide comparative analysis of shared & Center- specific efforts, using application data. |

**G-5. Equal Access**: Beyond nondiscrimination, UM defends and proactively promotes equal access in operations through its DEI Initiative (see E-3). CMENAS, along with other campus units, is implementing a DEI plan, as seen in our engagement with MSI partner-institutions such as UPR (see p. 42–3), EMU (see p. 45), and GSU (see p. 44). These efforts help us to meet FLAS’s CPP1 by making quality area studies education more accessible. UM also instituted the "Go Blue Guarantee" on all 3 campuses, providing free tuition to all MI residents with annual family incomes less than $65,000. At the graduate level, UM has historically covered FLAS tuition shortfalls (providing, e.g., $102,252 in 2019–20), and promoted equal access to language education for students in need. Prospective programs with EMU, HFC, UPR, SDSU, GSU, and MIIIE (section I) create opportunities to recruit. Services for Students with Disabilities ensures that disabled students receive needed accommodations to guarantee equal access to education.

UM lecture rooms have assistive listening systems and CMENAS works with relevant UM units to meet needs of physically, visually, ergonomically, or learning-impaired attendees.

# H (FLAS). FLAS AWARDEE SELECTION PROCEDURES

## (On outreach, see H (NRC), below)

**FLAS H-1. Application Procedures:** CMENAS plans to offer 5 UG and 9 GR AY FLAS fellowships. We will also offer 10 Summer FLAS fellowships. Table 14 outlines the application pipeline including mass advertising, application procedures and timing, selection committee and their criteria, as well as methods for determining merit and financial need. CMENAS proactively recruits and admits when possible applicants from professional schools.

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| **Table 14: FLAS Selection Process** |
|  | **Graduate FLAS** | **Undergraduate FLAS** |
| **Languages & Levels** | * *Most languages studied at 2nd year level & above*, priority to advanced level training
 | * *All languages at 2nd year level or above*
 |
| **Advertising** (September to January) | * *FLAS website* w/ links from department & professional school admissions & fellowships pages, Rackham fellowships (GR); LSA scholarships office, financial aid office, Global Michigan (UM-wide) fellowships
* *5-8 joint info sessions* for all FLAS languages separate sessions for GR/professional, UG, &/or student services staff/academic advisors
* *Targeted emails* to students identified by GR/professional program, major/minor, previous language course enrollment
* *Targeted & informative email* to instructors, major/minor advisors & programmers to notify students critical language courses
* *Social Media announcements* coordinated by the II & its constituent centers
* *Joint info booths, virtual & in-person* for FLAS languages at events, e.g., Rackham Graduate Orientation, Festifall, Study Abroad Fair, Int’l Career Fair, Major/Minor Fair
* *Special recruitment efforts* w/ professional schools, esp. RSB, Engineering, Law, Public Health & SPP
* Work w/ *language instructors* to identify *promising students* & encourage them to apply.
* *2 Statement of purpose workshops* designed to provide assistance in writing proposals
* *FLAS Coordinator drop in office hours* Sept –Jan. for advising and questions
 |
| **Application** (Nov. to Jan; deadline Jan. 15) | * *FLAS website* w/ detailed information on eligibility, requirements, application instructions & contact information for FLAS coordinator for questions & clarifications
* *Online FLAS application* linked from the FLAS website
* *Required materials*: application form, statement of purpose, official transcripts of all postsecondary work, 1 academic letter of recommendation, 1 language evaluation/recommendation
* *Optional materials:* FAFSA, expected family contribution (EFC)
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| **Selection Criteria** | * *Academic excellence*, based on quantitative & qualitative evidence
* *Strength/feasibility/appropriateness of proposed plan* for the award period
* *Adequacy of language preparation* for proposed plan
* *Relevance of language & area studies* in overall *career goals*
* *Overall balance* of languages, disciplines, & long-term career interests among fellows
* *Equal access* to students from under-represented socioeconomic backgrounds & disciplines
* *Financial need*, based on student’s FAFSA, EFC (meeting FLAS CPP1)
 |
| **Financial Need**(GR & UG) | * Select pool of qualified candidates based on selection criteria above except financial need
* Assign financial need category (high, medium, low, or no need) based on FAFSA EFC; students who do not file FAFSA will be assigned to lowest need category
* Cut-off for each category to be determined annually based in part on cost of attendance (COA) and the distribution of EFC in each pool; separate cut-offs for GR & UG pools
* Priority for applicants w/ higher need category when all other selection criteria are equal
 |
| **Selection Committee** | * Committee composed of faculty representing *cross-section of CMENAS faculty*
* At least 1 faculty member in the *humanities* & one in the *social sciences*
* *Professional school faculty* included whenever possible
 |
| **Deadlines** | * *Sept.1*: FLAS website updated w/ info for the upcoming year’s competition
* *Nov. 1*: FLAS online application opens
* *Feb. 1*: FLAS online application closes
* *Feb. 20*: Faculty review of UG & GR applications completed; committee meeting
* *March 15*: Award letters sent to selected FLAS fellows & alternates
 |

# H (NRC). OUTREACH ACTIVITIES

During the 2018–2022 cycle, CMENAS met NRC objectives by producing events and digital content that generated regional, national, and international debate about world affairs. We have done so by leveraging (1) broad-based "big tent" partnerships based on the buy-in concept; (2) digital media live-streaming events and broadcasting on the CMENAS YouTube for easy access;

