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APPLICATION FOR NATIONAL RESOURCE CENTER UNDERGRADUATE

2022-2025

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# National Resource Center and Foreign Language and Area Studies Project Narrative

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# LIST OF ACRONYMS

|  |  |  |  |
| --- | --- | --- | --- |
| AALIM | Arab-American Language | CALS | College of Agriculture and |
|  | Institute in Morocco |  | Life Sciences |
| AAU | Association of American | CAPLA | College of Architecture, |
|  | Universities |  | Planning & Landscape |
| ABOR | Arizona Board of Regents |  | Architecture |
| ACHE | Arizona Council for History | CASA | Center for Arabic Study |
|  | Education |  | Abroad |
| ACIGS | Arizona Center for | CC | Community College |
|  | International and Global | CEAS | Center for East Asian Studies |
|  | Studies | CERCLL | Center for Educational |
| ACKU | Afghanistan Centre at Kabul |  | Resources in Culture, |
|  | University |  | Language and Literacy |
| ACTFL | American Council on the | CIGS | Center for International & |
|  | Teaching of Foreign |  | Global Studies |
|  | Languages | CLAS | Center for Latin American |
| ADL | Afghanistan Digital Libraries |  | Studies |
| AETA | Arizona English Teachers’ | CLP | Critical Languages Program |
|  | Association | CLS | Critical Languages |
| AFP | Arabic Flagship Program |  | Scholarship/Scholars |
| AG | Arizona Global | CMES | Center for Middle Eastern |
| AIMS | American Institute for |  | Studies |
|  | Maghrib Studies | CoE | College of Education |
| ALIF | American Language Institute | CoPH | College of Public Health |
|  | in Fes | CRL | Center for Research Libraries |
| AMIDEAST | America-Mideast | CUES | Center for University |
|  | Educational and Training |  | Education Scholarship |
|  | Services, Inc. | DDRA | Doctoral Dissertation |
| AMP | Accelerated Master’s |  | Research Abroad |
|  | Program | DEU | Dokuz Eylül University |
| AORC | American Overseas Research | ED | US Department of Education |
|  | Center | EFC | Expected Family |
| AP | Advanced Placement |  | Contribution |
| APR | Academic Program Review | Eller | Eller College of Management |
| ARCE | American Research Center in | ETA | English Teaching Assistant |
|  | Egypt | FAFSA | Free Application for Federal |
| AUC | American University in Cairo |  | Student Aid |
| AUS | American University of | FHGPA | Fulbright-Hays Group |
|  | Sharjah |  | Projects Abroad |
| AY | Academic Year | FL | Foreign Language |
| AZ | Arizona | FLTA | Fulbright Language Teaching |
| AZiJ | Arizona in Jordan |  | Assistant |
| AZiT | Arizona in Turkey | FLAS | Foreign Language and Area |
| AZiT-V | Arizona in Turkey-Virtual |  | Studies Fellowship |

|  |  |  |  |
| --- | --- | --- | --- |
| FT | Full Time | MENAS | School of Middle Eastern & |
| FTE | Full Time Equivalent |  | North African Studies |
| G | Graduate | MES | Middle East Studies |
| GA | Graduate Assistant/Associate | MESA | Middle East Studies |
| GenEd | General Education |  | Association |
| GIDP | Graduate Interdisciplinary | MSA | Modern Standard Arabic |
|  | Program | MSI | Minority-Serving Institution |
| GPA | Group Projects Abroad | NA | North Africa |
|  | (Fulbright-Hays) | NCSS | National Council for the |
| GPSC | Graduate and Professional |  | Social Studies |
|  | Student Council | NEH | National Endowment for the |
| GLS | Global Studies |  | Humanities |
| GPA | Group Projects Abroad | NES | Near Eastern Studies |
|  | (Fulbright-Hays) | NHD | National History Day |
| GWLA | Great Western Library | NM | New Mexico |
|  | Alliance | NRC | National Resource Center |
| HIVE | Harnessing Innovation | OIA | Office of Instruction and |
|  | through Virtual Exchange |  | Assessment |
| HS | High School | OPI | Oral Proficiency Interview |
| HSI | Hispanic-Serving Institution | PCC | Pima Community College |
| IAU | Istanbul Aydin University | PD | Professional Development |
| ICC | International Curriculum | PGO | Project Global Officers |
|  | Certificate | PGO-A | Project Global Officers |
| ILL | Interlibrary Loan |  | Advanced |
| ILR | Inter-Agency Language | PT | Part Time |
|  | Roundtable | SA | UA Study Abroad |
| IS | Independent Study | SAI | Student Aid Index |
| iSchool | School of Information | SBS | College of Social and |
| ISPP | International Studies |  | Behavioral Sciences |
|  | Partnership Program | SGPP | School of Government and |
| JUS | Arizona Center for Judaic |  | Public Policy |
|  | Studies | SLAT | Second Language |
| KAU | King Abdulaziz University |  | Acquisition and Teaching |
| KU | Kabul University | STEM | Science, Technology, |
| LCTL | Less Commonly Taught |  | Engineering, and |
|  | Languages |  | Mathematics |
| LoC | Library of Congress | TA | Teaching Assistant, Graduate |
| LRC | Language Resource Center | TCAB | Teachers Collaborating |
| LTRR | Laboratory of Tree-Ring |  | Across Borders |
|  | Research | TCLP | Teachers of Critical |
| MCCCD | Maricopa County |  | Languages Program |
|  | Community College District | TGS | Turkish Global Simulation |
| ME | Middle East | TUSD | Tucson Unified School |
| MEL | Middle Eastern Language |  | District |
| MEMP | Middle East Microform | UA | University of Arizona |
|  | Project |  |  |

UAGI University of Arizona Global

Initiatives

UAL University of Arizona Library

UG Undergraduate

UMD University of Maryland USAID United States Agency for

International Development

WC Western Consortium

## Commitment to the Subject Area

Middle East studies (MES) occupies an important place and has since the Center for Middle Eastern Studies (CMES’) founding in 1975. The University of Arizona (UA) is an Association of American Universities (AAU) member, Research 1 university, land grant institution, and Hispanic Serving Institution (HSI). As 1 of only 4 HSI AAU members, UA has a responsibility to provide excellent undergraduate (UG) and graduate education within the HSI landscape. This dovetails with the university’s land grant mission to provide educational access and outreach, goals that CMES shares, and that are reflected in the center’s plans for the next 4 years. The value of CMES’ contributions to UA’s mission and international studies infrastructure is reflected in the UA’s substantial support for CMES staff, faculty and activities in 2022-25.

UA MES continues to flourish and provide outstanding learning opportunities for a diverse group of students. UA created the Arizona (AZ) Center for Turkish Studies (2014) & Roshan Graduate Interdisciplinary Program (GIDP) in Persian & Iranian studies (2016) with donor and UA support. UA hosts 2 special Arabic programs which directly benefit UA UG students: Arabic Flagship Program (AFP) and Project Global Officers (PGO).

* + 1. **Operations.** CMES receives $809,025 in 2021-22 in direct UA support for CMES and relevant administrative salaries and fringe benefits, including CMES’ director’s full salary. The center occupies ample space, with a nearby computer lab well-equipped for language classes. An important form of commitment, UA has hosted the American Institute for Maghrib Studies (AIMS) since 2001 and the Center for Arabic Study Abroad (CASA) since 2019. AIMS and CASA receive campus office space; both AIMS and CASA employees are UA-benefits eligible.
		2. **Teaching Staff**. UA pays 136 MES instructional salaries for a total of $13,015,477 per year, or $7,496,579 after adjusting for the percentage devoted to MES, including fringe benefits. Continuing support for a faculty of this size and diversity (Table C.1) is a major commitment, also

apparent in the UA’s willingness to hire new faculty (e.g. Arnon, Barnett and Goffman). UA has agreed to fund 2 new MES asst. profs., 1 in Environmental Science in the College of Agric. & Life Sciences (CALS) and 1 in Int’l Studies in the College of Education (CoE), seeded with NRC funds. UA is hiring a new Judaic Studies (JUS) faculty member in Modern Israel Studies. UA will provide an additional 1.0 FTE in teaching assistantships (TA)/yr. for ME General Education (GenEd) classes in 2022-25. UA’s commitment is evident in strong support for language instruction. 24% ($1,818,509) of ME-related salaries noted above fund ME languages, linguistics and literature faculty and TAs (B.3.a). UA provides AFP with $169,000/yr. for domestic & overseas operations, a Grad Asst. (GA), & student support. Minimum enrollments are waived for ME language classes.

* + 1. **Library Resources.** UA’s commitment is apparent in continuing support for an extensive ME library collection (F.1.a) and interlibrary loan; the yearly allocation for ME library acquisitions and staff is approximately $140,000, including fringe benefits, plus special allocations (F.1.b).
		2. **Linkages.** UA pays $5,550 annually for 13 MES institutional memberships, including 8 ME American Overseas Research Centers (AORCs). UA has linkages with 28 ME universities and 4 research institutes and, through Arizona Global (AG), supports the development of new affiliations. CMES has deep ties with many institutions, e.g. a study abroad program with Istanbul Aydin University (IAU). With US Embassy Sana’a, Yemen funding, in 2021 UA Journalism developed links and exchanges with counterparts at 4 Yemeni universities. From 2017-19, CMES worked with AG, College of Architecture, Planning & Landscape Architecture (CAPLA), School of Natural Resources and the Environment, and Engineering to run the Harnessing Innovation through Virtual Exchange (HIVE) program in which UA students worked with peers in STEM fields at the American University in Cairo (AUC).
		3. **Outreach.** CMES outreach receives generous UA support. UA pays 75% of the FT assistant

director, outreach salary. UA faculty members and students contribute vital time and expertise for outreach programs. Outreach programs also benefit from local donors. CMES’ office space includes an Outreach Library and adjacent seminar rooms, often used for outreach events.

* + 1. **Students.** With 2021-22 incoming UG resident tuition of $12,716/yr. guaranteed for 4 years, UA MES is affordable for a diverse student population. Due to generous financial aid, 90% of incoming UGs receive assistance. In spring 2022, 76% of UG MENAS majors, minors and ME language minors received UA merit-based support and need-based aid from AZ. MES students benefit from broad UA support, including the Ofc. of Instruction & Assessment (OIA), the Writing Skills Improvement Program, and effective student advising. UA counsels on financial aid & scholarship applications (D.2.a, E.1.c). Talented MES students secure outside grants, for example: 5 Critical Language Scholarships from 2018-21 (no awards given nationally in 2019-20); 6 Boren Scholarships from 2017-21; and 10 Fulbrights from 2018-21; UA was a 2021 Fulbright HSI leader.
		2. **Financial Support to Students.** UA gives the great majority of 39 MES grad students assistantships, Graduate College fellowships, and tuition waivers (82% in Spring 2022). TA/GA tuition remission payments totaled $306,755 in 2021-22. UA waives out-of-state grad tuition fees for FLAS recipients, $80,736 in 2021-22. UA provides $334,708 in 2021-22 for TAs to teach School of Middle Eastern & North African Studies (MENAS) classes and sections. UA has committed to CMES for 2022-25 support for up to 5 MES student research/internship awards and 2 study abroad scholarships/yr. The Graduate & Professional Student Council (GPSC) offers conference travel, research, and professional development (PD) support, as do departments. UA provides outstanding Veterans Education & Transition Services that are a national model.

## Quality of Language Instructional Program

* + 1. **Language Instruction.** The UA has a strong tradition of teaching ME languages and offers Arabic (Modern Standard Arabic – MSA and dialects), Aramaic, Hebrew (Modern and Biblical),

Hindi, Kurdish (Kurmanji), Persian, Ottoman, Turkish and Urdu classes in conjunction with JUS, MENAS, and UA Critical Languages Program (CLP) (Table B.1). 2019 language reviewer, Dr. Hatiboglu, UPenn, notes that, re: 2019 enrollments, “…The total number of Turkish language students is 83. This is an extraordinarily robust number in comparison to similar institutions in the US.” In 2021, Dr. Akbari, U Maryland, reviewed the Persian program, and said “…it is almost day and night from the last review,” referencing the positive changes to the Persian program from her

2017 review. New language courses and sections are offered to keep up with demand (e.g. *Contemporary Arabic Intellectual Thought* taught in 4th/5th-year Arabic). In 2017, MENAS launched a BA in Arabic. 5 years of MSA are taught; classes include Levantine and Moroccan dialect components. Arabic courses include Levantine (2 years),

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| **Table B.1. Middle East language courses, 2019-2020, snapshot** |
| **Language** | **Years/ Levels** | **Sections per year** | **Credits per full academic****year** | **Total Enrollment****2019-2020\*** |
| Arabic, MSA | 5 | 47 | beg/int 10 | 478^ |
| 3rd,4th, 5th: 6-9 |
| Arabic, Levantine | 2 | 2 | 6 | 15^ |
| Arabic, Moroccan | 3 | 3 | 6 | 17^ |
| Hebrew, Biblical | 1 | 2 | 6 | 2 |
| Hebrew, Modern | 4 | 20 | beg/int 10 | 143 |
| 3rd /4th 6 |
| Hindi | 3 | 10 | 8 | 27 |
| Kurdish, Kurmanji | 1 | 2 | 8 & 1 extrasum sect for 0 credit | 8^ |
| Persian, Modern | 4 | 10 | beg/int 10 | 46 |
| 3rd , 4th 6 |
| Turkish, Modern | 4 | 5 | beg/int 10 | 172 |
| 3rd /4th 6 |
| Turkish, Ottoman | 3 | 3 | 6 | 4 |
| **Total ME UG and G language enrollment:** | **912** |
| *\* see course list for indiv. course enrollment figures & instructor names* |
| *^ includes Summer 2020 enrollment* |
| *Aramaic & Urdu offered on demand (no enrollments in 2019-21)* |

Moroccan, *Arabic Language Variation in the ME & NA* (taught in Arabic), and *Arabic Media.* The UA features off-cycle 1st- and 2nd-year MSA, giving flexibility to begin and continue study at various times – fall, spring, or summer. Arabic is an area of particular strength, with 2 federally- funded UA programs to support student learning. PGO enhances Arabic language and intercultural skills of ROTC cadets, bringing them to American Council on the Teaching of Foreign Languages

(ACTFL) intermediate proficiency (Inter-Agency Language Roundtable, ILR, 1 and beyond). AFP guides UGs from diverse majors to professional Arabic fluency (ACTFL Superior, ILR3). PGO and AFP students benefit from native-speaker language partners, individualized tutoring, and cultural activities. Language teaching materials for both programs are available to all UA Arabic students. AFP is increasing the number of advanced Arabic courses.