(3) partnerships with 5 professional schools (Architecture, RSB, Law, Public Health, and SPP), promoting careers of national need. Demonstration of our impact is detailed below:

**H-A. & H-B. Elementary, Secondary, and Postsecondary Outreach:** CMENAS offers K–16 educators a robust calendar of events and teacher programs. Table 15 exemplifies the quality and variety of outreach events, including WHaLI and, most notably, the MENA-SEA Teacher Program, which trained 26 educators in 6 states. We worked with UM-NRCs to develop teacher

training for K–12 teachers in WHaLI, CC educators through MIIIE, and offer training and outreach collaboration at UPR, a postsecondary MSI. At our biannual MIIIE conferences (Table 15), CC faculty presented curricular modules and other resources, extending national impact. 46 global lesson plans have been shared with partner National Humanities Center. In 2019–21, our outreach coordinator presented on MENA to social-studies and lit. classes at Davidson H.S. (NC), Interlochen Academy and Lakeshore H.S. (MI). In Dec. 2019 and Mar. 2020, CMENAS

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| **Table 15: Selected K-16 Outreach 2018–2022** |
| **Name** | **Description** | **Impact** | **Partners** |
| WHaLI | -Summer 2014–-Biannual 3-day teacher workshops-World History, Geography, and Literature | 71 K–12 teachers,representing 30+ districts | 5 UM NRCs ASCSOE |
| MIIIE/CC Outreach | -Summer 2014–-week-long workshops for faculty-MENA curriculum modules, year-long CC team projects to implement global education | Over 10 modules created; available to 134 member institutions | 5 UM NRCs |
| UM-UPR Río Piedras Collaboration and Symposium | -Winter 2015–-Annual 2-day K–16 development workshops-at UPR Río Piedras, an MSI.-2 curricular units produced by CEDER | 155 attendees; 100% of attendees reported incorporating MENA concepts & materials into curricula. | 5 UM NRCs |
| SoE’s CEDERCurricular Units | Teaching units about global patterns for Grade 5–12 classrooms. | 8 teaching units, 1 produced w/ 2 school teacher consultants in MI | CSEAS, LACS, CSAS |
| "How to Teach About the Middle East, And Get It Right!" | 5-part interactive webinar series Jan.–May 2021 featuring content & pedagogy training by experts on 5 topics. 90-minute sessions delivered over Zoom & shared via Youtube | 399 attendees at the webinars, incl. 60 CC faculty. Recordings housed on UM webpage have been accessed by global educators | Duke-UNC Consortium for MES |
| "Building Equity" Book Club | Virtual book discussion about teaching the graphic memoir, *Welcome to the New World*, about 1 Syrian family's plight | 24 administrators and educators across the US | UMinn NRC in Global Studies |
| MENA-SEA Teacher Program | 3 iterations of this long-term PD program for Grade 6–12 teachers. 20+ lectures by UM & experts in region-specific content & skills training, as well as 20+ SCECHs from MDE | A total of 26 teachers. 2020-21: 26 lesson plans | CSEAS, CEDER |

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| "Biblical Women Across Abrahamic Religions"; "Rite Smells: Exploration of Religiously Significant Scents from SEA, SA & MENA" | All-day state-accredited teacher workshops about (1) Mary & other women in Abrahamic religions across the globe; (2) maritime trade routes along the Indian Ocean. CEDER led pedagogy sessions & created 2 social-studies highschool units. Held on 5/8/21 & 6/24/21 respectively & delivered over Zoom. Recorded & shared on a UM-II website. | 52 US educators participated. The unit has been shared atII-Outreach & the Nat'l Humanities Center. 35 educators from 12 states & 28 towns got 2 books about Mary. | CSEAS, LACS, CSAS, CEDER |
| Educators Book Initiative | 2021 initiative of sending MEOC award winning books to media specialists & classroom teachers. | 26 educators in 26 schools in 14 towns in MI | Literati Bookstore |

sponsored 2 workshops to 33 school counselors about Muslim students’ needs. At WCC, we sponsored 3 workshops and a Sufism lecture by preeminent UM scholar Alex Knysh.

CMENAS partnered with EMU, a MSI and MI’s largest teacher-training school, to host lectures with Tahir Zaman (2019) about concepts of refuge in Islam, and Ausma Khan (2020) about Muslim feminist sci-fi literature. We also co-hosted a virtual concert with Israeli-Palestinian artist Mira Awad in 2021. 159 attended the lectures and the virtual concert got over 200 views.

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| **Table 16: General Public Outreach 2018–2022** |
| **Format** | **Title** | **Broadcast** | **Att'dee** |
| Colloquium | Migration in the Islamicate World | YouTube | 106 |
| Conference | Indigenous Languages: From Endangerment to Revitalization and Resilience | YouTube | 80 |
| Colloquium | The Arab Spring: 10 Years Later | YouTube | 211 |
| Colloquium | Public Health and Pandemics across the MENA: A Multidisciplinary Exhibition | YouTube | 112 |
| Conference | Destination Detroit | n/a | 140 |
| Art | Lost in Translation with Omar Offendum and Thanks Joey | Vimeo | 542 |
| Lecture | Be Strong and of Good Courage: How Israel’s Most Important Leaders Shaped Its Destiny | n/a | 120 |
| Film | 2019 Iranian Film Festival of Ann Arbor | n/a | 122 |
| Lecture | Stories Never Told: Yemen’s Crises & Renaissance | n/a | 205 |
| Art | Arab Folk Dance with Karim Nagi | n/a | 40 |
| Lecture | Coming to America: Translating Arabic Fiction in the Age of Global Liberation | YouTube | 30 |
| Panel | Decolonizing Methods: Nubia and the Politics of Knowledge | YouTube | 110 |
| Conference | Arts of Devotion | YouTube | 76 |
| Lecture | Uprooting the Diasporic Histories of Southeast Asia | YouTube | 80 |
| Symposium | The Iranian Revolution and Its Disciplinary After Effects | n/a | 105 |