Persian language is offered through 4th-year, with advanced literature taught in Persian. JUS’ Hebrew program offers 2 years of Biblical Hebrew and 4 years of Modern Hebrew. 1 year of Aramaic and 2 of Ottoman are offered on demand. 4 years of Turkish are taught. The Turkish Second Language Acquisition and Teaching (SLAT) TA participated in CMES’ virtual talks and presented on his use of Google docs in online language teaching. In summer 2019, Turkish classes were offered in conjunction with IAU in Turkey, and in summer 2021, UA pivoted the program with IAU to offer Turkish remotely. CLP offers Hindi, Kurdish and Urdu on demand. Azaz developed Arizona in Egypt, a new cost-effective study abroad (SA) program in Cairo based at the Hedayet Institute for Arabic Studies.

* + 1. **Enrollments.** UA ME language (MEL) course enrollments totaled 2,833 from fall 2018 to fall 2021. 90% of them in ME languages were UG in 2018-19 (865/962). UG enrollments in advanced MEL courses increased by 65% from 2014 compared to 142 UGs enrolled in Fall 2021 alone. In 2020-21, 309 UGs took ME languages. Of those 32% were from STEM fields, up 6% from 2016-17. Although language study enrollments are decreasing nationwide, UA Persian enrollments remained relatively constant in spite of COVID. The Persian reviewer complimented the high retention of Persian language students. Arizona in Jordan (AZiJ) last ran in summer 2018; summer 2022 enrollment numbers are promising. UA has affiliated language programs in Egypt, Jordan, Morocco and Turkey. In 2019, 9 students studied MSA only, and 8 students took both

MSA and Moroccan in Morocco. 2 students studied on Arizona in Turkey (AZiT) in 2019. 5 students took part in AZiT- Virtual (AZiT-V) in summer 2021. CMES works closely with Study Abroad to facilitate student participation in these programs (D.3.a. and D.3.b.).

* + 1. **Levels of Language Training.** UA offers at least 4 years of all major ME languages: Arabic, Hebrew, Persian, Turkish, and additional advanced courses (e.g. literature and linguistics), with 5 years of MSA (Table B.1). Arabic (ARB) 460/560 *Ethnolinguistic and Religious Diversity in the Arab World* is a 5th-year course, with English used rarely to explain grammar points. Advanced course topics vary over time, e.g. a new class in 2022-23 is Farwaneh’s ARB 496M/596M, a 4th/5th-year Arabic class, *Arabic Dialectology*.
		2. **Courses in Other Disciplines.** Increases in student proficiency create a need to expand course offerings and other opportunities for diverse students to engage with ME languages across disciplines other than language, linguistics and literature. In 2020-21, colleges contributing most MEL students include Social & Behavioral Sciences (SBS) (42%), Science (21%) and Eller College of Management (Eller) (6%). To meet the needs of adv. language learners, CMES proposes 2 new UG courses in English with Independent Study (IS) credit for reading Arabic materials in *Gulf Studies*, and *Human Rights in MENA*. 2 existing classes will be modified to include foreign language (FL) readings for students who can read adv. materials: *Turkey: Culture, Power, History* (Turkish), & *Love, Sex, & Desire in the Islamicate* (Persian). Adv. Arabic is a prerequisite for MENA 696I *Adv. Islamic Studies*. Students in many non-language courses use target language primary resources for research; MENAS students are encouraged to do so for their BA Capstone project, and must do so for MA theses and PhD dissertations.
		3. **Language Faculty.** UA has ample, well-qualified language faculty. Arabic faculty include Ali (PhD), Al-Khudair (MA), Azaz (PhD), Choura (BA), Farwaneh (PhD), M’Barki (PhD) and

S’hiri (PhD) (with 4 TAs). Hebrew faculty consist of Maimon (MA & MS), Nakhai (PhD), Tor (MA) and Wright (PhD). Persian faculty include Nematollahi, O’Malley, Talattof, (all PhDs) and 1 TA. Okal (PhD) leads Turkish language studies, working with a SLAT TA, and oversees IAU summer faculty; Darling taught 8 sections of Ottoman from 2019-21. UA linguists have expertise in the 4 major ME languages (Arabic/Farwaneh; Hebrew/Ussishkin; Persian/Karimi; Turkish/Wedel), provide additional classes of interest and advise TAs. Many language TAs have extensive language pedagogy backgrounds and are PhD candidates in the SLAT program. UA graduates secure ME language teaching jobs: 2020 MENAS PhD, Persian, (Harvard), 2020 MENAS PhD, Arabic, (UMISS), 2020 SLAT PhD, Arabic (VMI), 2019 MENAS PhD, Arabic,

(Virginia Commonwealth U) and 2018 SLAT PhD, Arabic (UT Austin).

* + 1. **Language Pedagogy Training.** CMES supports language faculty/instructors to attend pedagogy conferences and workshops hosted by UA and other institutions to update performance- based teaching. On average from 2018-21, CMES supported 3 faculty/TAs a year to participate in external workshops/conferences to expose them to current language pedagogy training. CMES hosted the ME NRC Consortium Virtual Language Pedagogy Workshop in 2021, including 7 panels, 17 presentations, and 80 attendees and will host it again in 2025. In 2020 at UA, Azaz organized the 34th Annual Symposium of Arabic Linguistics for the Arabic Linguistic Society. It featured 4 keynotes, 35 presentations and 75 attendees. CMES partnered with Center for Educational Resources in Culture Language & Literacy (CERCLL) to offer a 2020 “Virtual Lessons Learned” series that shared innovative online language pedagogy. “Learning Ladino Online during Lockdown,” available on CMES YouTube, has over 2,100 views. Instructors and TAs benefit from on-campus events, e.g. CERCLL biennial language and intercultural competence pedagogy conferences, SLAT roundtables and external events such as the ACTFL conference.
		2. **Performance-based Instruction.** UA MEL programs rely on pedagogical principles of proficiency-based instruction. Instructors develop these principles in their curriculum design, instructional techniques, and materials, and incorporate them through proficiency testing. Learning outcomes in Hebrew courses are defined for each semester. Arabic course learning outcomes have been in place since 2003. S’hiri directs AFP, PGO and CASA. Arabic Language Coordinator Farwaneh oversees all curricular aspects of Arabic. Azaz’s Ctr. for Univ. Education Scholarship (CUES) research project integrates ACTFL proficiency standards in teaching Arabic, soon to be a textbook for contemporary Egyptian Arabic with Georgetown U Press. Nematollahi provides clear learning outcomes to Persian students. Okal uses communicative approaches extensively for Turkish, and in summer 2021 designed innovative online AZiT-V cultural activities.

Classes regularly incorporate proficiency testing. OPI-certified testers test PGO and AFP students’ Arabic skills. PGO and AFP students also take Flagship online reading and listening tests. Before students reach 4th semester in AFP and PGO, they also take the Arabic online Texas test for listening and reading. CMES is working with other ME NRCs to create a national platform for testing Persian students in multiple skills. All FLAS fellows are tested pre- and post-award.

* + 1. **Adequacy of Resources.** Technology used includes Arabic Without Walls, Socrative, Quizlet, Aktub (typing tutor), and Berkeley Lumière film-clip resources. Language instruction resources include a language lab, software for non-Western scripts, and online and digital resources for academic use, including primary source documents. CMES, CERCLL and AFP collaborate to develop resources, e.g. film clips and a corpus of L2 writing for instructional use in Arabic. CMES and CERCLL support Okal’s Turkish Global Simulation (TGS) and Nematollahi’s Persian online picture dictionary. A 4th-semester course, TGS promotes student success in functional and professional roles in a computer-assisted language-learning environment. Students

use Middle East languages in informal conversation, language clubs and cultural activities. 4 Arabic conversation circles meet: Egyptian, Moroccan, Levantine and MSA. In Fall 2022, a new Persian language circle will start based on the 2021 Persian review. Learning is individualized, self-paced, content-based, project-based, and web-based, using authentic materials.

* + 1. **Language Proficiency Requirements.** UA MEL instruction and assessment methods conform to ACTFL speaking, writing, listening and reading guidelines. JUS and MENAS UG degree programs have clear language requirements (D.1.a.); for these majors, 4th-semester proficiency is required and may be fulfilled for JUS by Hebrew or a Jewish community language. MENAS majors must achieve 4th-semester proficiency in Arabic, Hebrew, Persian or Turkish or pass a departmentally approved exam. The Arabic BA requires 4 levels of MSA, dialect courses, and English-content courses. MENAS PhD students take 2 ME languages. They must attain a high level of proficiency in 1 ME research language and an intermediate level in a 2nd ME language. Each FLAS recipient is assessed at the beginning and end of their award period by an ACTFL- certified OPI tester. Both PGO and AFP have stated proficiency objectives. Many UA graduates have entered fields in which they continue to use their MEL skills (G.1.b., G.2.a.).

## Quality of the Non-Language Instructional Program

* + 1. **Quality and Extent of Offerings**. Courses and programs affiliated with CMES (Table C.1) attract students throughout UA and offer specialization in every region of the extended ME and Islamic societies of Africa and S. Asia (Table C.3). Courses cover each historic period from pre- historic (e.g. ANTH 456A/556A *Old World Prehistory, Part I*) to modern (e.g. MENA 354 *Food Traditions of the Middle East & North Africa*), and are country- (e.g. MENA 459A/559A *Turkey: Culture, Power & History*) and region-specific (e.g. MENA 485G/585G *Modern Arabia & the Gulf*). Students can enroll in 272 non-language courses, an 11% increase from 2017-18, excluding Independent Study (IS) and research credits, with 25%+ ME content: 177 undergrad and 95 grad

courses (Table C.1., Course Appx.), with 3,449 enrollments (3,132 undergrad, 317 grad) in 2020-

21. 51 new ME content courses were created from 2018-21, the largest share in MENAS (11), Studies of Global Media (10), HIST (6) and RELI (3) (Table C.2). ME courses appeal to many majors; primary colleges of students in 2020-21 non- language ME courses were SBS (36%), Science (18.6%), and Eller

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| **Table C.1. Subject area coverage on non-language courses** |
| **Subject Area** | **ME-focused courses** | **Faculty** |
| 100% | 25-99% | *Total Classes* | 100% | 50-99% | 1-49% |
| UG/G | UG/G |
| Architecture | 1/1 | 1/1 | *4* |  |  | 2 |
| Education | 1/1 | 1/1 | *4* | 2 |  | 3 |
| Fine Arts | 1/1 | 3/2 | *7* |  | 1 | 3 |
| Humanities | 44/25 | 44/6 | *119* | 11 | 12 | 25 |
| Journalism | 1/1 | 15/13 | *30* |  | 2 | 3 |
| Law |  | 1/1 | *2* | 3 |  | 1 |
| Management | 1/0 | 2/0 | *3* |  |  |  |
| Public Health |  | 1/0 | *1* |  |  | 2 |
| Science | 0/1 | 0/1 | *2* |  | 2 | 4 |
| Social Science | 39/26 | 21/14 | *100* | 11 | 9 | 16 |
| **UG/G Totals** | **88/56** | **89/39** | **272** | **27** | **26** | **59** |
| **Grand Totals** | **144** | **128** | **112** |

(11.2%); 37.5% were in STEM fields, an 11.5% increase from 2016-17. Many ME classes satisfy GenEd requirements; the curriculum offers humanities, science and social science at introductory (Tier I) and more advanced (Tier II) course levels; regular faculty teach most GenEds. Multi-

|  |
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| **Table C.2. Sample of New Course Offerings Since Fall 2018, with 50-100% ME content** |
| **Subject Area** | **Course Title** | **Professor** | **Ugrad** | **Grad** |
| History | Environmental History of the Middle East | Schweig | x | x |
| Religion | Jews in the Roman Empire | Strassfeld | x | x |
| History | Comparative History: Mediterranean as a Borderland | Darling |  | x |
| Area Studies | Medicine & Power in the Middle East | Goffman | x | x |
| Area Studies | Modern MENA in the Mediterranean & Beyond | Clancy-Smith | x | x |
| Political Science | Politics and Security in Central Asia | Türker |  | x |
| Human Rights | Cutting-Edge Advances in Human Rights: Social Media, Advocacy, and Human Rights | Hammer |  | x |
| Area Studies | Islamic Spirituality through the Poetry of Rumi | O’Malley | x |  |
| Area Studies | Marxism in the Middle East | Talattof | x | x |
| Honors Humanities | Special Topics in Humanities: Myth, Epic and History in the Persian Book of Kings | O’Malley | x |  |

section JUS and MENAS Tier I courses (e.g. *Jewish Thought & Culture*, *The Religion of Islam*, and *Islamic Civilization: Traditional & Modern ME*) enrolled 1,365 UGs in 2020-21. Tier II options (1,003 enrollments, 2020-21) include *History of the ME* (MENA 277A, B), *History &*

*Religion of Israel in Ancient Times* (JUS 372A, B), and *Islamic Thought* (MENA 334). Many ME

courses meet the Diversity Emphasis requirement (1,431 enrollments, 2020-21), e.g. *ME Ethnic & Religious Minorities* (MENA 389). Freshman Honors students can take a *Jewish Identity, Loss & Resilience* (HNRS 195H) colloquium.

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| **Table C.3 Geographic Region Course Coverage, # of courses on specific regions (Undergraduate/Graduate)** |
| **Subject Area** | **Arab Countries** | **Israel** | **Persianate Countries** | **Turkic Countries** | **Multi- Region** |
| 100% | <100% | 100% | <100% | 100% | <100% | 100% | <100% | 100% | <100% |
| Architecture |  | 1/1 |  |  |  |  |  |  | 1/1 |  |
| Education |  |  |  |  |  |  |  |  | 1/1 | 1/1 |
| Fine Arts |  |  |  |  | 1/1 |  |  |  |  | 3/2 |
| Humanities | 7/3 | 6/0 | 4/2 | 4/0 | 4/5 | 2/2 | 3/3 |  | 27/12 | 31/4 |
| Journalism |  |  |  |  |  |  |  |  | 1/1 | 15/13 |
| Law |  |  |  |  |  |  |  |  |  | 1/1 |
| Management |  |  | 1/0 |  |  |  |  | 2/0 |  |  |
| Public Health |  |  |  |  |  |  |  |  |  | 1/0 |
| Science | 0/1 |  |  |  |  |  |  |  |  | 0/1 |
| Social Science | 8/6 | 1/0 | 5/1 | 1/0 | 1/1 |  | 2/1 | 0/2 | 24/15 | 18/14 |
| **Totals** | **25** | **9** | **13** | **5** | **13** | **4** | **9** | **4** | **84** | **106** |
| **Region Totals** | **34** | **18** | **17** | **13** | **190** |

* + 1. **b. Professional Schools**. Relevant courses are offered by UA professional schools, including Architecture, Business, CoE, College of Public Health (CoPH), Journalism, Law, Information (iSchool) and Music; 15 faculty teach a range of ME-related courses in such fields. MENAS’ dual- degree programs with Journalism, the iSchool, and Public Admin offer professional options. Students majoring in other disciplines minor in MENAS. Students have professional opportunities via study abroad (e.g. MENA 393). Goffman is a historian specializing in public health and teaches *Medicine and Power in the ME,* to interest area studies and honors/ health science-related majors.
	1. **Depth of Course Coverage.** UA’s coverage of MES is both broad and deep. The wide range and depth of specialized courses is evident in Tables C.1, C.2, C.3. and Course Appx. Core departments History, JUS, and MENAS/ARB/Persian (PRS) offer 157 non-language courses (34, 31 & 92, respectively), excluding IS and thesis, a 9% increase over 4 years. These include courses from beginning to upper levels in a wide range of fields, allowing students to cover subjects in

depth (e.g. MENA 277A & B, 380; HIST 445, 571). UGs may enroll in upper-level classes with grad students. The ME curriculum includes 73 sets of 400/500-level classes, which have additional writing, presentation and research requirements for grad students (e.g. HIST 479/579, *The Ottoman Empire to 1800*). Strong in courses with 100% ME content, UA also offers UG and grad classes with cross-regional perspectives (Table C.3); in the UG course GEOG 378 *Global Human Rights*, case studies compare Latin America and the ME. Continuing faculty and new hires (e.g. Azaz, Darling, Goffman and O’Malley) create new courses to meet curricular needs.

* 1. **a. Non-Language Teaching Faculty.** 98 UA faculty and 14 instructors teach non-language courses (Table C.1) and offer ample resources to support the ME curriculum. 27 of the 112 faculty devote 100% of their time to MES teaching and advising. CMES has extensive ME faculty resources in non-traditional fields, e.g. Ethnobotany (Nabhan), Ethnomusicology (Post), Journalism (Relly, Zanger), Media and Film (Seckinger), Laboratory of Tree Ring Research (LTRR) (Touchan) and Water Resources (Megdal).

**C.3.b. TA Pedagogy Training.** Working closely with SBS, CMES and MENAS conduct annual trainings required for MES TAs. Trainings (3-5 days based on int’l student status) include ½-day sessions: academic integrity, syllabus formation, technology use and training for language instructors. TAs meet supervising faculty for specialized instruction and are introduced to CMES resources, e.g. a library of unique holdings in books and films. SBS’ *Teaching Assistant Training Online* is a self-paced module focused on lesson plan design, leading discussions, encouraging participation, maintaining records, stereotyping and cultural diversity. OIA offers a 10-credit curriculum, leading to a Certificate in College Teaching; online training modules on assessment and teaching; monthly brown bag sessions; effective remote teaching; workshops on lesson design, technology use, and promotion of academic integrity; and supervised practice.

* 1. **Interdisciplinary Courses.** Interdisciplinary coursework is fundamental to the ME curriculum, in which 58.2% of ME courses are cross-listed between 2+ departments. Many CMES faculty trained in 2+ disciplines, e.g. History/Anthropology (Hudson, T. Park), Sociology/Political Science (Beznosov), and Journalism/Law (Zanger). MES students take courses taught from interdisciplinary perspectives (Table C.1., Course Appx.). Numerous courses place the ME in global context by incorporating comparative material on subjects such as media ethics, gender, health, literature, film, neoliberalism and religion. With 144 courses containing 100% ME content and 128 with 25-99% content (Table C.1.), UA offers an array of subject matter and disciplinary perspectives covering multiple regions by 28 units in 10 colleges (Table C.3). In addition, some interdisciplinary Global Studies (GLS) majors take these courses for their MES focus. Students routinely combine fields to achieve interdisciplinary perspectives; 59% of Fall 2021 MENAS majors had a double major and 9% were triple majors.

UA offers grad students 56 100% ME-content courses and 39 25-99% courses. (Table C.1). Students from varied programs use these courses as background for diverse research topics (Table D.4). New MENAS grad students must take a multi-disciplinary MES seminar (MENA 595D); and a variety of other classes, including non-language classes with optional language components.

## Quality of Curriculum Design

* + 1. **Undergraduate Instruction (**NB: Grad training is discussed under D.1.b.) UG instruction and specialization in MES are incorporated in BA programs in MENAS, JUS and GLS. The MENAS BA requires 2 years of language study, while the ARB BA requires 4 years of MSA and additional ARB courses. Many MENAS majors double-major in Philosophy, Politics, Economics, and Law (PPEL), Political Science, Law and Arabic. From Fall 2018-21, 83 UGs received an ARB or MENAS BA. The JUS major requires 4th semester proficiency in Hebrew or a Jewish community language, *Jewish Civilization* (JUS301), and 23 JUS elective units. A minor in JUS is

18 units; 9 must be upper division. For the GLS major, ME-focused students combine language & training with at least 5 weeks of study in the ME, (preferably 6 months to 1 year) and coursework

in 1 of 4 emphasis areas. A current FLAS fellow is studying Arabic/GLS with a Human Rights emphasis. The GLS major requires students to have an area studies major or minor. GLS requires 34 units, including *Dimensions of Globalization: States, Societies, and Institutions*, and for students focusing on the ME, 6th-semester MEL proficiency is required. CMES shares resources, including speakers,

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| **Table D.1 MENAS Undergraduate Degree Requirements** |
| **Degree** | **Core required units/courses** | **Language Requirements** |
| **MENAS BA** | Minimum 33 units in | Two years of a ME |
| **Major** | MENAS, w/o the 1st year of a | language |
|  | ME lang |  |
|  | Total of 120 units |  |
|  | 18 unit minor req. |  |
|  |  *History of the ME* |  |
|  | (MENA 277A and B) |  |
|  | &MENA 334 *Islamic Thought* |  |
| **MENAS****Minor** | 18 units, including 9 upper division |  |
| **ARB** | Minimum 42 upper div | Four years of ARB |
| **BA Major** | units including 22 units in | language, plus: 2 upper |
|  | advanced ARB, not counting | level ARB electives |
|  | the 1st year or 2nd year of |  |
|  | ARB |  |
|  |  MENA 330 Lang & |  |
|  | Society class required |  |
|  | 18 unit minor req |  |
|  |  Total of 120 units |  |
| **ARB** | ARB 101&ARB 102 cannot | Some possible classes: |
| **Minor** | count towards the minor/18 | ARB 460 Ethnolinguistic |
|  | units, all of which must be | Div. in the Arb World/ |
|  | upper-division, & 9 can be | ARB 490 Adv. Arb Media |
|  | non-lang units |  |
| **PRS Minor** | 18 units of PRS-prefixed courses, 9 upper division units | PRS 101 & 102 can be counted towards the minor |
| **TURK****Minor** | 18 units of TURK-prefixed courses, 9 upper division units | TURK 101 & 102 can be counted towards the minor |

with Eller’s Global Business Program, an 18-credit minor. CMES offers UGs with a 2.5 GPA in 18 credits of eligible ME courses a Certificate in MES; 9 must be non-language credits. From 2018-21, 102 students from 39 majors met MES certificate req’ts, a 169% increase from 2014-17.

* + 1. **Appropriateness of Requirements and UG and G Training Options.** BA area studies and language requirements offer high-quality comprehensive training in MES. MENAS is constantly working to refine requirements to best serve student needs. In 2017, Arizona Board of Regents (ABOR) approved a BA in Arabic. Students may study several ME languages, major or

minor in ARB, JUS and MENAS, minor in Persian or Turkish, or receive a MES certificate. MES students often go beyond the 2nd year language requirement and/or study a second ME language. UA offers a wide range of appropriate ME UG training options (Table D.1). Many students continue to advanced academic and professional training (Table G.2). UG ROTC students may enroll in PGO, which offers enhanced academic year (AY) Arabic language instruction and summer intensive Arabic study in Morocco. The AFP guides undergraduates in varied majors to superior level proficiency, with summer and capstone year intensive programs in Morocco. AFP Capstone Year requires students to intern, providing additional training in students’ areas of interest. The Accelerated MA Program (AMP) allows students to achieve a BA + MA in 5 years. UA MES opportunities, resources and degree requirements in a variety of disciplines and professional fields meet or exceed the highest national standards. The most recent National Research Council rankings place UA’s Anthropology department in the top 5 nationally; Linguistic Anthropology and Political Philosophy programs are 1st; Geography, Linguistics, Philosophy, and Public Administration rank in the top 15. In Shanghai Rankings, 2020 Academic Rankings of World Universities, UA ranked 1st in the US and 2nd worldwide for water resource studies. Students can specialize in the ME in many graduate programs, e.g. Anthropology, History, Journalism and Linguistics. MENAS MA students in the thesis track can choose from 7 concentrations. MENAS’ PhD program offers 5 concentrations (Table D.2). MENAS has dual MAs with Journalism, and the iSchool – both require 3rd-year ME language proficiency. Public Administration in the School of Government and Public Policy (SGPP) requires a minimum of 2nd-year ME language proficiency. A demanding Anthropology/MENAS PhD requires 3rd-year proficiency in 1 ME language and 2nd-year proficiency in another with reading proficiency in a relevant European language. Graduate students may minor in MENAS or the Roshan GIDP (Table

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| **Table D.2. MENAS Graduate Degree Requirements** |
| **Degree** | **Core required units/courses** | **Tracks/Concentrations** | **Track Requirements** | **Language Requirement** |
| **MENAS****Accelerat ed****Master’s Program (AMP)** | 33 units, 12 of which may also be applied to a BA in MENASFall senior year: take 595D and 1 500-level MENAS Core courseSpring senior year: take 2 500-level Core MENAS courses21 credits in MA yr. | BA leading to General/Pre-professional MA track with one year of graduate study | Junior year: Apply by April 1Fall, Sr. Yr: be evaluated by MENAS for admission to AMPSpr Sr Yr: Assemble departmental paper committeeSpring MA Yr: Submit dept. paper | 2nd year language proficiency in ARB, (MSA and/or dialect. If taking both 3 MSA followed by 2 ARB dialect) HEB, PRS, or TURK |
| **MENAS MA** | 33 units, incl. MENA595D, *MES:**Approaches, Themes, and Controversies*3 units each of ME History, Islamic Studies, and Gender or Culture | **Thesis Track** |
| Middle East Literatures | 33 units of course work, including 3 or 6 thesis unitsmin. of 3 courses in concentration | 3rd year language proficiency in Arabic (MSA), Hebrew, Persian, or Turkish |
| Islamic Studies |
| Gender & Society in the ME |
| Linguistics of ME Languages |
| History of the ME |
| ME Conflict Studies |
| Topics in ME Studies (self-designed) |
| **General/Pre-Professional Track** |
|  | 33 units of coursework, including final department paper | 2nd year language proficiency in ARB (MSA and/or dialect. If taking both 3 MSA followed by 2 ARBdialect) HEB, PRS, or TURK |
| **MENAS****PhD** |  MENA595D, *MES:**Approaches, Themes, and Controversies*3 units each of ME History, Islamic Studies, and Gender & Society54 -57 units: 45 in majortrack, 9 to 12 units in minor18 dissertation units | Socio-Cultural Studies | 3 units Ethnography3 units Social Theory | 3rd year language proficiency in Arabic (MSA), Hebrew, Persian, or Turkish2nd year proficiency in 2nd ME language |
| Islamic Studies |  |
| Linguistics of ME Languages | 6 units structure15 units basic/theoretical ling.2 seminars |
| History | 3 units adv ME Historiography3 units Historiography3 MENA hist courses4 MENA hist courses in regions other than specialization |
| ME Literatures(ARB, HEB, PRS, & TURK) | 6 units approved methodology courses9 units primary lit |

* 1. ; MENAS also offers a ME Culture & Pedagogy Graduate Certificate for non-degree study (12 credits, 3 in pedagogy; six 500-level MENAS credits; 3 additional graduate level credits).

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| **Table D.3. Roshan GIDP Graduate Degree Requirements** |
| **Degree** | **Core required units/courses** | **Language Requirement** |
| **ROSHAN GIDP MA** | 30 units, incl. 15 units required core courses; 27 must be non-thesis; 3 units MA thesis & 1 research methods class | 2nd year language proficiency |
| **ROSHAN GIDP PhD** | 36 units in mjr. 15 core units; 9 units minor18 dissertation unitsOne research methods | 4th year language proficiency |

The breadth and flexibility of grad programs and language and non-language courses distinguish UA MES, e.g., History offers a PhD program in ME Histories to provide students with backgrounds in history, MES, Islam and related fields. Student thesis and dissertation topics reflect the diversity of UA ME programs (Table D.4).

* + 1. **Academic and Career Advising.** MES students receive academic and career advising through colleges, home departments and CMES. A UA Student Engagement & Career Development office assists students in applying for jobs: holding seminars online and a Life Lab where students can visit in-person or virtually for quick chats. MENAS’ home college, SBS, has an UG Central Advising Office. MENAS students also meet with the MENAS Director of UG Studies and an UG Studies Committee member. The Grad Advisor counsels grad students; each has a faculty mentor (E.1.c.). CMES is committed to students’ academic and professional development. CMES’ Assoc. Director advises 80+ students a year on grant opportunities, education abroad, further study, internships and career choices, often connecting current students with former FLAS fellows in student areas of interest and national need, e.g. at the U.S. State Department, Peace Corps, etc. CMES’ Director advises students on academic and career plans. The UA Grad College, other colleges and CMES offer workshops on CV preparation, statements of purpose, career planning, academic publishing and alternative academic careers. The Office of Nationally Competitive Scholarships assists UGs, grads and alumni with applications, e.g., Boren,

Fulbright, etc. Ambassador Dunford continues to advise students on diplomatic careers and gives PD sessions on careers in diplomacy (via Zoom during COVID). CMES annually sponsors 3-4 FLAS information sessions; 2 ME study abroad sessions with UA Study Abroad (SA); and 2

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| **Table D.4. Examples of Middle East-related MA/PhD Topics, 2018-2021** |
| Geography MA | "Irrigation in Southeast Morocco: Effects on Rural Livelihoods" |
| Geosciences PhD | "Variability in Slab Structure and Behavior Within and Among the South American and Eastern Mediterranean Subduction Systems" |
| History PhD | “Tracking Technology and Society along the Ottoman Anatolian Railroad, 1890-1914” |
| Geography and Development PhD | “Arts-Led Gentrification and the Curated Image of Contemporary Mediterranean Cities: Destruction and(Re)Construction in Marseille and Tel Aviv” |
| Gender &Women’s Studies PhD | “Beyond the Lyrics: Hip-hop Practices and Palestinian Identity” |
| Government & Public Policy PhD | “Patterns of Islamist Mobilization in Muslim Majority Countries” |
| Architecture, Planning & Landscape Arch.,MSA | Applying Daylight Principles from Vernacular Iranian Architecture in Modern Building Design” |
| MENAS PhD | "Repertoires of Identities: Language, Intersectionality and Memory in Tunisia (1881-Present)" |
| Disability ofPsychoeducational Studies PhD | “Attitudes Towards Collaboration to Create Inclusive Education in Saudi Elementary Schools: GeneralTeachers' Perceptions” |

sessions on CMES programs (AZiJ, AZiT). In 2019,

CMES offered Arabic language learners a guided tour of the Tree-Ring Lab in Arabic. Such optional language-training programs encourage students to diversify their scientific vocabulary. Persian language students will tour Optical

Sciences and Turkish language students will tour an observatory. CMES provides space, advertising and funding for MENA Grad Student Org. events, e.g. their conference, in its 19th year in 2019 (before the COVID pause). CMES announces jobs, SA and financial aid opportunities through flyers on campus, on CMES’ website and listservs, via Twitter and other social media.