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| Lecture | Malcolm & Martin: Intersecting Visions of Justice | YouTube | 700 |
| Conference | Gender and Health in Global, Transnational, and Historical Perspectives |  | 83 |
| Panel | Muslims in Comics | YouTube | 76 |
| Lecture | Global Challenges to Human Rights Today with Zeid Ra'ad Al Hussein | YouTube | 220 |
| Conference | The Abode of Peace: Spirituality and Harmony in Islam | n/a | 112 |
| Film | Halaloween: Muslim Horror Film Festival (virtual, 2021) | n/a | 465 |
|  |  | **TOTAL** | **3735** |

**H-C. Business, Media, and General Public Outreach**: CMENAS produces content that impacts regional, national, and international media. Table 16 represents a sample of events and impact. In recent years we have expanded our digital media footprint with the CMENAS YouTube channel. In 2018–19, e.g., CMENAS supported over 71 public events and served as the primary organizer for 50, both on campus and in the Detroit Metro Area. UM impacts regional, national, and international news with MENA expert commentary. Since 2018, 51 MENA faculty

made themselves available to 58 news outlets. (Table 17 shows the vibrancy of this outreach).

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| **Table 17: Media Outreach, 2018–2022** |
| **News Source Reach** | **New Sources** | **Faculty Quoted/Reference** |
| Regional News | Global Michigan (1), WXYZ (2), Hour Detroit, WDET (2x), Second Wave Media (3x), Detroit Free Press (3x), Detroit News (4x), The Jewish Detroit News, WEMU, | Barzilai (1), Ciorciari (1), Khan (4x), Howell (6x), Sanjian, Stockton (2x), Moll (1), Wollenberg (1), Wilfong(1), Seyhun (1), Levitsky (1) |
| Domestic | New York Times (4x), CNN (2x), The Atlantic, CNBC (2x), The Washington Post, Huffington Post, LA Times, NPR, Religion News Service (2x), Open Democracy, Broadway World, Middle East Forum (2x), Daily Beast (2x), The Rockdale Citizens, CBS, WJXT, Jewish Herald-Voice, Wall Street Journal, Forward, MarketWatch, Tablet (4x), Jewish Chronicle, Science Daily (2x), US News and World Report, Washington Report, The National, The Conversation (2x) | Abdul Khabeer (3x), Ciorciari (5x), Khan (2x), Sanjian, Emberling, Mallette, Cole, Stockton (2x), Howell (4x), Veidlinger, Suny, Shammas, Seyhun, Szpiech, Pinsker (2x), Norich (2x), Muehlberger (1), Merajver (1), Mendes de Leon (1), Mays (1), Mattawa (2x), Levitsky, Gruber (4x) |
| International | Aljazeera (2x), The Armenian Weekly (1), The Daily Star (1), The Guardian (1), The Armenian Mirror-Spectator (3x), Dhaka Times (1), The New Arab, Borneo Bulletin, Middle East Eye (3x), The Times of Israel, Ajam, The Telegraph, | Abdul Khabeer (2x), Al-Rustom (1x), Babayan (1x), Bardakjian (2x), Ciorciari (1), Sanjian, Stockton (2x), Howell, Karem Albrecht, Moll (1), Veidlinger (3), Szpiech, Mattawa |

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|  | The Times, Quartz, Prospect Magazine | (2x), Gruber (3x) |
| Digital Media | Arab Barometer | Tessler |
| Faculty Journalism | Informed Comment | Cole (365x) |

## I (FLAS). COMPETITIVE PREFERENCE PRIORITIES. See section J below, p. 50. I (NRC). PROGRAM PLANNING AND BUDGET

CMENAS seeks funding for activities and programs that leverage the knowledge of UM experts to meet areas of national need and to train global professionals about the cultures and societies of the MENA region. We partner with more than 40 units and stakeholders on and off campus to reflect diverse perspectives and generate debate, pursuing broad-based shared goals to advance international education. This culture of partnership—and its results—are evident in the breadth and diversity of our events, our programming, and our plans for the next 4 years.

**I-1–2. Development plan, Use of Resources/Personnel, and Quality Activities Directly Related to NRC Program**: In sections below, we detail our proposed activities, addressing seriatim the development plans, resources use, quality, and relevance to NRC goals of each.

**I-1–2-a. Innovative Teacher Training (AP 1–2)** : CMENAS proposes a variety of programs to advance teachers’ knowledge of MENA and global education, and the programs require 50% salary of a K–14 Coordinator (see Salary Support below).