* + 1. **Programs Abroad.** UA has long enjoyed strong ties with institutions in the MENA region.

UA maintains ties with institutions, research centers and language institutes in 10 ME countries; nearly 100 UA students have done research or studied abroad in the ME since 2018. CMES has 2 study abroad programs: 1) AZ in Jordan and 2) AZ in Turkey with IAU. In summer 2019, JUS sent 5 students to AZ in Israel, a non-language program, with Hebrew University. AFP and PGO

offer substantial support to students for summer; AFP supports yearlong Capstone experiences. UA and CMES promoted international education through various virtual programs, pre-

pandemic to now. From 2017-19 CMES ran HIVE virtual exchange between UA Architecture and Ecology students with AUC students. In summer 2021 (due to COVID), CMES pivoted AZiT to a virtual program; 5 students enrolled. In summer 2021 CMES awarded 1 virtual internship grant to a student working with a Turkish women’s disability group. In 2021-22 Relly, Journalism, partnered virtually with 4 Yemeni universities via the Slack platform to create an online virtual exchange with UA and Yemeni students. CoPH is partnering in a Stevens Initiative program for UGs on Global Health modules with 10 universities in Iraq, Jordan and the US.

CMES has extensive MENA-region contacts in the sciences/ professional schools, especially through faculty in Agriculture, Engineering, Journalism, LTRR, CoPH, Renewable Natural Resources and Environmental Sciences. These linkages allow scope to create new study abroad programs and training options for students, including internships.

* + 1. **Access to Non-UA Programs.** CMES, JUS, MENAS, Study Abroad (SA), and a study abroad fair facilitate access to non-UA programs. School for Int’l Training and Council on Int’l Educational Exchange reps are present at many SA fairs. Working closely with SA, CMES advises students on ME programs in line with students’ needs, suggesting many non-UA programs, e.g. American Language Institute in Fes (ALIF), Morocco; American University of Sharjah (AUS), UAE; Eurasian Regional Language Program, Tajikistan; Bogazici U, Turkey; Al-Mashriq Center and Sijal Institute, Jordan; Middlebury, Arabic & Hebrew; Noor Majan, Oman; Univ of Maryland, Persian. CMES also shares the GO Overseas website with students and then reviews summer language programs with students based on their needs. SA offers fellowships and administrative assistance, including an extensive Study Abroad Program Search on their website. SA is concerned

to facilitate study abroad by students at all income levels, and promotes the Gilman scholarship to undergrad Pell Grant recipients. CMES compiled and shared a list of dissertation fellowships with deadlines to assist students in studying abroad. CMES has multiple institutional memberships, e.g. the AIMS. Many UA students have received AIMS fellowships to study in North Africa. CMES now has 1 Boren fellow in Oman (COVID delayed), 1 Fulbright-Hays DDRA fellow in Turkey, and 1 Fulbright-Hays ETA in the Palestinian Territories (A.1.f. for more examples).

## Quality of Staff Resources

* + 1. **Faculty/Staff Qualifications.** CMES’ highly qualified faculty includes 67 FT members (excluding adjuncts, lecturers, and instructors) from 10 departments, 9 schools (e.g. Journalism, Landscape Architecture, Theatre, Film & Television), and 8 other units, including the Water Resources Research Center and the Udall Center for Studies in Public Policy. They are drawn from 10 colleges (e.g. Agriculture & Life Sci., CoE, Engineering, Law, Public Health), and 24% of them devote 100% of their time to ME (CV Appx.). UA has particular strength in Arabic Studies: Ali, Azaz, Barnett, Clancy-Smith, Farwaneh, Goffman, Hudson, Nassar, Noorani, S’hiri, and in Persian Studies: Betteridge, Eaton, Karimi, Nematollahi, Noorani, O’Malley, Talattof. FT MES core faculty include current and past officers and board members of ME AORCs and other organizations: e.g. Betteridge, American Institute of Iranian Studies president; Darling, Int’l Assoc. for Ottoman Social & Economic History board and secretary; Wright, W.F. Albright Institute of Archaeological Research past president. 38 faculty have published 54 books/films and numerous articles since 2017, receiving/shortlisted for 3 book awards. 8 MES faculty received 11 teaching awards since 2017 (CV Appx.). Azaz won the 2020 Provost’s Award for Innovation in Teaching. UA faculty are active fundraisers, raising over $40.5 million in outside grants from 2018-21 (e.g. in pharmaceutical sciences), a 62% increase from the previous 4 years.

Core faculty contributions to CMES programs are significant and extensive. Faculty participate

in UA lecture series, are active in outreach, speaking at K-12 and community college workshops and consulting with national and international media, and lead CMES Fulbright-Hays GPA trips. Language faculty are active in professional activities to develop language teaching materials and techniques, and participate in pedagogy workshops (B.3.b.). Talattof works with the American Council on Education to review language exams for the Defense Language Institute and with the National Foreign Language Center; Azaz works with the Arabic Linguistics Society and is co- writing an Egyptian Arabic textbook; S’hiri was the 2016-17 Language Flagship Council Chair.

The latest MENAS Academic Program Review commends CMES’ “capable, resourceful and dedicated” staff. Betteridge is an anthropologist with 20 years’ experience as CMES director, 12 years as Middle East Studies Assoc. executive director, and is a Roshan GIDP faculty member. Her knowledge of ME scholars, scholarship, and national and international networks is an asset to CMES and its students, especially in advising and networking capacities. MENAS PhD alumna, FT Assoc. Director/FLAS Coordinator, and recipient of the 2019 College of Social & Behavioral Sciences (SBS) Outstanding Staff Award Ellison-Speight’s duties include program development, management, and publications. FT Asst. Director of Outreach Limmer, an experienced Jewish Studies and Hebrew educator of K-16 levels with a MENAS PhD, received the 2008 Gendell Award for Excellence in Jewish Education. She oversees an active outreach program (Table G.1), facilitates K-12 and community college educator programs regionally and nationally, develops lesson plans and resources, and runs CMES’ Speakers Bureau, Outreach Scholars and Teachers Collaborating Across Borders (TCAB) programs, and educators’ institutes abroad. Her experience ensures teacher-training activities meet pre- and in-service teacher needs. FT Program Coordinator Young, is a MENAS MA alumna and 2014 nominee and 2017 awardee of the SBS Outstanding Staff Award. Evaluation specialist Titcomb assists CMES with assessment. Other staff include

Business Manager, Sr. Hogeboom, experienced in grant management and 8 PT student workers. CMES FT staff have facility in Arabic, Hebrew, Persian and Turkish; all are FLAS alumnae.

* + 1. **Professional Development (PD).** UA actively supports PD and travel abroad opportunities for faculty/staff. Colleges, units and CMES support faculty and student participation at local, national and international conferences, including those on language pedagogy. CMES offers

$2,000 Faculty Research Grants for use in the US and abroad, including to non-tenure track and adjunct faculty (e.g. Post). Since 2018, many MES tenured faculty have received funding for academic sabbaticals: tenure-eligible faculty are eligible for junior sabbaticals in their 3rd year, full sabbaticals after successful 5th-year review; career-track faculty take paid PD leave. SBS Research Institute’s Research Professorships award course releases for faculty research (e.g. Goffman); they award Faculty Small Grants as project seed money (e.g. Farwaneh) and Leveraging Grants (e.g. Betteridge). CUES fellows receive $20,000/year for 1-3 years to support their research (e.g. Azaz, B.4.a); CUES Spanning Boundaries Challenge funds cross-disciplinary collaborations to advance innovation and scholarship up to $100,000. Confluencenter Faculty Collaboration Grants fund interdisciplinary projects (e.g. Azaz). Research Discovery Services offers Postdoctoral Research Development Grants up to $2,000, Faculty Seed Grants up to $15,000 (e.g. Alshaibi), and Production Grants up to $15,000 to produce original works or scholarship; the new Challenge Grant awards up to $50,000 for transformational research involving faculty of all ranks and investigators from 3+ colleges. The Provost’s Author Support Fund (e.g. Hammer) and Provost’s Investment Fund (e.g. Azaz, $70,000) benefit MES professors. Travel funding is provided by such programs as the UA Foundation’s George H. Davis Travel Fellowship and UA International Research Grants up to $30,000, (e.g. Touchan) and by individual departments. The OIA provides training for instructional technologies, curriculum, multimedia, website design, and course

development, including online courses, in the form of instructional workshops, seminars, mini- courses, and offers teaching evaluations and peer reviews. UA provides on-site and online staff PD opportunities through HR and Information Technology. The Advising Resource Center and the University Professional Advising Council offer PD workshops for advisors; SBS offers funding for advising PD. Staff PD funding includes SBS Dean’s Office Awards. (e.g. Ellison- Speight, to attend a 2021 diversity and inclusion training). Faculty/staff (≥.50 FTE) and their families take UA courses at nominal cost.

* + 1. **Commitment to Students.** Most CMES core faculty devote 40% of their time to teaching and 10%+ to advising/supervising. Advisors and mentors devote far more time to advising, e.g. Noorani and O’Malley (MENAS and Roshan GIDP Grad Studies Director/Advisor, respectively), Graizbord (AZ Center for Judaic Studies UG Advisor) and Alshaibi (Undergrad Mentor Award, College of Fine Arts). Faculty advise 10 UA student organizations: e.g. Nassar (Model Arab League) and Hudson (MENA Grad Student Org.). O’Malley and committee chairs serve as MENAS grad student mentors. Incoming students meet all MENAS faculty in MENA 595D. MA students select 3-member committees; PhD students select committees of at least 3 MENAS faculty and 1 minor field faculty. MENAS grad students benefit from a grad program coordinator. FT advisor Marlow (SBS Advising) is the MENAS undergrad advisor. Lucas (MENAS Director of Undergrad Studies) meets with majors and teaches a senior capstone course each semester. CMES Assoc. Director advises on study abroad, internship and fellowship opportunities.

**E.2.a. Oversight.** CMES’ Governing Board has 13 members, 1 of whom is a student. Non-student members serve 3-year terms and represent 5 colleges (e.g. Science), schools (e.g. Journalism), or units (e.g. AZ Global), the UA Libraries, and the community. The CMES Director and Assoc. Director/FLAS Coordinator, MENAS Director and a UA librarian are ex-officio members. The

Board includes a MENA Graduate Student Organization-elected grad student. Current members have expertise in anthropology, art history, dendrochronology, history, journalism, language pedagogy, library science, political science and water resource studies. Non-student members Azaz, Betteridge, Brewer, Dunford (former ambassador to Oman), Ellison-Speight, Fortna, Hijazi, Megdal, Newhall, Rawan, Touchan and Zanger are approved by the SBS Dean, and have experience in a wide range of ME regions and languages. The Board meets at least 4 times/year and is in regular e-mail contact with CMES. Board members review visiting scholar applications, guide CMES programming and policy, contribute to CMES and CMES director evaluations, and serve on and chair CMES award committees. The majority of the Board advises on and evaluates FLAS applications (H.FLAS 1.d.), assuring multi-disciplinary review. CMES works closely with MENAS, which maintains faculty committees: 3-year Reviews, Academic Executive, Arabic Flagship, Bonine Award, Curriculum, Gamal Endowment, Graduate Studies, Language, Library, Peer Review, Promotion & Tenure, Roshan Fellowship and Undergrad Studies.

**E.2.b. Adequacy of Staffing and Oversight.** CMES staff, with a director (0.75 FTE), FT asst. director of outreach, FT assoc. director, FT program coordinator, new admin. associate, 3.5 FTE business managers shared by 6 units, and 8 PT student assistants, is fully adequate for center administration and outreach. Continuing Board and college-level review, with proposed evaluation activities (G.4.a.), assure sufficient and high-quality oversight for administration and outreach.

**E.3. Nondiscriminatory Hiring.** The UA Office of Institutional Equity policy provides for “equal employment opportunity without regard to race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information." Equal opportunity policies detail student, employee and supervisor rights/responsibilities. 55% of all UA employees and administrators were female in 2021. 33% of employees (29% of administrators) were

racial/ethnic minorities, a 9% increase over 10 years. CMES follows UA EOAA employer policies. All permanent CMES staff and 50% of non-student CMES Board members are women; 88% of CMES student employees are women or ethnic minorities. 49% of FT MES faculty at the UA are women, 28% have ME background and 1 has a visual impairment. 79% of FT MES women faculty are tenured/tenure-track. CMES consults with UA Diversity & Inclusion and Office of Institutional Equity, and their recruitment resources and hiring workshops, to assure that CMES diversity- recruiting procedures attract applications from traditionally underrepresented groups (See GEPA).

## Strength of Library

* + 1. **Holdings**. UA Libraries (UAL) maintain 5,800,000+ volumes of resources in a variety of formats, e.g. 400,000 journals (375,000 electronic; 25,000 print). UAL subscribes to 900+ electronic databases, making available 140,000 streaming videos and 2,300,000 ebooks in all subject areas, with 100,000+ ME studies titles. UA faculty and students can access a rich selection of ME reference materials, e.g. specialized monographs, electronic resources and serial holdings. UAL’s ME collection has 100,000+ volumes in Arabic, Hebrew, Pashto, Persian and Turkish; it covers diverse topics ranging from agriculture to medicine and women’s studies, and serves the research and teaching needs of faculty and students, UG, grad and professionals, of the modern ME and ancient Near East, and of Israel and Modern Hebrew. The collection's strength is its breadth, with concentrations in ancient and modern ME history, anthropology, Islam, ME languages and literature, political science and other curriculum areas. ME-related holdings at UAL include 1,300+ periodicals, many in regional languages, 85,500 print/ebooks, 200 streaming videos, and 400+ print media. To support curriculum, UAL acquires ME print serials titles from Library of Congress (LoC). Electronic holdings also include databases/resources, e.g. *Public Affairs Information Service*, online access to ME newspapers, encyclopedias, and other products,

e.g. *Encyclopedia of Jews in the Islamic World.* UAL acquired *Kotobarabia*, the largest electronic

content creator and distributor of Arabic language ebooks with 11,000+ titles. New additions include *Christian-Muslim Relations* and *Al-Ahram Digital Archive*, with content from a long- running ME newspaper. An agreement with ProQuest/Alexander St. Press gives digital access to 100s of primary resources, e.g. *Confidential U.S. State Dept. Central Files, Africa & Middle East, 1960-1969*. MENAS’ Edmund Burke III collection has 500+ Maghrib history volumes. CMES libraries lend 700+ videos and 2,000+ books to faculty, students, teachers and the public.