**MENA Learning Community (MENA-LC) (NEW)** will build a collegial and intellectually invigorating learning community open to all MI and regional K–16 educators to gain knowledge and skills in teaching MENA cultures and histories. CMENAS will organize and host a minimum of 3 SCECH-eligible in-person meetings annually in 2022–26 to present and discuss pre-circulated MENA-relevant materials. Meetings will focus on 1 or more topics in MENA history and pedagogy thereof. Educators from under-resourced, rural, and/or geographically

distant communities, including Michigan MSIs, will receive preference to participate. Workshop sessions will be facilitated by CMENAS’ outreach coordinator. Educators will be provided with access to cultural opportunities and be reimbursed for the cost of books discussed at sessions in which they have participated. Scholars and/or book authors may join sessions to support teachers’ understanding. This encourages debate of diverse perspectives on critical issues of the MENA region (AP1) and supports teacher-training efforts on those issues (AP2). It addresses CPP by inviting local CC and MSI educators to participate.

**Addresses:** AP1–2, CPP; **Timeline:** Years 1–4; **Budget:** Teachers’ professional service fees; Domestic travel and lodging; Speaker fees; Other (fees for events, tickets for cultural education); Supplies (educational materials, books, and photocopies). **Staff Resources:** Community Outreach Coordinator and Student Outreach Assistants.

**The World History Reading Cohort (WHRC) (NEW)-** Over the course of monthly SCECH-eligible 2-hour meetings facilitated by CMENAS’ outreach coordinator, educators across the US will study and debate thematically and globally connected academic books and materials addressing the MENA within a global context. Participants are eligible for book

purchase reimbursements. Scholars from UM and other NRCs nationwide and/or book authors may occasionally join sessions. In this, CMENAS will partner with fellow UM-NRCs to build a collegial and intellectually invigorating learning community, globalize K–14 curricula, and help prepare K–14 teachers to address local and national needs for education on MENA culture in a global context. WHRC builds on CMENAS’ 2019–22 MENA-SEA Teacher Program by

virtually enabling outreach, expanding impact and professional development for K–14 educators, and inviting debate on diverse perspectives and pedagogical strategies. This initiative encourages debate about diverse perspectives on the MENA and other regions (AP1), supports

teacher-training efforts (AP2), and invites CC and MSI educators nationwide to join (CPP).

**Addresses:** AP1–2, CPP; **Timeline:** Years 1–4; **Budget:** Speaker fees; Supplies (educational materials, books, and photocopies). **Staff Resources:** Community Outreach Coordinator and Student Outreach Assistants.

**Global Children’s Literature for Educator**s **(NEW)-** CMENAS will collaborate with non-UM NRCs in various universities and geographic regions across the US to run an online series of training workshops for K–14 educators nationwide discussing award-winning titles from global children’s literature. Each NRC will be responsible for running and funding 1 session at which a facilitator/content expert will facilitate discussion and debate on diverse perspectives (meeting AP1), share resources on contemporary global history, and guide participants (including CC MSI educators, to meet CPP) in best practices for teaching these books. (Teacher training meets AP2).

**Addresses:** AP1–2, CPP; **Timeline:** Years 1–4; **Budget:** Facilitator fees; Supplies (educational materials, books, and photocopies). **Staff Resources:** Community Outreach Coordinator and Student Outreach Assistants.

**MENA GEEO Trips for Educators 2022–2026 (NEW)-** CMENAS will partner with GEEO to annually sponsor the experiences of up to 2 K–14 teachers on GEEO travel trips to 1 or more countries in the MENA region. 1 CMENAS leader will accompany teachers, providing historical/cultural tutorials and background orientation, language and translation, and practical guidance for each cultural visit and locale. Teachers with little or no international-travel experience and/or from under-resourced, rural, or geographically distant communities will be preferentially selected. Participants will be required to develop travel-informed teaching materials. This supports understanding of diversity of global cultures (AP1), offers

teacher-training efforts (AP2), and involves CC and MSI educators nationwide (CPP).

**Addresses:** AP1–2, CPP; **Timeline:** Years 1–4; **Budget:** Int’l travel and lodging for two teachers and one CMENAS leader; Other (fees for events, tickets for cultural education); Supplies (educational materials, books, and photocopies).

**CEDER Curriculum Development Projects (NEW)-** CMENAS, LACS, CSAS, and ASC regularly engage with educators to promote deeper learning in K–12 classrooms about their respective regions. The 4 centers will work collaboratively with the UM SoE’s CEDER to

develop 2 globally themed and classroom-ready lesson plans. A teaching consultant will be hired to offer feedback and assistance with lesson plans, which may be presented at the CEDER-NRC teacher workshop (see below). This initiative supports understanding of diversity of global cultures (AP1), and provides teacher-training efforts on those issues (AP2).

**Addresses:** AP1–2; **Timeline:** Years 1–4; **Budget:** Teachers’ professional consultant fees; Supplies (educational materials, books, and photocopies). **Staff Resources:** Community Outreach Coordinator and Student Outreach Assistants.

**CEDER-NRC Annual Teacher Workshop (NEW)** CMENAS, LACS, CSAS, and ASC regularly put on professional-development workshops that train K–12 teachers in content and pedagogy related to the centers’ respective regional studies. These NRCs will collaborate to offer 1 MI state-accredited workshop per academic year. To enhance the impact of these globally focused workshops, the NRCs will work with long-time partner CEDER, relying on the expertise of its design coordinator to guide teachers to integrate workshop content into curricula. The design coordinator will: (a) review workshop content; (b) plan discussions and prepare resources; and (c) facilitate 1 90-minute pedagogy session during each workshop. By enhancing lesson representation of cultural diversity in each region, educators present diversity of perspectives (AP1) and directly support teacher-training to support that presentation (AP2).