* + 1. **Support for Acquisitions and Staff.** UA provides ample resources in support of ME library acquisitions and staff. UAL’s 2021 acquisition budget was around $15 million. ME collection spending was about $35,000 in 2021, including Arabic, Persian and Turkish language books; more funding comes from ME resources endowment, donors and student fees. ME collection staff is resourced through several library departments, including Collection Services, Special Collections, and Research and Learning. UAL employs Kerith Miller, MENAS/Anthro Joint PhD alumna, as a Vernacular Specialist. UAL spent $80,000 on ME-related library liaison support in 2020-21.
		2. **Cooperative Arrangements.** UA students and faculty have access to holdings and research materials at institutions nationwide, thanks to UAL’s participation in consortia and cooperative arrangements. Center for Research Libraries (CRL) membership gives access to the CRL Digital Library for Int’l Research, offering access to resources of Council of AORC-sponsored overseas research centers and partners in Europe, the ME, South and SE Asia, and West Africa, covering research collections in print and other media. CRL’s strong area studies collection acquires and preserves notable items; its ME Microform Project (MEMP) gathers microform copies of rare MES resources, and preserves valuable printed and manuscript materials. MEMP has 100+ newspaper titles in Arabic, Turkish, and English and is microfilming ME materials at LoC. MEMP’s geographic coverage is Afghanistan, Arab countries, Central Asia, Iran, Israel, Turkey,

and related areas. CRL includes the World Newspaper Archive, which improves access to newspapers worldwide by preserving representative newspapers. UAL also has access to American U of Beirut-based Online Access to Consolidated Info on Serials (OACIS) project, a database of rare resources from ME academic libraries and member institutions. UAL extends access via memberships in other consortia, e.g. Great Western Library Alliance (GWLA), the largest academic library consortium in the western US, and cooperative agreements with other AZ universities and programs such as interlibrary loan (ILL) and document delivery services. Other cooperative agreements include Research Library Groups SHARES program, giving access to other SHARES institutions’ collections, including libraries in the ME, and RapidILL. UAL is a HathiTrust and Western Regional Storage Trust member, expanding access to print journals and book archives. Subscriptions to 900+ online databases, e.g. OCLC WorldCat, increase access to off-site resources. UAL participates in UC Berkeley’s Lumière for access to foreign language film clips for language instruction and study.

UAL has participated in 2 major digital ME-related projects. USAID helped fund Afghanistan Digital Libraries (ADL) infrastructure for major Afghan academic institutions. ADL includes an integrated library system, digital contents, and links to scholarly articles and databases. For ADL, UAL digitized 34 volumes of *Da Afghanistan Kalanay* (Afghanistan Almanac)—unique volumes of history in Dari/Persian and Pashto (1933-90) and 2 daily newspapers covering 1946-84. UA institutional repository hosts the Afghanistan Digital Collections: M. Mobin Shorish Collection and Ludwig W. Adamec Collection. The 2nd project saw UAL and Afghanistan Centre at Kabul U (ACKU) collaborate to catalog, digitize and create metadata for unique documents in Jihad Period Afghanistan literature. Initially funded by the Nat'l Endowment for the Humanities, it is now managed by ACKU, with UAL maintaining an archival copy; 17,000 titles are available.

ACKU’s permanent collection is the region’s most extensive; most documents are in Dari, Pashto, and English, accessible online worldwide, and garner 100,000s of views yearly. After the 2021 fall of Kabul, most ACKU staff relocated; digital collections remain accessible. UAL holds the digitized material in Amazon Web Services Glacier using its own subscription and account.

* + 1. **Accessibility.** UAL is open to the public, most days to 9 p.m. Faculty and students from Arizona State U, Northern Arizona U, Pima Community College and GWLA institutions have UAL borrowing privileges and access to digital resources on site. Local teachers and students can obtain a UA library community card. The CMES Scholar Access Grant Program facilitates access by New Mexico and Arizona post-secondary institution faculty. UAL’s MES subject guide links to resources freely available online and through library subscriptions. UA visiting scholars and designated campus colleagues have full access to any UAL resource, in print or online. As members of OCLC and OCLC Shares, all UAL collections are available through ILL to any participant in the programs; members of GWLA have access through reciprocal agreements.

## Impact and Evaluation

* + 1. **Impact**. CMES continues to have a major impact at university, community, regional and national levels. Table G.1 highlights the vitality, scope and influence of Center activities.

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| **Table G.1. Impact of CMES Activities** |
| **Activity** | **Indices** | **Impact** |
| **University Outputs – August 2018-January 2022** |
| Lectures or events exclusively for UA students and faculty | * 16 lectures: 421 attendees
* 7 student workshops: 49 attendees
* 4 cultural events: 2538 attendees
 | Increased knowledge about a variety of ME-relatedcultures & research projects |
| Meetings of UA students with visiting scholars; student/faculty professional development | * 14 PD talks: 224 attendees
* 4 informal meetings with scholars: 32 attendees
 | Increased academic knowledge + contacts; greater knowledge of careeroptions, incl. non-academic |
| Collaborations with UA College of Education (CoE) | * 14 talks to CoE students: 354 attendees
* 2 workshops for CoE students: 12 attendees
* Int’l Curriculum Cert. (ICC):

1-2 PT GAs for 4 years; 3 students completed ICC; 6 students in process- Int’l Immersive Virtual Reality Training: | * Increased pre-service teacher and in-service K-12 teachers’ MES knowledge and commitment to global education
* Increased cooperation w/

CoE |

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|  | 2 CoE faculty; 5 GAs in 1 year; 30 teacherand pre-service teacher participants |  |
| **Community Outputs – August 2018-January 2022** |
| Public talks | -39 public lectures on UA Campus: 1429 attendees-21 talks off-campus: 1048 attendees; | Fostered understanding ofthe ME and facilitated interaction with experts |
| Cultural events | * 34 public film screenings: 1359 attendees
* 2 author visits - 418 attendees
* 15 other cultural events - 4973 attendees
 | Increased knowledge of ME culture and arts |
| Direct outreach to K-12 students | * 1 yearlong HS MES class in minority school (Dual-credit HS-UA class)
* 9 cultural events in schools: 713 attendees
* 4 cultural field trips: 75 attendees
* 63 classroom talks - 1382 attendees;
 | Created opportunities for nuanced understanding of ME history, politics, and culture in school classrooms |
| Outreach focused on Tucson-area K-12 educators | -10 K-12 Workshops/ Talks: 214 attendees-1 booth at K-12 Teacher’s Conference: 15 educators | Facilitated growth inteachers’ learning/teaching about the ME and MEL |
| Electronic outreach | CMES weekly community E-Bulletin:1098 | Informed UA and publicaudiences of CMES events |
| **Regional Outputs (Arizona and New Mexico) - August 2018-January 2022** |
| Speaking engagements to, community groups in AZ (outside of Tucson) and NM | -18 talks to community groups: 986 attendees | Increased knowledge of ME among wider AZ and NM audiences, entered intodiscussion with ME experts |
| Cultural events to greaterAZ/NM audiences | - 4 cultural events (photo exhibits, TucsonFestival of Books): 7753 participants | Increased interest in the MEin Tucson and distant areas |
| Outreach to K-12 students and K- 12 educators in AZ (outside Tucson) and NM | * 1 workshop: 76 educators
* 12 teacher training talks at AZ teachers' conferences: 159 attendees
* National History Day Awards:

3 Middle Eastern History Awards to HS students | Expanded contact w/ 100s of educators/yr; distributed 1000s of lesson plan CDs- Incr. contact w/ underserved K-12 students (e.g.Native Americans) |
| Outreach to community colleges and MSIs: faculty/students | * 9 talks to CC instructors: 363 attendees
* 2 comm. college conferences: 85 educators
* 5 talks at CC conferences: 109 attendees
* 1 information table at a community college (CC) conference: 45 attendees
* int’l content added to 14 courses in CMES'

UA-CC/ MSI faculty partnership program | * Increased teaching about ME/related areas in community colleges/MSIs
* Increased collaboration between CMES and community colleges/MSIs
 |
| Listservs and electronic outreach – weekly announcements | - Arizona K-12 teachers listserv (weekly e-bulletins): 1628 educators | Provided information on ME activities, opportunities, andresources for educators |
| **National Outputs (Outside of Arizona and New Mexico) – August 2018-January 2022** |
| Talks/programs for groups outside of Arizona/New Mexico | * 4 talks at out-of-region universities: 100 attendees
* 15 out-of-region K-12 class talks: 439 attendees
* 6 out-of-region K-12 teacher talks:

185 educators | Increased public knowledge of the ME in areas outside the US Southwest |

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| Virtual Talks/ programs for national audiences | * 32 Community talks for national audiences: 2378 attendees
* 1 talk for international LCTLs: 197 attendees
* 8 talks for national Community College audiences: 632 attendees;
* 9 National Teacher Workshops/ Talks: 331 educators
* 8 public film screenings: 178 attendees
* 7 cultural events: 140 attendees
* 5 talks at nat’l conferences: 55 attendees
* 5-session online Kurdish course:

154 attendees (national and international) | * Increased information about the ME among far- flung audiences, due to the virtual format
* Expanded the reach of CMES programming on the national and sometimes international level
 |
| National-level conferences organized or co-sponsored by CMES – held on UA campus and attracting national participation | * 1 graduate student conference: 89 nationwide participants;
* 4 national conferences/ symposia (e.g. ME languages, intercultural competences):

1172 attendees | Introduced postsecondary audiences to multiple perspectives on the ME and offered opportunities fordiscussion |
| Participation in national-level K- 14 educators’ conferences (e.g. | * Hosted 8 national K-12 conferences/ workshops: 308 educators
* Hosted 4 national community college workshops: 315 attendees
* 11 talks at national K-12 conferences: 239 attendees
* 5 booths at National K-12 conferences: 873 visitors
 | * Increased teacher knowledge of ME, teaching materials and strategies
* Established ongoing contact with hundreds of educators nationwide
* Provided more than 1,000

K-14 educators with MES information and resources |
| Intensive CMES summer K-12 educator programs (open to a national group of educators): | * 1 10-day teacher travel-seminar to Bosnia: 6 teachers, 1 leader
* 1 Fulbright Hays GPA trip (Morocco), 16 educators, 2 leaders total

2 planned for summer 2020 – deferred during pandemic to 2022 (Jordan, and Persianate Central Asia)* 1 NEH Summer Institute: 27 educators
 | K-12 educators nationally supported in learning and teaching about the ME and ME-influenced regions due to resulting lesson plans, language exposure materials, presentations, anddiscussions |
| K-14 curriculum development | * 60 K-12 MENA-related lessons submitted to CMES lesson plan competitions;
* 98 community college lesson plans on

CMES’ CC Outreach Website, hosted for 15 Title VI centers for national use | * Creation of new materials for K-14 educators’ use
* Recognition of educators

creating excellent curricular materials |
| Electronic outreach – listservs and social media | * K-12 non-Arizona listserv

(weekly outreach email): 2636 educators* Community college listserv

(weekly outreach email): 477 educators* CMES Bulletin

(weekly community bulletin): 1098 people* Facebook: 1215 members
* Twitter: 2224 followers;
* Instagram: 609 followers
 | Increased knowledge of MES resources and information for K-14educators, and of CMES’ news and events open to the public |

CMES training programs have a significant impact at the UA, resulting in increased knowledge of the ME and MEL for students in many departments (Table G.2). Particularly noteworthy are incr.

of UGs in BA lang. majors/minors: 14% from Fall 2018-21, Turkish language enrollments: 8.3% incr. from Fall 2016-20, and Persian language enrollments: 9% incr. from 2017-18 to 2020-21. The number of students in intro MES Gen Ed courses increased 19% from 2016-17 to 2020-21.

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| **Table G.2. Impact of Middle East Training Programs** |
| **Academic Program** | **Indices** | **Impact** |
| Training undergraduate and graduate students in ME languages | * 2,833ME language enrollments from Fall 2018-Fall 2021
* 106 BA majors/minors in ME language, Fall 2021
* 91 Turkish and 37 Persian

enrollments, 2020-21* 334 students enrolled in language courses in 2020-21; 32% of undergrads were STEM students
 | Increased ME language expertise in US in wide variety of fields:* 14% increase in BA language majors/minors, Fall 2018 to Fall 2021.
* 8.3% increase in Turkish enrollment, 2016-17 to 2020-21.
* 9% increase in Persian enrollments, 2017-18 to 2020-21.
 |
| FLAS fellowship program | * 87 FLAS fellowships from 2018-22
* Awards through Fall 2021 made to 28.5% MA-track; 23.3% doctoral

track; 48.5% undergrad | Increased # of academically strong undergrad and grad students pursuing higher levels of ME language proficiency |
| Training undergraduate students in ME area studies (non-language)courses | * 3132 undergraduate enrollments (3012 students) in MES courses, 2020-21
* 35 BA MENAS majors and minors, Fall 2021
 | Incr. MES knowledge among UG students:* 19% increase in Tier 1 Gen Ed course enrollments, 2016-17 to 2020-21.
* 6% increase in BA MENAS majors and minors, Fall 2020 to Fall 2021.
 |
| CMES certificate- eligible BA/BFA/BGS/BS/BSBA/BSCHE/ BSECE/BSEMG/ BSHS/BSINE/BSNgraduates | \* 102 CMES certificate-eligible undergraduates with 39 different majors between 2017-18 and 2020-21 | Increased # of well-trained students go to further study, higher ed, and profit/non-profit sector careers:* 169% increase in eligible students since 2019
* 77% increase in majors represented from 2014-17 to 2017-21
 |
| Training professional ME specialists in graduate and professional programs | * 317 graduate enrollments

(221 students) in MES courses, 2020-21* 14 MA majors, Fall 2021
* 30 PhD majors/minors, Fall 2021
 | Increased # of ME specialists prepared for academia, government, and the professions:* 14% increase in enrollments, from 2016-17
* 8% increase in MA majors, Fall 2020 to Fall 2021.
 |
| Students completing ME-related MA, PhD degrees, graduatecertificates 2016-2021 | 82 students received advanced ME-related degrees,6 students received graduate certificates between 2017-2021 | Sizeable # of well-trained MA and PhD graduates go to higher ed, government, and profit/non-profit sector careers (Table G.3) |
| New course development | 62 new ME studies & language courses, Fall 2018-Fall 2022 | Large increase in ME courses, better meeting educational needs. |
| UA summer intensive Arabic, Kurdish, andTurkish courses | Summer 2021:\* 61 Arabic; 5 Kurdish; 10 Turkish enrollments | Students provided with intensive opportunities to advance language skills over the summer. |

* + 1. **Undergraduate Matriculation**. The majority of 194 matriculated UG students (2017-21) for whom CMES has information go on to further study (24%) or careers in higher education (6%); 27% pursue jobs in the private/for-profit sector, and 14% in government and military (Table G.3).