**Addresses:** AP1–2 **Timeline:** Years 1–4; **Budget:** Teachers’ professional service fees; Domestic travel and lodging; Speaker fees; Other (fees for events, tickets for cultural education); Supplies (educational materials, books, and photocopies). **Staff Resources:** Community Outreach Coordinator and Student Outreach Assistants.

The **World History and Literature Initiative (WHaLI)** is a unique collaboration between UM-NRCs and the SoE that provides secondary teachers in History, Social Studies, and English Language Arts with area studies curriculum content and professional development. Building on the ongoing success of this initiative as a 3-day workshop held each June, in 2022–26 we will

expand WHaLI’s reach by 1) adding team-based learning applications so that teachers with travel

constraints can virtually participate; 2) develop an interactive WHaLI repository of online resources within UM’s Learning Management System, Canvas; 3) work closely with CEDER to design these innovative hybrid modules, collect feedback in an iterative way, and involve teachers more in the creation of learning materials in order to deliver professional-development activities/resources during the workshop and on WHaLI’s site; 4) cover the cost of lodgings and mileage reimbursement for 1 long-distance traveling teacher. We request funding for a WHaLI consultant. CMENAS will develop a flexible hybrid mode to accommodate participation by teachers with limited access. This will not only support diversity of perspectives in curriculum, but will also foment diversity of perspectives among participants themselves and encourage service in key fields in education (AP1), serving teacher training in those fields (AP2); its online repository will make materials available to CC and post-secondary MSI educators as well (CPP).

**Addresses**: AP 1–2, CPP; **Timeline:** Years 1–4; **Budget**: Speaker fees, books, personnel, and travel/lodging. **Staff Resources:** Program Manager, Evaluation & Collaborative Outreach Assistant, and WHaLI consultant.

**World Music Course,** MUSICOL 505, a collaboration with the UM Music Education Department to train K–12 teachers seeking MA degrees, requires teachers to produce

age-appropriate lesson plans on music from diverse world regions for use the following year. This supports knowledge of diversity of world music education (AP1) and supports teacher training to enhance modes of presenting and teaching that knowledge (AP2).

**Addresses:** AP 1–2; **Timeline:** Years 1 & 3; **Budget:** Personnel

**Middle East Outreach Council Institutional Membership (MEOC)-** This budget item supports CMENAS Outreach Coordinator to connect K–14 educators to national networks in international education. MEOC facilitates participation in well-established conferences for social studies teachers, supporting diversity training for secondary teachers (AP 1–2) and CC professors (CPP).

**Addresses:** AP 1–2, CPP; **Timeline:** Years 1–4; **Budget:** Institutional Membership; **Staff Resources:** Program

Manager, Community Outreach Coordinator, Student Office Assistants, and Student Outreach Assistants.

**I-1–2-b. Capacity-Building at MSIs and CCs to Produce MENA Curricula (AP 1–2, CP): UM-SDSU Global Migration Education Initiative (NEW)** brings together UM NRCs, partner institutions in San Diego-Tijuana, and K–14 educators for hands-on workshops at the San Diego-Tijuana border. These illuminate global migration flows and provide inclusive strategies for teaching in increasingly diverse classrooms. We plan to offer the Global Migration and Inclusive Pedagogy (GMIP) Summer Institute: an annual multi-day binational workshop for teachers from MI and California to develop curriculum modules about global migration and comparative border studies. We also plan to host lectures, panels, workshops, and experiential

components for participants on both sides of the U.S./Mexico border for insight into the origin of migration through Tijuana, including among MENA cultures, while drawing parallels between that corridor/gate and others around the world such as the Morocco-Gibraltar corridor. Our budget covers an area specialist’s travel to the US/Mexico border; honorarium; fees for an on-site Coordinator and Project Director to coordinate logistics. This supports awareness of diversity in migration flows, introduces educators to issues of national borders and security (AP1), provides workshop training (AP2), and works directly with MSI SDSU (CPP).

**Addresses:** AP 1–2, CPP; **Timeline:** Years 1–4; **Budget:** Domestic travel, lodging, and per diem for presenters, design coordinators, and outreach staff; professional service fees; and personnel. **Staff Resources:** Program Manager, Evaluation & Collaborative Outreach Assistant, SDSU Coordinator, and SDSU Project Director.

**UM-UPR Initiative** is a partnership with the CoE at UPR (an MSI). CMENAS and the

UM-NRCs will continue to fund a delegation to UPR for the annual outreach symposium meant to produce new curricula. UM’s SoE CEDER will continue to create thematic toolkits customizable to different grades and curriculum standards (meeting AP2). Our budget indicates a

fee for a UM-UPR Project Consultant to coordinate logistics at UPR and 5% salary for an UPR Outreach Assistant position. CMENAS will use funds to: (1) send joint delegations of GR students and faculty to the annual symposia; (2) maintain a public UM-UPR website of bilingual instructional materials; and (3) live-stream the workshops for international audiences. Dialogue with UPR will support a diversity of perspectives and voices, and live-streaming will maximize our public outreach (AP1 and CPP). UM-NRCs will share the costs of CEDER’s consulting fees and travel to the symposia. We also propose funds to pay for a UM-UPR Project Consultant to coordinate logistics at UPR; and a 1.0 FTE UPR Outreach Assistant position shared across

UM-NRCs to coordinate logistics at UM and translate educator toolkits from English to Spanish.