Among these are an MA student in Int’l & Regional Studies at U Mich; a Rhodes Scholar (2019), a PhD student in Strategic Studies, School of Adv. Int’l Studies, Johns Hopkins U; an MA student in Diplomacy & Conflict Resolution, Herzliya Intern, Israel (Anna Sobol Levy Cohort, US Army); a Sr. Research Analyst at the Federal Reserve Bank of NY, and a Program Asst. at AMIDEAST.

* + 1. **Student Placement in Areas of National Need.** Many of the UG and grad students noted in G.1.b. and Table G.2 went on to post-graduate employment, education, or training in areas of national need; 27% got profit/non-profit jobs that make use of their language and area training.

UA MES graduates in varied careers include a special agent in the Defense Counterintelligence & Security Agency, an assoc. prof. of ethnomusicology at Arizona State U, a branch chief of US Customs and Border Protection, the deputy director of the

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| **Table G.3. Known Undergrad/Grad Student Placements Fall 2017 to Summer 2021** |
| **Placement field** | **Undergrad #/%** | **Graduate #/%** |
| Private/Profit | 53 | 27.3% | 9 | 17.7% |
| Further Study | 47 | 24.2% | 14 | 27.5% |
| Unemployed | 37 | 19.1% | 3 | 5.9% |
| Government | 14 | 7.2% | 1 | 2.0% |
| US Military | 13 | 6.7% | 0 | 0.0% |
| Higher Ed | 11 | 5.7% | 17 | 33.3% |
| Int’l Org | 8 | 4.1% | 1 | 2.0% |
| K-12 Education | 6 | 3.1% | 3 | 5.9% |
| Private/NGO | 5 | 2.6% | 3 | 5.9% |

Ofc. of American Spaces, an Associated Press video journalist, military officers, intelligence analysts in government and private sectors, a Human Rights Watch operational security advisor, medical professionals, foreign service officers, numerous MEL faculty, including at the US Naval Academy and Virginia Military Institute, and many students now in MES higher degree programs.

* + 1. **Efforts to Increase Placements.** CMES will continue its efforts to encourage government service in areas of national need. CMES works to increase student placements, regularly introducing students to non-academic career options in areas of national need and putting students in contact with professionals, often UA alumni/ae, in these fields. CMES board members give serious consideration to talented FLAS applicants interested in gov’t service. In 2018-21, CMES held 14 PD sessions on non-academic careers. Professionals in international Journalism, at NGOs,

and in the US federal government (e.g. USAID, cybersecurity, Forest Service Int’l Programs, Dept. of State), gave presentations on how to prepare and apply for these careers and the importance of area studies knowledge in each. CMES offered additional support in 3 skill-building workshops (job applications, grad program applications, budget preparation). The Center hosted 3 panels in the Eisenhower Series College Program in 2019-21; US Army War College fellows engaged with members of the public and students, including ROTC students. CMES routinely circulates non- academic job ads and offers funding to support valuable research and internship experiences that prepare students for a competitive job market.

**G.3.a. NRC Addressing National Needs and Providing Information.** CMES activities address national needs to a high degree. CMES supports language teaching and materials development in ME languages of national need and focuses on priority languages and regions, as identified by the Secretary of Education, in consultation with Federal agencies (Table G.4) The Center is active in generating information for and sharing it with the public, as demonstrated in Table G.1. CMES’

well-attended public forums on current events, cultural events, lectures and films are free and open to the public. During the pandemic, these were easily accessed via Zoom, extending program reach.

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| **Table G.4. ME Languages & Regions of National Need Identified by US Government &****Taught at UA** |
| USGovernment Department | Arabic | Hebrew | Hindi | Kurdish | Persian | Turkish | Urdu | ME/NA |
| USAID |  |  |  |  |  |  |  |  |
| Defense |  |  |  |  |  |  |  |  |
| Energy |  |  |  |  |  |  |  |  |
| State |  |  |  |  |  |  |  |  |
| Transportation |  |  |  |  |  |  |  |  |
| Peace Corps |  |  |  |  |  |  |  |  |

CMES also prepares and posts a wide variety of resources for teachers on a Comm. College Outreach website to which all NRCs may contribute, and on a K-12 Lesson Plans webpage.

With speaker permission, CMES posts recordings of presentations on CMES’ YouTube Channel, bringing information to a wider public (180 recordings). Videos include a 2021 teacher workshop, “Afghan History, Culture & the Young Refugee Experience,” viewed 263 times by Feb. 2022.

Tucson is a refugee resettlement city. The Center frequently responds to requests for expert consultation or testimony, and refers journalists, attorneys, public officials, and members of the public to UA and other scholars with relevant expertise. CMES has referred many teachers, refugee resettlement services, and attorneys to Afghanistan experts and speakers of Dari and Pashto.

* 1. **FLAS. FLAS Fellowships and National Needs.** All FLAS fellowships awarded by CMES address national needs, as CMES awards FLAS fellowships to students of priority languages: Arabic, including dialects; Hebrew; Persian; and Turkish. These languages and knowledge of the ME and NA are singled out as areas of national need (Table G.4). FLAS fellows are required to take ME area studies courses and language classes, and so are able to serve national needs with area studies knowledge. FLAS fellows pursue careers in which they use their MEL and regional knowledge in areas of national need, including government, commerce, security, education and non-profit sectors (G.2.a.). CMES has tracked placements of 93% (209/224) of FLAS fellows since 2004; 24% have not yet graduated from UA (32) or are now enrolled in further degree programs

(21). Fields of the 170 fellows known to be employed include: private/for-profit sector work (32%), higher ed (27%), gov’t (14%) and US military (4%). 68% of known former FLAS recipients use MEL skills achieved with the FLAS fellowship in their current studies or job.

* 1. **a. Evaluation Plan.** In 2022-25, CMES will develop and implement a comprehensive evaluation plan (Table G.5) to monitor summative indices, producing quantifiable, outcome- measure-oriented data in support of project goals (I. NRC 2., Table G.5, G.6). Through formative evaluation and systematic development of data collection methods, the plan will create a continuous improvement cycle, providing valid and reliable qualitative and quantitative evidence at each reporting period. Project evaluation will facilitate CMES’ role as a SW regional resource in developing MES skills and expertise at all education levels. For summative purposes, evaluation

will take an objectives-oriented approach, examining how well goals have been achieved.

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| **Table G.5. Evaluation Plan Design, Development, Implementation and Utilization Cycle** |
| **Inputs** | **Activities** | **Outputs** | **Short Term Outcomes** | **Medium Term Outcomes** | **Long Term Outcomes** | **Strategic Objectives** |
| CMESleadershipEvaluatorExternal reviewersProject team leaders | **Year 1**-Design eval. plan-Review Arabic-Refine student tracking system (diversity, placement, lang. proficiency testing)**Years 2/3**Implement plan **Years 3/4**-Report results-Review Turkish-Utilize results | **Year 1** Formative and summative eval. plan for programFormative evaluation plans for each project**Years 3/4** Eval. reports on programs, incl.on focus groups with FLAS and ISPP fellows | **Year 1** Summative plan formalized and shared with all stakeholdersFormative plan developed with project level teams with initial implementation**Year 2**Formativefeedback cycles begun | **Years 2/3** Summative data collected, analyzed and reportedFormative feedback**Year 1 and 4**External reviews conductedYear 1-Arabic Year 4-Turkish | **Years 3/4** Summative data collected, analyzed and reported**Year 4** Results of reviews and data collection used in planning | Demonstrate success to stakeholders and prospective adoptersResults and feedback inform and improve CMESprograms and planning |

Formative program evaluation will monitor program and project administration to assure continuity of evaluation activities and feedback. CMES will integrate participatory evaluation with needs for expert guidance in evaluating language teaching, building on pedagogy experts Azaz and S’hiri’s approaches. CMES will improve its data collection/recording methods, with proficiency exams in multiple skills and OPI exams and tracking student placement. CMES operations, personnel, courses and activities are evaluated regularly in UA-mandated unit reviews. CMES will rely on the services of experienced independent evaluator Allison Titcomb (CV Appx.) for consultation and technical services in evaluation planning and administration. Expert external reviewers will be invited to review language programs: Arabic in Year 1 and Turkish in Year 4. In the course of formative evaluation, MES faculty will review curricular materials. Faculty access to low-cost data collection and analysis methods, including online or computer- based tools, e.g. Qualtrics software, will offset potential costs and time. Faculty and TAs benefit

from extensive UA OIA resources and training.

**G.4.b. Use of Recent Evaluations.** CMES relies on regular evaluation to improve programs and

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| **Table G.6. CMES Program Initiatives and Projects Logic Model and Timeline** |
| **INPUTS** | **ACTIVITIES** | **OUTPUTS** | **SHORT TERM OUTCOMES****Yr 1/ 2** | **MEDIUM TERM OUTCOMES****Yr 2/3** | **LONG TERM OUTCOMES****Yr 4+** | **STRATEGIC OBJECTIVES** |
| * $ support
* Faculty and TA FTE
* Expert consultants: Arabic and Turkish language pedagogy; external evaluation
* Academic unit support: MES areas; ACIGS; CEAS; CERCLL; CLAS; CoE;

other UA units* Institutional support: Cochise C, Maricopa CCC District (MCCCD),

Pima CC, TUSD | ME Language* Arabic sociopragmatic competence project
* Enhance Turkish instruction
* Support language pedagogy workshops and materials creation
* Add ME options to MES content courses
* Create new Arabic, Persian, and Turkish language options in non-language classes
* Develop LCTL distance-learning: beg Kurdish and beg Pashto
* Support Persian skills tests platform

Area Studies* Create new courses:

-Gulf Studies GenEd-Human rights in MENA* Hire new faculty:

-Int’l Studies Educ.-MES Envt’l Science* Recruit for and refine CoE Int’l studies certificate program
* Create new study abroad program
* Expand Int’l Studies Partnership Program
 | * # of students in MES pipeline at each level, K-20
* # language instructors trained
* # students from diversity target groups
* # faculty hired
* # courses created
* # students in UA MES study abroad/internships
* # of UA MES alumni/ae tracked
* # of MES professional development events
* # CoE Intern’l Studies Certificate students
* # of K-14 MES

qualified pre-service and in-service teachers trained* # of K-14 MES

modules/guides for K-14 teachers# of ISPP Fellows (Faculty at CCs) trained/ # courses revised and taught | * Plans completed for new programs by end Year 1
* CoE Int’l studies search begun
* CoE Int’l Curriculum Certificate project in progress
* Beg Kurdish and Beg Pashto course taught online ea yr
* New instructional development activities begin Yr 1, Yr 2
* K-14 teacher training continues
* Community college/MSI partnership programs in progress
* MCCCD

collaborations in progress | * More UA ME lang faculty use formative feedback
* Pilot new Arabic teaching methods
* CoE Int’l Studies ass’t prof hired
* Envt’l Science search begun and TT ass’t prof hired in Yr 3
* More students study abroad and engage in MES internships and research projects
* Initiatives to > diversity of MES students and study abroad participants (ongoing)
* Instruc’l products reviewed by MES experts
* Community college/MSI new MES curriculum

taught in Yr 2-4 | * Innovative lang. teaching methods tested/ shared
* CoE Int’l Studies Cert project results disseminated
* More students in MES pipeline at every level
* Improved MES student learning outcomes
* New UA/ K-16 curricula in place
* Better tracking of student diversity, placement, and lang. proficiency
* Program improv’ts begun based on evaluation reports
* Ongoing relationships w/ partner institutions
* Increased public und. of ME
 | * More, more diverse students obtain skills needed for MES careers
* MES capacity (courses and qualified teachers) increased throughout K-20 pipeline
* MES and ME language instructional innovations disseminated
* MES content disseminated in K-16 curricula
* K-16 Faculty/teacher (incl. pre-service teachers) skills/MES knowledge improved
* ME language pedagogy improved at K-16 educational levels
* Students prepared for careers with MES skills
* Sustained partnerships with community colleges and MSIs are in place
 |

works closely with evaluator Titcomb to assure assessment instruments and data quality. 2 external language program evaluations took place in the last 4 years: Turkish in 2019 and Persian in 2021. Dr. Feride Hatiboglu, UPenn Turkish Language Program Coordinator and current President of the American Assoc. of Teachers of Turkic Languages, reviewed the UA Turkish program. She recommended Turkish Instructor Dr. Okal be converted to an Asst. Prof., Career-Track position; MENAS then implemented a review of Okal, resulting in his promotion in 2020. She also suggested, due to high Turkish enrollment, Okal be supported with additional staff. With CMES and Grad College support, UA created a .50 FTE Turkish language-teaching GA position, filled in 2020 by a Turkish-speaking SLAT student. The Persian language program was reviewed Fall 2021 by Dr. Nahal Akbari, Director, U of Maryland (UMD) Persian UG Language Program, where she directs the Persian Language Flagship. Akbari recommended PD in specific areas of language teaching; accordingly, CMES is supporting a Task-Based Learning Workshop for ME language instructors in Spring 2022. On her recommendation, CMES will hire a Persian-speaking grad student worker to staff a conversation table and assist with student recruitment and cultural activities. Akbari also recommended funding annual assessment of Persian language students with OPI tests and, if possible, testing for listening, reading and writing skills. Beginning Fall 2022, CMES will dedicate UA evaluation funds to support the assessment. CMES plans to help support creation of an online platform for UMD Persian language skills tests. A review of NRC programs with CoE indicated the importance of having a permanent CoE faculty liaison to assure continuity. As a result, CMES and other NRCs leveraged the hire of a new Int’l Studies faculty position in CoE. Participant survey responses to CMES-organized Fulbright-Hays GPA trips resulted in improvements to later programs: pre-travel programs with online lectures and discussions of readings before departure, work on curriculum development and dissemination plans in group

discussions and individual consultation throughout the travel program, adequate time for participants’ rest and reflection and mid-travel evaluation to improve the program in progress. Teacher feedback influenced the timing and topics of workshops on K-12 and CC teaching about the ME (H.NRC 1.a., b.). Pop-up polls at the close of virtual talks provided formative feedback and improvement, e.g., addition of informal discussion after formal Q&A. For the summer 2021 AZiT-V, with help of evaluator Titcomb, CMES revised a pre- and post-study abroad survey to gauge gains in intercultural competence; the survey will be used in future programs. Survey results from K-16 educator workshops help improve subsequent events.

* 1. **Equal Access**. UA and CMES prioritize equal access to facilities, activities, educational and employment opportunities through steps to assure easy access to CMES’ activities for the disabled and elderly, online or in-person; CMES’ website, which meets accessibility standards; responses to visually and aurally impaired faculty and student needs; ensuring that CMES K-16 outreach programs are accessible to diverse applicants and participants; and encouraging applications from minorities and women (E.3.). CMES benefits from consultation with UA Disability Resource Center and UA Office of Diversity and Inclusion (see CMES’ detailed GEPA statement).

## NRC Outreach Activities

**H. NRC 1.a. K-12.** CMES has a far-reaching nationwide K-12 outreach program. CMES boasts a FT Asst. Director of Outreach, Abby Limmer, an award-winning teacher with a MES PhD, who is completing an M.Ed. in Ed. Tech. A CoE GA, and an UG student worker focus solely on outreach. 2 factors specific to the US Southwest region affect CMES’ educational outreach: 1) the region’s size and 2) its ethnic diversity. CMES’ primary area, AZ and NM, is nearly 3½ times larger than New England. CMES, located at an HSI, employs a range of strategies to reach remote, underserved areas, many with large minority populations. As of 2020, 47% of Arizonans and 64% of New Mexicans are non-White or Latino. CMES takes seriously its outreach to diverse

populations. Over the next 4 years, after a COVID hiatus, CMES and the Ctr. for Latin Amer. Studies (CLAS) will train teachers from rural AZ and NM to be Int’l Studies Ambassadors, organizing district-wide PD programs to infuse international content in regional K-12 curricula.

CMES programs benefit thousands of educators locally, regionally and nationally (Table H. NRC.1). CMES, CLAS and

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| **Table H. NRC 1. Outreach to K-12 Educators, August 2018-Jan 2022** |
| **Activity** | **No.** | **Participants** |
| Presentations/workshops for CoE students | 14 | 354 |
| Teacher workshops/institutes/ conferences | 29 | 929 |
| Presentations/workshops at regional/national teachers’ conferences | 23 | 398 |
| Information tables at regional/national teachers’ conferences | 6 | 888 |
| Online lesson plans/materials | 236 | 10,290 views |
| Teachers’ listservs (weekly e-bulletins) – 13% increase since 2018 | 2 | 4264 |
| Fulbright Hays GPA – Morocco (Summer 2019) | 1 | 16 |

CoE collaborated on Worlds of Experience for selected pre-service and K-12 teachers to construct Immersive International

Virtual Field Experiences, infusing virtual international experiences into the K-12 classroom. CMES & CLAS offer an Int’l Curriculum Certification with CoE for pre-service teachers. Since 2018, CMES has conducted 29 teachers’ workshops, institutes, or conferences, with help from UA faculty; topics included literature, Silk Road, WWI, Afghanistan, environmental issues. Programs with CLAS included teaching food history, int’l health policy, race & public art. CMES developed PD workshops with the UA Poetry Center, JUS & Nat’l Council for the Social Studies (NCSS).

CMES facilitates the creation/dissemination of curricular materials about the ME. Its website hosts 236 lesson plans and 26 other educational materials (e.g. film guides). An annual lesson plan competition attracts national participation. CMES is nationally known for its teachers’ listservs: 4,264 teachers nationwide receive weekly updates on internationally-themed educational resources and PD; 1000s more receive updates republished by teachers’ networks. Subscribers often report participating in national-level programs, and there have been well over 10,000 views of the lesson plans. CMES supports the Today in Int’l Politics Speakers Series AP Comparative Gov’t PD

program, funding 2 teachers’ ME lesson creations for 2022-26 and providing speakers to the series. CMES has (co-)organized intensive summer educator programs: CMES had a month-long Fulbright-Hays GPA (FHGPA) curriculum development program in Morocco with 16 K-12 teachers in 2019. 2020 and 2021 FHGPAs to Jordan (14 K-12 teachers) and Uzbekistan (10 K-12 teachers & 2 CC educators), respectively, were deferred due to COVID-19. The Jordan trip is limited to Native American/indigenous teachers and teachers of indigenous students. These programs are offered at low cost. CMES collaborated in 2020 with the National WWI Museum and Memorial to design the 2022 Nat’l Endowment for the Humanities (NEH) Summer Institute,

“WWI in the ME,” for K-12 educators.

Adeli, CMES’ late Director of Educational Outreach, trained teachers in her PD programs. These teachers continue to present and distribute lesson plans/information at regional and national conferences of NCSS, Nat’l Council for History Education, Nat’l Council for Teachers of English and their state affiliates. Adeli played an active role in the ME Outreach Council, AZ teacher organizations, and Nat’l History Day in AZ. Limmer is continuing these activities.

CMES’ direct outreach to local K-12 districts is strong (Table H.NRC.2). From 2018-22 CMES sent speakers to 80+ classes and student groups, and partnered with the UA Poetry Center to bring K-12 students from Title I schools to campus to connect with ME literature and with visiting authors. Limmer works with local Title I K-5 schools to send Arabic- speaking UA students to

visit Arabic classes. CMES’ lending library contains 582 youth and 157 teachers’ books, 18 culture kits, and curricular materials that

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| **Table H. NRC 2. Outreach to K-12 Students, Aug. 2018-Feb. 2022** |
| **Activity** | **No.** | **Participants** |
| Cultural events in schools | 9 | 713 |
| Presentations to K-12 classes/groups by CMES speakers in person | 63 | 1382 |
| Presentations to K-12 classes/groups by CMES speakers via Zoom | 15 | 439 |
| Author/performer visits with K-12 Groups | 2 | 173 |

teachers borrow for classroom use. CMES also gives an annual National History Day state award

to encourage secondary students’ ME research. MES Faculty contribute importantly as speakers at outreach events. These include: professional school faculty e.g. from Architecture, CoE, & Law.

**H. NRC 1.b. Post-Secondary.** CMES is a national leader in community college (CC)/MSI outreach and implements initiatives focused on CC faculty in K-14 educators’ programs (Table H.NRC.3). Regionally, UA TVI Centers cohost an annual CC faculty workshop, including hotel. The last 2 were virtual, the latest with 109 attendees from 35 colleges in 18 states and 8 countries. The 2023 CC Conference focuses on globalizing curricula through food, contributing to the joint Title VI Center outreach project on the Teaching the World website, focused on food studies for K-14 educators. CMES co-sponsored a faculty Global Forum and lecture series with Maricopa

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| **Table H.NRC. 3. Outreach to CCs /MSIs, Aug. 2018-Feb. 2022** |
| **Activity** | **No.** | **Participants** |
| CMES-sponsored college educators’ workshops/forums | 6 | 251 |
| Speakers to community college events | 8 | 632 |
| Presentations at community college conferences | 5 | 109 |
| Talks to community college instructors | 9 | 363 |
| ISPP curriculum development fellows – ME content | 14 | 6 colleges |
| Listserv for college educators (weekly e-bulletin) | 1 | 476 |
| Curriculum internationalization website for community college faculty (which all NRCs wereinvited to join) | 1 | 15 NRC partners |

County CC District (MCCCD) in Phoenix, and sent speakers to 8 CC public/student events and 14 faculty PD events.

Faculty from 6 CCs, 5 of them HSIs, partnered with MENAS professors to add ME content to 14 CC courses. CC faculty

are included in many FHGPA curriculum development programs. CMES’ 2018 partnership with rural HSI, NM Highlands U to organize/lead an FHGPA trip to Central Asia created a model to serve rural educators.

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| **Table H. NRC.4. Comm. Outreach, Aug 2018-Feb 2022** |
| **Activity** | **No.** | **Participants** |
| Public talks | 89 | 4,785 |
| Conferences, symposia, mini-class | 9 | 1,326 |
| Film screenings | 42 | 1,537 |
| Author visits |  | 418 |
| Other cultural events | 26 | 12,866 |
| In-person speakers to off-campus groups | 21 | 1,048 |
| Community listservs | 1 | 1,098 |
| Social Media | 3 | Facebook: 1,215Twitter: 2,224Instagram: 609 |
| YouTube videos | 180 | 90,579 views |

Nationally, CMES has a weekly listserv of

479 subscribers, disseminating information about PD and curriculum development events for CC faculty. CMES hosts a collaborative website of 16 NRCs to share and promote online resources for CC instructors. It includes 98 lesson plans in social science, arts, humanities and STEM fields for all Title VI world areas, PD events, reading and media suggestions. In 2019, CMES co-hosted an NEH Summer Institute on ME Millennials for 27 CC educators.

CMES also supports post-secondary work on university campuses, particularly the UA. CMES conducted a range of programs for UA students and faculty, including 16 lectures, 7 student workshops, 4 cultural events, 13 PD talks for students, 4 informal meetings with scholars, extensive outreach to pre-service teachers in the College of Ed, and 1 national MENA graduate student conference. CMES also cosponsored 4 academic conferences for university faculty.

**H. NRC 1.c. Business, Media, General Public.** CMES raises awareness of the ME throughout AZ. The court system, border patrol, journalists and military have consulted CMES and used its resources or speakers. CMES has a strong working relationship with the media and posts an online media guide of UA experts on Islam and the ME. CMES organizes or participates in on- and

off-campus community events (Table G.1), screening and sponsoring films at a local theater, participating in cultural festivals, and sending speakers to community groups. Most CMES events are free and open to the public and attract large community attendance.

## H.FLAS Awardee Selection Procedures

CMES requests 5 AY Graduate, 6 AY Undergraduate, and 8 Summer (UG & G) FLAS awards for MSA and Arabic dialects (Egyptian, Levantine, & Moroccan), Hebrew, Persian & Turkish. Based on data from AY 2018-19 through Summer 2021, a comparison of pre- and post-FLAS award proficiency tests results indicate students make greater gains in intensive summer programs. Consequently, CMES requests 8 Summer FLAS to offer both UG and G students these opportunities. Top UGs receive generous AY support from UA (A.1.f.); summer support is far less

plentiful. CMES’ detailed selection plan is of high quality as evident in info provided below. **H.FLAS 1.a. Advertising.** FLAS award competitions are announced in the fall semester. CMES tailors announcements to UG and grad audiences; as a result, from 2018-2019 to 2021, CMES received an average of 13 FLAS AY undergrad applications. In 2014-2018 preceding the pandemic, CMES received an average of 19 FLAS AY UG applications. In the fall semester, the FLAS Coordinator arranges with language instructors and faculty in Arabic, Hebrew, Persian, and Turkish to attend or send a representative to the majority of language classes to announce FLAS fellowships. CMES makes announcements on listservs (CMES, UA department, UA-wide, and the University Professional Advisors Council lists), posts flyers across campus (including in each ME language classroom), places ads in newsletters and on social media. Many unit websites (e.g. Grad College, Journalism, MENAS, Roshan, and SA) provide prospective and current students with links to CMES FLAS information. CMES circulates competition announcements to UA department heads and academic advisors, including professional schools, asking them to inform their students. CMES holds FLAS application information sessions in October, November, and December, some in-person, some via Zoom and some hybrid, for UG and grad students. Sessions include presentations by the FLAS coordinator and are advertised at UA Study Abroad Fairs. Ellison-Speight advises individual prospective applicants. An extensive list of FAQs drawn from student questions is online, along with application materials. CMES requires applicants to submit a Free Application for Federal Student Aid (FAFSA) form to determine their financial need.

**H.FLAS 1.b. Application Process.** The accessible application form is available to current and incoming students via a Qualtrics online survey, which requests personal info, data on academic status, language and level of desired award, language background and proficiency, educational background, career goals, and referees’ names and contact information. Applicants explain the

relationship and importance of proposed MEL study to their career and academic goals in a 500- word statement. The application packet includes transcripts, GRE scores (if required by a grad student’s home department), and 2 recommendation letters (1 from a language instructor). Summer applicants also submit information about their chosen summer program(s). Applicants are required to list 3 program options (including 1 online program during the pandemic), ranked by preference. All applicants must file a FAFSA form by January 1 to determine financial need.

**H.FLAS 1.c. Selection Criteria.** Each committee member reads and ranks the applications based

on an evaluation rubric provided by CMES to assess academic merit of the applicant per the

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| **Table H.FLAS 1. Distribution of FLAS awards by lang. and level, 2018-Fall 2021** |
|  | **Awards** | **Language** | **Level** |
| **No.** | **Arabic, MSA** | **Arabic, Dialects** | **Hebrew** | **Persian** | **Turkish** | **Beg** | **Int** | **Adv** |
| **AY** | 50 | 31 | 2 | 4 | 11 | 2 | 1 | 12 | 37 |
| **Summer** | 27 | 13 | 2 | 2 | 7 | 3 | 2 | 7 | 18 |
| **Totals** | **77** | **55** | **4** | **6** | **18** | **5** | **3** | **19** | **55** |

requirements of ED. In the rubric, strength of statement of purpose is double-weighted (up to 10 points); the applicant’s recommendation letters, evidence of commitment to studies, and academic merit, including test scores, are each assigned up to 5 points; an additional 1 point is assigned to advanced language learners. Based on the rubric, board members submit their final academic ranking of applicants to the coordinator, who tabulates the rankings. Information about ranked applicants’ federally-defined financial need is shared at the meeting and factored into the equation. Student rankings are adjusted up or down depending on the level of relative financial need determined by each student’s expected family contribution (EFC). Final rankings are determined after extensive debate based on potential for success and overall excellence. The committee discusses applicant career and academic goals, with special consideration given to careers that serve national needs; student financial need; the extent to which the proposed plan of study serves students’ learning and long-term academic and professional goals. Based on individual expertise,

committee members consider the extent to which meritorious applications represent a variety of ME languages and fields of study. In AY 2018-19 to AY 2021-22, 71.4% (55/77) of awards went to advanced level MEL students (Table H.FLAS 1.).

**H.FLAS 1.d. Selection Committee.** The committee is composed of a majority of CMES Governing Board members, diverse in linguistic, regional and disciplinary expertise (E.2.a.). Student Board members do not participate due to confidentiality issues and conflicts of interest. **H.FLAS 1.e. Schedule.** Applications are available late fall and due in mid-Feb. They are available for committee review 2 weeks before the early March selection meeting. Award notifications are made in mid-March; decisions to accept or decline are due early April. Summer awards are made contingent upon ED approval of candidates’ proposed programs of study. The FLAS coordinator arranges for pre- & post-testing of fellows’ lang. proficiency. Current AY awardees and summer fellows are notified mid-April of pre- and post-award responsibilities, including proficiency testing and online ED reporting. Summer fellows are notified in early August of end-of-summer proficiency testing around the same time as new AY fellows take their pre-semester tests.

**H. FLAS 1.f. Priorities.** The CMES FLAS review prioritizes the awarding of FLAS fellowships to meritorious UG and grad students who demonstrate financial need based on the students’ EFC, not on other aid (FCPP1) (H FLAS 1.b.). CMES implements a 2-stage process. Applicants are first ranked by academic merit; rankings are then adjusted based on financial need, as defined by their EFC (H.FLAS 1.c.). In Fall 2023, the new federal Student Aid Index (SAI) will replace EFC. CMES will then work with the UA Office of Scholarship and Financial Aid to ensure that financial need, independent of other financial aid, is considered in the FLAS application review. 100% of CMES FLAS awards will be made to students studying Less Commonly Taught (LCTL) modern foreign languages, primarily Arabic, Hebrew, Persian and Turkish (FCPP2).