**Addresses:** AP 1–2, CPP; **Timeline:** Years 1–4; **Budget:** Domestic travel, lodging, and per diem for presenters, design coordinators, and outreach staff; professional service fees; and personnel. **Staff Resources:** Program Manager, Evaluation & Collaborative Outreach Assistant, UPR Project Consultant, and UPR Outreach Assistant.

**Midwest Institute for International and Intercultural Education (MIIIE) International Education Plan with MIIIE Consortium Partner.** Since 2004, UM-NRCs have collaborated with MIIIE, whose membership is open to 2-year colleges in all 50 states. The MIIIE consortium currently has 231 members; 119 are designated as eligible for Title III and V programs. Since 1992, CMENAS has worked with MIIIE to help CCs produce and deploy MENA classroom modules, hosting more than 45 workshops and publishing over 50 MENA-related modules. For MIIIE initiatives, consortium CCs will be invited to submit strategic plans for 2022–2026 to build/enhance their international education through curriculum development, establishing a 1–2 year degree in global/international studies, supporting their international students, or other opportunities. A minimum of 4 faculty and 1 administrator will comprise a CC team, which will create a "critical mass" and "buy-in" for the strategic plan. This CC team will be the "agents of

change" for their college and will implement what they propose to do. CMENAS and MIIIE jointly will select and fund the CC teams based on their proposals. CMENAS also proposes to support curricular workshops on diverse global themes and world regions by providing ideas and resources (incl. stipends) to CC faculty for development of curriculum modules (AP1–2, CPP).

**Addresses:** AP 1–2, CPP; **Timeline:** Years 1–4; **Budget:** Service fees; **Staff Resources:** Program Manager, Evaluation & Collaborative Outreach Assistant, Community Outreach Coordinator, and Student Outreach Assistants.

**Fall Colloquium, Winter Lecture Series, and Companion Events** complement our other teacher training programs. Building on past success, CMENAS plans to continue hosting a fall colloquium and winter lecture series open to all. These events bring in practitioners, such as government employees, to discuss a diversity of current approaches to MENA foreign policy or analysis of MENA events, as well as scholars reflecting our 45 programs, to enhance the understanding of the general public, campus, and teacher communities (AP1–2). In this initiative, Series speakers will present at companion events at the Detroit Center, AANM, or partner MSIs (e.g. GSU, EMU) or CCs like HFC or SC, with events broadcast to our YouTube Channel (CPP).

**Addresses:** AP 1–2, CPP; **Timeline:** Years 1–4; **Budget**: Speaker fees, domestic or int’l travel, lodging, and per diem. **Staff Resources:** Program Manager, Community Outreach Coordinator, Student Office Assistants, and Student Outreach Assistants.

**Georgia State U Collaboration (NEW)** is a collaborative effort to expand MSI outreach by funding a series of at least 4 lectures on diverse MENA content featuring UM or other area studies speakers at GSU, as well as at least 2 events by GSU faculty at UM (AP1, CPP). The second event could include a shared lecture or a GR or GSI workshop (AP2), also in collaboration with fellow UM NRCs CSAS and LACS. CMENAS funds will be used towards speaker fees and travel expenses to GSU, as well as a small stipend for organizing the lectures.

**Addresses:** AP 1–2, CPP; **Timeline:** Years 1–4; **Budget**: Speaker fees, domestic travel, lodging, and per diem. **Staff Resources:** Program Manager, Student Office Assistants.

**Tennessee State U Partnership (NEW)** is an HBCU located in Nashville. In a new collaboration to facilitate curriculum and faculty development in area studies and foreign languages, CMENAS will partner with other NRCs at the II to coordinate an annual UM faculty lecture in TSU’s History 1000 (Global Culture and History), which is a gateway course for all non-US history and also meets TSU’s core humanities requirement. UM faculty will meet with TSU faculty to discuss curriculum, area studies research, and professional development.

**Addresses:** AP 1–2, CPP; **Timeline:** Years 1–4; **Budget**: Speaker fees **Staff Resources:** Program Manager

**Focus Series at Schoolcraft College (NEW)** brings UM-NRCs in collaboration with the International Institute of Schoolcraft College. It annually offers faculty and students a campus-wide series of lectures, films, exhibits, and performances organized around an overarching global theme. Additionally, the Focus Series (FS) is free and open to the public, including K–12 schools. UM-NRCs will sponsor the FS annually in 2022–26 by paying: (a) guest speaker fees for 1 lecture related to NRCs’ regional studies; (b) cost to purchase/ship resources to Schoolcraft faculty of academic books related to NRCs’ regional studies.

**Addresses:** AP 1–2, CPP; **Timeline:** Years 1–4; **Budget**: Speaker fees; Supplies (books and resources); **Staff Resources:** Program Manager, Community Outreach Coordinator, Student Office Assistants, and Student Outreach Assistants.

## I-1–2-c. Creative Outreach:

**MSI and Teacher College Outreach at EMU** will continue to sponsor MENAS companion lectures and events at EMU, a local MSI and MI’s largest teacher-training school. We will collaborate with several units, e.g. Jewish Studies, to share expertise and enrich teaching and learning at this MSI. This initiative will complement our Fall/Winter lecture series.

**Addresses:** AP 1–2, CPP; **Timeline:** Years 1–4; **Budget:** Speaker fees, domestic or int’l travel, lodging, and per diem. **Staff Resources:** Program Manager, Community Outreach Coordinator, Student Office and Outreach

Assistants.

**Support for Cinetopia & Arab Film Festival** brings films and documentaries in MENA languages to Greater Detroit and nationally. Annually organized by the AANM, the Arab Film Festival overlaps with MI Theater Foundation’s (MTF’s) Cinetopia Festival, screening (in-person and virtually) internationally acclaimed films generally unavailable in mainstream venues. The events foster understanding of MENA diversity via the compelling medium of film. Beyond screenings, CMENAS-sponsored public Q&A discussions between moviegoers and filmmakers and/or faculty stir debate and diversity in perspectives. CMENAS regularly partners with the AANM and the MTF to sponsor these festivals as well as other programming (e.g., art exhibits, virtual concerts, book discussions) throughout the year. K–14 educators will continue receiving complimentary access to these enriching experiences.

**Addresses:** AP 1–2; Public and Media Outreach **Timeline:** Years 1–4; **Budget:** Screening fees; **Staff Resources:**

Program Manager, Student Office Assistants, and Student Outreach Assistants.

## I-1–2-d. LCTL Instruction and Program Building (AP 1–2; FLAS CPP2):

**LCTL Supports** aim to build capacity and self-sustenance for critical but low-enrollment languages, and are needed to protect the least commonly taught MENA languages at UM, such as Turkish and Armenian. Past Title VI support enabled CMENAS to build Persian enrollments to double digits and the program is now self-sustaining. For Turkish, we will continue cultural exhibits and immersion-like events and will work with the popular PICS program, which requires students to achieve advanced language competency. CAS has successfully grown course enrollments for Armenian history and culture. Lecturer Pifer has expanded language curricular offerings, giving all 4 semesters of the elementary language sequence annually and adding an upper-level language course and/or advanced content courses including Armenian film. In the

last 4 years, we have seen moderate growth of both Turkish and Armenian, but both still remain vulnerable. We propose continuing Title VI funding for 50% of an Armenian Lecturer and 40% for a Turkish Lecturer’s salary. For both, supports are needed to maintain capacity at all 3 levels to continue growing the programs. CMENAS has also partnered with other MENA NRCs to pilot a Pashto course online, beginning in 2022, supporting LCTL of direct government need.

**Addresses:** AP 1, FLAS CPP2; **Timeline:** Years 1–4; **Budget:** Personnel.

**Associate Director** teaches a colloquium (MENAS 593) designed for entering GR students, leads the admission/funding process, and advises all GR students and UG honors students. Funds are requested for these duties.

**Timeline:** Years 1–4; **Budget:** Personnel.

**I-1–2-e. Instruction, Professional & Course Development. Lang. & Non-Lang. (AP 1–2): Language Instructors’ Participation in Conferences**. We seek to support UM MENA language instructors’ continued training by funding 3 instructors/year to participate in the ACTFL conferences and other language pedagogy forums. All languages are LCTL (meeting FLAS CPP2). The Center will give priority to instructors presenting original research. CMENAS will also participate in the Consortium of Middle East NRCs’ Language Pedagogy Workshop during 2 years of the upcoming cycle (at U Texas-Austin and at U Arizona, respectively).

**Addresses:** AP 1–2, FLAS CPP 2; **Timeline:** Years 1–4 (LPW during years 1–2); **Budget:** Domestic travel, lodging, per diem, and registration fees; **Staff Resources:** Program Manager.

**Professional Development for Non-MENA Faculty**. In 2017, CMENAS inaugurated an initiative to globalize *non-MENA* courses. We proactively invited non-MENA faculty, such as colleagues in English and Architecture, to attend MESA Annual Meetings to draw on new scholarship connecting MENA with the world. For example, non-MENA scholars can learn

about MENA engagements with Darwin, or the movement of people and ideas across regions. Annual Meetings provide intellectual resources such as new books and films that inform courses.

**Addresses**: AP 1–2; **Timeline:** Years 1–4; **Budget**: Domestic travel, lodging, per diem, and registration; **Staff Resources:** Program Manager.

**Co-Sponsorship of Career / Alumni Events**. Funds are requested to co-sponsor events like the MIRS Career Planning Course and the Globally Engaged Career Panel, promoting analytical and professional skills and job trajectories in business, education, nonprofit, and government sectors.

**Addresses:** AP 1; **Timeline:** Years 1–4; **Budget:** Speaker fees, domestic or int’l travel, lodging, and per diem. **Staff Resources:** Program Manager and Student Office Assistants.

## I-1–2-f. Broad Capacity-Building (AP 1–2):

**Faculty/Staff Travel for Institutional Linkages.** We request funds to establish study abroad linkages and/or attend international education conferences, and for library acquisitions.

Interconnections will support teacher training at UM and regionally.

**Addresses:** AP 1–2, CPP; **Timeline:** Years 1–4; **Budget:** Int’l travel, lodging, per diem, and registration; **Staff Resources:** Director, Program Manager, Librarian, and Community Outreach Coordinator.

**NRC Directors’ Meeting and Professional Conferences Travel** supports travel to attend MESA Directors’ Meetings, Outreach Council Meetings, as well as other professional development for faculty and staff at local and regional conferences.

**Addresses:** AP 1–2, CPP; **Timeline:** Years 1–4; **Budget:** Domestic travel, lodging, per diem, and registration; **Staff Resources:** Director, Program Manager, Librarian, and Community Outreach Coordinator.

**MENA Library Support** funds acquisitions of MENA materials in English, as well as in Hebrew, Arabic, Persian, Turkish, and Armenian, and provides assistance in cataloging them. UM’s MENA collection stands as a national resource for global educators, complementing our educational activities with nearby MSIs, CCs, and public schools.