**I.NRC Program Planning and Budget I.NRC 1.a. Plan.** By the end of the grant period, proposed activities will result in strengthened

UA and K-14 expertise in MEL teaching and course offerings; new language-teaching techniques and materials, disseminated widely; more diverse UG and grad course offerings, bringing more ME content to key areas of student professional interest and UA scholarship; internationalization of the CoE teacher-training curriculum, via a new int’l studies faculty hire and with students enrolled in an international curriculum certificate program; a new faculty member bringing ME expertise and courses to Environmental Science, a significant investment in bridging MES and a STEM field; a regional community of K-16 educators and students more knowledgeable about the ME, with a diverse group of students well-prepared to advance to higher levels of MEL and area studies coursework; and greater understanding of ME among media, business, and government organizations, and the public (Table G.1). Evident in the project budget, support of language instruction and pedagogy begins in Year 1 so programs can develop over 4 years. Expenditures on area studies instruction increase over the cycle’s 4 years (Table I.NRC 1; Table G.6, timeline).

**I.NRC 1.b. Resources.** Proposed activities will be accomplished within budgetary requests. UA and outside funding and CMES staff and faculty dedication provide crucial non-grant support. Many initiatives, e.g. a professional development series for students and support for K-12 Arabic teaching, need little added funding. CMES raises outside funds for many outreach and enhancement activities, and requests only partial staff and resource support. (I.NRC 3.).

**I.NRC 2. Quality/Relation to NRC Program Purposes.** CMES’ plans build on UA strengths and develop areas important to the future of UA Middle East studies (MES). CMES proposes activities in support of 5 goals that relate directly to National Resource Center (NRC) purposes in strengthening foreign language and area studies teaching, research, and training.

Goal 1: Improve Middle East (ME) language-pedagogy and language-learning opportunities. 1A:

CMES will contribute to the improvement of ME language pedagogy training and language- teaching quality at all educational levels by: a) funding UA instructor participation in language pedagogy institutes; b) supporting a pedagogy project in teaching Arabic to develop sociopragmatic competence, with project results shared in a Year 4 workshop; c) hosting the ME NRC Consortium Language Pedagogy Workshop in Year 3, inviting K-16 ME language instructors’ participation; d) providing support for K-12 teachers of Arabic, sending Arabic speakers to classes and Arabic instructors to observe and give advice; d) supporting a workshop on teaching LCTLs at HSIs on strategies for student recruitment, retention and success, e) supporting development of a Persian online picture dictionary, with links to written words and pronunciation, for beginning and intermediate learners; f) hiring a grad student worker proficient in Persian to run a weekly conversation table; g) with an Indiana U NRC and LRC, supporting development of intermediate Kurdish Kurmanji and beginning Bahdini instructional materials; h) organizing external review of the Arabic language program in Year 1 and the Turkish language program in Year 4 to inform plans for future developments in the programs; i) joining other NRCs in 1) supporting creation of an online platform for testing Persian skills (reading, writing, listening) not assessed by OPI exams. The testing platform will feature vetted tests created at the UMD Persian Flagship and will benefit Persian programs nationwide, and 2) creating nationally available LCTL learning opportunities by supporting online Kurdish Kurmanji (via UA) and Pashto courses (via UT Austin), 3) supporting K-16 language instructors’ professional development opportunities, including a biennial Intercultural Competence Conference, in concert with CERCLL, UA’s Language Resource Center; and j) supporting an ACTFL OPI Language Pedagogy Assessment Workshop in Year 2 with other UA NRCs. 1B: CMES will enable students to have ME language

skills needed to advance in ME-related fields by a) supporting Turkish language instruction,

including a TA; b) creating options for advanced language learning in Arabic, Persian and Turkish in 4 area studies classes: 2 new classes, *Gulf Studies* and *Human Rights in MENA*, both with Arabic options, and 2 existing classes: *Turkey, Culture, Power & History* (Turkish readings) and *Love, Sex, Desire and the Islamicate Imaginary* (Persian readings). Course faculty will develop best practices in teaching content classes with ME language options, important in LCTLs where the number of advanced learners does not yet support creation of a content class, and c) supporting creation of 8 modules in Hebrew for CERCLL’s current events readings site, “Foreigncy.”

Goal 2: CMES will invest in strengthening and diversifying MES and int’l studies programs by:

2A: creating 2 new assistant professor positions with area/int’l studies expertise: 1) Assistant

Professor of Practice of International Studies in the College of Education, who will train pre- service teachers (UGs), and serve as a liaison to UA NRCs, and 2) Assistant Professor of Environmental Science in the ME (tenure-track) in the Dept. of Environmental Science, CALS. The new hire will develop an UG course on Environmental Science in the ME. New positions, and thus courses, in these 2 areas will link students’ disciplinary and professional preparation to ME studies. Too, these areas of study will connect MES knowledge with UA-wide emphases on environmental studies and int’l studies, both significant in UA’s arid region near an int’l border. Requested funding will support partial costs of each new position in its 1st year with lower amounts in the 2nd; UA will cover the balance of costs then, and full support thereafter. 2B: CMES will

support creation of new MENAS curriculum through a) two courses: Year 1: *Gulf Studies,* a course for the UG GenEd curriculum and Year 2: *Human Rights in MENA,* a cross-listed upper-level addition to MENAS and SGPP curricula, and b) creation of a new study abroad program in Turkey, focused on sustainability, climate change and urban design. The program will operate in tandem with CMES’ Turkish language program in Istanbul.

Goal 3: CMES will increase int’l studies knowledge and curriculum content in community

colleges and Minority Serving Institutions (MSIs) through a) an annual int’l studies weekend workshop for CC/MSI instructors, with funding for their participation, b) an Int’l Studies Partnership Program (ISPP) to develop int’l studies curriculum with Cochise College, MCCCD, and Pima CC; all have HSI campuses, c) a symposium to present ISPP projects at Cochise College in Year 4, and d) providing MES speakers to MCCCD’s annual Global Dialogue Day and Global conference and ME film discussants for films screened at Cochise College’s Multicultural Film Series. These initiatives will be conducted with UA NRCs and CERCLL, its LRC.

Goal 4. With Arizona Ctr. for Int’l & Global Studies (ACIGS), Ctr. for East Asian Studies

(CEAS), and CLAS, CMES will internationalize teacher training by a) leveraging a new CoE int’l studies faculty hire, b) hiring a CoE TA to recruit COE students to an International Curriculum Certificate (ICC) program and support their progress, c) sharing ICC project results at a nat’l teachers’ conference, d) conducting international studies workshops for pre-service and in-service teachers, e) supporting the AP Government Teacher Program “Today in International Politics” speaker series and e) the Asst. Dir, Outreach’s participation in the Longview Fdn. CoE Worlds of Experience project, training AZ teachers to create virtual international experiences for classes.

Goal 5: CMES programs will benefit from professional evaluation. Evaluator Titcomb reviews

project programs, has focus groups with FLAS and ISPP fellows, and advises and trains CMES on data collection methods.

CMES requests partial support for CMES staff to coordinate all center activities, including data collection, and a GA to record and help publicize CMES events. CMES is concerned to provide high quality public programs to foster understanding of the ME, and proposes to do so through a series of lectures, forums on current issues, and film screenings. CMES will partner with prominent

arts institutions on the UA campus to sponsor cultural events with ME content to increase public knowledge of ME arts and societies. With UA’s Poetry Center, CMES will support 2 poets-in- residence to do public readings and meet with UA classes. With the Center for Creative Photography, CMES will support a 2-month artist-in-residency in Year 2 and lecture in Year 4.

CMES requests funds in partial support of the assistant director, outreach’s salary to run the center’s program for K-12, media, business and public constituencies (Table G.1). CMES will add to the Outreach Library and CMES resources, and augment UAL ME resources. With advice from UA Libraries (UAL), CMES has emphasized support for instruction and other activities, assured that UAL will acquire materials MES faculty request for teaching and research needs.

CMES requests support for enhancement activities that will share information about the ME with faculty, students and the public and attract new audiences. In addition to arts events noted above, these include student conferences and professional development sessions, visits by lecturers who will present on topics of interest, including migration, environmental sciences, language pedagogy, and minority/indigenous populations; a Comparative Borderlands symposium and lectures on Human Rights with CLAS; support for the American Literary Translators Assoc. 2023 conference, with ME content; and a translation of ME Science fiction contest and Sci Fi in the ME conference at which the prizes will be awarded, both events conducted with UT Austin.

**I. NRC 3. Costs.** Amounts requested to achieve CMES’ objectives are reasonable and leverage significant UA resources. CMES requests $259,142 in FY 2022 in direct costs, plus indirect costs of $19,521, for a total request of $278,662. In accord with CMES’ goals, the largest concentration of funds requested relates to instruction, training, outreach, and collaboration, in line with NRC purposes and priorities, and evaluation: from 55-57% of requested funds in years 1-4. The majority of evaluation costs will be supported by leveraged UA funding.

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| **Table I. NRC 1. CMES NRC Budget Expenditures by Category, FY 2022-2025** |
| **Major Budget Category** | **2022-23** | **2023-24** | **2024-25** | **2025-26** |
| Langu Instr’n & Pedagogy | 61,188 | *22%* | 55,874 | *20%* | 43,197 | *15.5%* | 48,060 | *17.3%* |
| Area Studies Instruction | 28,200 | *10%* | 20,750 | *7.5%* | 64,942 | *23%* | 40,071 | *14.4%* |
| Library | 4,500 | *1.5%* | 3,000 | *1%* | 1,500 | *.05%* | 1,500 | *.05%* |
| Enhancement Activities | 32,064 | *11%* | 41,441 | *15%* | 23,330 | *8.3%* | 27,176 | *10%* |
| Outreach | 25,818 | *9%* | 26,378 | *9.5%* | 24,305 | *8.7%* | 25,698 | *9%* |
| CMES Admin Support | 95,139 | *34%* | 97,934 | *35%* | 100,818 | *36%* | 103,844 | *37%* |
| Collaborative Efforts | 10,732 | *4%* | 13,387 | *5%* | 852 | *.03%* | 10,487 | *4%* |
| Evaluation/Assessment | 1,500 | *.05%* | 0 | *0%* | 0 | *0%* | 1,500 | *.05%* |
| Indirect Costs on MTDC | 19,521 | *8%* | 19,452 | *8%* | 19,668 | *8%* | 19,577 | *8%* |
| **Total** (% with rounding) | **278,662** | ***99.5%*** | **278,216** | ***101%*** | **278,612** | ***100%*** | **277,913** | ***99.8%*** |

**I. NRC 4a. & b. Impact on Training Programs.** Proposed activities will have lasting effects on UA’s UG, G, and Professional MEL and area studies training programs. Project activities will enrich the language curriculum and provide pedagogy training for instructors. CMES’ support for Turkish instruction, including a SLAT PhD TA, is vital for the many students who study Turkish language (B.1.b). The curriculum will be enriched by Arabic, Persian and Turkish Language Across the Curriculum options in new and existing courses. Persian students will benefit from weekly conversation practice. Too, they will enjoy learning from the new online Persian dictionary supported by CERCLL and CMES. Expert language program review will inform development of Arabic and Turkish language teaching. Support for development of a platform for vetted tests of Persian language skills will benefit UA students. Pedagogy training and support for research on pedagogy will improve language teaching at UA and other K-16 institutions. The L2 Arabic sociopragmatic competence project will enrich beginning Arabic language teaching and provide a model for other ME languages; project results will be shared at a workshop in Year 4. New course offerings in General Education (*Gulf Studies*), Human Rights Studies, Environmental Science, and CoE, a professional school, will attract new UG, grad, and professional students to MES and bring MES into a new science field. UA students will benefit from CMES’ lectures, lecturers’ classroom visits, cultural events and active involvement in UA MES activities, including UG and G conferences. Not a budget item, but certainly significant, CMES will continue to devote substantial

time to student advising, including on study abroad. CMES plans to design a new study abroad program in Turkey, working with institutions in Istanbul focused on sustainability and climate change in urban areas. This fits well with a Future Earth Resilience minor being developed in the Honors College and will interest CAPLA students. With non-grant funds, increased advertising of existing programs and new ME internship and research funding will encourage higher student participation in ME study abroad experiences. UA financial aid and course credits transfer easily through UA programs, give students valuable immersive study abroad opportunities, and facilitate achievement of advanced proficiency. Strategic evaluation will inform improvement of CMES programs and collaborative initiatives.

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| **I. FLAS Competitive Preference Priorities** |
| **Table I.1. FLAS Competitive Preference Priorities** |
| **FLAS Priority 1: Fellowships to Students who Demonstrate Financial Need** |
| **CMES will give preference when awarding FLAS fellowships to undergraduate and graduate students who demonstrate financial need** as indicated by the students’ expected family contribution as determined under Part F of Title IV of the Higher Education Act. Applicants will first be ranked by academic merit, then considered based on demonstrated financial need as defined above, with adjustments made to applicant rankings accordingly. |
| **FLAS Priority 2: Academic Year Fellowships Awarded in the Less Commonly Taught Languages** |
| All academic year FLAS fellowships awarded by CMES will be in Less Commonly Taught Languages: Arabic-- Modern Standard Arabic and Arabic dialects, Modern Hebrew, Persian, and Turkish. |

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| **J. NRC Competitive Preference Priority** |
| **Table K.1. NRC Competitive Preference Priority** |
| **NRC Competitive Priority 1: Collaboration with Community Colleges 2: Historically Black Colleges and Universities 3: Tribal Colleges and Universities 4: Minority-Serving institutions** |
| The UA is officially designated a Hispanic Serving Institution (HSI). Throughout the 2022-25 grant cycle, CMES, in cooperation with other UA international studies/language centers, will engage in a curriculum-building International Studies Partnership Program (ISPP) with Cochise College, a community college with one of two campuses recognized as an HSI. CMES and other UA international centers will also partner with the Maricopa Community College District, 9 out of 10 campuses are HSIs as of May 2021. The partnership will incorporate international studies content and perspectives into existing courses, and create new international studies courses. CMES will provide ME studies speakers each year to MCCCD’s annual Global Dialogue Day and Global Conference and to Cochise College’s Multicultural Film Series. CMES is partnering with Indiana U’s Center for Languages of the Central Asian Region (CeLCAR) to offer Bahdini Kurdish at Nashville State Community College, an MSI, in Year 4 of the upcoming grant cycle. CMES has contacts at 2 tribal colleges/universities: Dine College and Tohono O’odham Community College. CMES will reach out to gauge their interest in participatingin CMES’s ISPP and hopes to involve them beginning in Year 2. CMES is well positioned to collaborate with the Tohono O’odham CC around the arts, elementary education and environmental science. |