**Addresses:** AP 1–2, CPP; **Timeline:** Years 1–2; **Budget:** Funding for library acquisitions; **Staff Resources:**

Librarian.

## I-1–2-g. Miscellaneous Supports (AP 1–2):

**Newsletter Production** will publicize FLAS and events, and promote the impact of our MSI, CC, and Teacher Training programs and outreach.

**Addresses:** AP 1–2, CPP; **Timeline:** Years 1–4; **Budget:** Fees for graphic design, printing, and mailing; **Staff Resources:** Program Manager and Student Office Assistants.

**Salary Support for Staffing** funds (1) 50% salary of a Program Manager, who supports the above programs; (2) 10% salary for an External Grants Coordinator, (3) 50% salary of a K–14 Outreach Coordinator, (4) 5% salary of an UPR Outreach Coordinator, (5) Student Office and Outreach Assistants and External Consultants for MSIs and Teacher Training Programs, (6) 20% of Part-time On-site SDSU Coordinator and Project Director (see Budget and Position Descriptions). This funding supports above programs and cross-center initiatives.

**Timeline:** Years 1–4; **Budget:** Personnel.

**I-3. Reasonable Costs for Program Objectives:** Costs are based on experience with similar projects, responsible stewardship of funds, and national priorities, and are comparable with other NRCs’ costs. Wages reflect actual costs (see Budget).

**I-4. Long-term Impact on Programs:** CMENAS teacher training compounds the benefit of instruction over the years of a teacher’s career, and we strive to develop and maintain connections across Greater Detroit for diverse student recruitment. Language expertise leads to personal and professional growth in business, education, nonprofit and government sectors.

Proposed programs are designed to leverage UM experts, collections, languages, and technology to maximize impact and to benefit society in meeting NRC objectives. In this cycle, our institution’s training programs will be strengthened by increased enrollments, greater visibility of MENA careers, and more public engagement on and off campus.

**J. ABSOLUTE & COMPETITIVE PREFERENCE PRIORITIES**

|  |  |
| --- | --- |
| **NRC AP 1 – Diverse Viewpoints, Gov. & Other Careers** | **NRC AP 2 – Teacher training activities** |
| * MENA Learning Community (pp. 37–38)
* World History Reading Cohort (p. 38)
* Global Children’s Literature for Educators (p. 39)
* MENA GEEO Trips for Educators (p. 39)
* CEDER Curriculum Development Projects (pp. 39-43)
* CEDER-NRC Annual Teacher Workshop (p. 40)
* WHaLI w/ UM SoE (p. 40-41)
* World Music for Educators Course (p. 41)
* MEOC Membership (p. 41)
* Global Migration Ed. Initiative (p. 42)
* UM-UPR Initiative (pp. 42-43)
* MIIIE Int’l Education Plan (pp. 43–44)
* Fall Colloquium, Winter Lectures & Events (p. 44)
* Georgia State U Collaboration (p. 44)
* Tennessee State U Collaboration (p. 45)
* Focus Series w/ Schoolcraft College (p. 45)
* EMU-CMENAS Partnership (p. 44-45)
* Cinetopia & Arab Film Festivals (p. 46)
* LCTL Instructors’ & Non-MENA Faculty’s Professional Development (pp. 46–47)
* CMENAS Co-sponsorship of Career & Alumni Events (p. 48)
* Armenian & Turkish Course Instructors (p. 46-47)
 | * MENA Learning Community (pp. 37–38)
* World History Reading Cohort (p. 38)
* Global Children’s Literature for Educators (p. 39)
* MENA GEEO Trips for Educators (p. 39)
* CEDER Curriculum Development Projects (p. 39-43)
* CEDER-NRC Annual Teacher Workshop (p. 40)
* WHaLI w/ UM SoE (p. 40-41)
* World Music for Educators Course (p. 41)
* MEOC Membership (p. 41)
* Global Migration Ed. Initiative (p. 42)
* UM-UPR Initiative (pp. 42-43)
* Fall Colloquium, Winter Lectures & Events (p. 44)
* Georgia State U Collaboration (p. 44)
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* Focus Series w/ Schoolcraft College (p. 45)
* EMU-CMENAS Partnership (p. 44-45)
* Cinetopia & Arab Film Festivals (p. 46)
 |
| **NRC Competitive Priority – MSIs and CCs** | **FLAS Competitive Priority 1 – Financial Need** |
| * MENA Learning Community (pp. 37–38)
* World History Reading Cohort (p. 38)
* Global Children’s Literature for Educators (p. 39)
* MENA GEEO Trips for Educators (p. 39)
* CEDER Curriculum Development Projects (pp. 39-43)
* CEDER-NRC Annual Teacher Workshop (p. 40)
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* EMU-CMENAS Partnership (p. 44-45)
* Cinetopia & Arab Film Festivals (p. 46)
 | Preference given to students at all levels who are highly qualified & demonstrate financial need (table 14, p. 33) |
| **FLAS Competitive Priority 2 – National Needs for Less Commonly Taught Languages** |
| * All 6 of our regular MENA languages (Arabic, Armenian, Hebrew, Persian, Turkish, & Uzbek) are LCTLs, as is planned Pashto (pp. 4–5, 46–47).
* Armenian & Turkish Instructors (p. 46-47)
* LCTL Instructors’ Prof. Dev’p (p. 47)
 |