**Individuals using assistive technology may not be able to fully access the information contained in this file.**

**For assistance, please send an e-mail to:** [**NRC-FLAS@ed.gov**](mailto:NRC-FLAS@ed.gov) **and include “508 Accommodation” and the title of the document in the subject line of your e-mail.**



Funding Proposal for

Comprehensive National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) Fellowship Grants Under Title VI of the Higher Education Act of 1965

FY 2022-2025

Submitted to the International and Foreign Language Education Office

U.S. Department of Education Washington, DC February 2022

**University of Chicago Center for Middle Eastern Studies**

**National Resource Center (NRC) / Foreign Language and Area Studies (FLAS) Grant Proposal FY 2022-2025**

**TABLE OF CONTENTS**

**Application Narrative**

§ A. COMMITMENT TO SUBJECT AREA 1

§ B. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM 2

§ C. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM 9

§ D. QUALITY OF CURRICULUM DESIGN 12

§ E. QUALITY OF STAFF RESOURCES 17

§ F. STRENGTH OF THE LIBRARY 22

§ G. IMPACT AND EVALUATION 25

§ H-NRC OUTREACH ACTIVITIES 34

§ I-NRC PROGRAM PLANNING AND BUDGET 40

§ J-NRC NRC COMPETITIVE PREFERENCE PRIORITY 46

§ H-FLAS FLAS AWARDEE SELECTION PROCEDURES 48

§ I-FLAS FLAS COMPETITIVE PREFERENCE PRIORITIES 50

**Submitted Separately on Grants.gov** Application for Federal Assistance (SF424) Budget Form (ED 524 Section A)

Grants.gov Certification Regarding Lobbying

General Education Provisions Act (GEPA) Section 427 Statement

U.S. Department of Education Supplemental Information for the SF-424 Form Project Abstract

NRC/FLAS Budget Narrative (ED 524 Section C) List of Acronyms and Abbreviations

NRC/FLAS Applicant FY 2022 Profile Form

Description of Diverse Perspectives and Wide Range of Views in Funded Activities

Description of Government Service in Areas of National Need and in Other Employment Sectors APPENDIX A: COURSE LIST

APPENDIX B: POSITION DESCRIPTIONS

APPENDIX C: CURRICULA VITAE FOR PROJECT PERSONNEL APPENDIX D: LETTERS OF SUPPORT

Lobbying Disclosure Form (SF-LLL)

The University of Chicago (UC) offered Arabic language courses since its founding in 1892 and has maintained a commitment to Middle East (ME) language and area studies ever since. The Center for Middle Eastern Studies (CMES), founded in 1965, continues to serve that mission by welcoming faculty and students with ME interests from across campus. CMES continued to thrive during the COVID-19 pandemic through creative adaptation to remote teaching and outreach programming. Moving forward in the FY2022-25 NRC/FLAS grant cycle, the Center is poised to enhance its impacts on the campus, region, and nation.

**§ A. COMMITMENT TO SUBJECT AREA**

§A.1.a.i Operational Support: Table 1 details direct institutional commitment to CMES.

Administrative salaries include the core staff in CMES and the Department of Near Eastern Languages and Civilizations (NELC). See §E.2.a for further detail on institutional support for CMES administration. §A.1.a.ii Teaching Staff: "Area Studies Faculty" includes the salaries of

faculty members from across all UC academic divisions and professional schools who focus on the ME region in some capacity. 32 faculty members focus 100% of their teaching and research on the ME, with 46 devoting at least 50%. "Language Faculty" includes 10 dedicated language instructors along with tenure and tenure-track area studies faculty who regularly offer advanced language courses. New ME faculty hiring remains a priority for UC. Presently, the Department of History is conducting a search in modern ME History. NELC is hiring a new faculty member in early Islamic history. New language faculty in Arabic, Hebrew, and Persian started in fall 2021. Recent UC PhDs are now hired into new multi-year Teaching Fellow positions (see App C). §A.1.a.iii Library: Library staff and budgets are included in Table 1 with significantly more

detail provided in §F. §A.1.a.iv Overseas Linkages: UC has active MOUs with Ko< University

(Turkey), Primary Health Care Corporation (Qatar), The Hebrew University of Jerusalem

(Israel), Ben-Gurion University of the Negev (Israel). UC- administered study abroad programs

(see §D.3.a) work directly with institutions such as: Cairo University (Egypt), Center for Language & Culture: Marrakesh (Morocco), and Rothberg International School at the Hebrew University (Israel). CMES FLAS recipients also study abroad at a wide range of institutions in the ME (see §D.3.b). §A.1.a.v Outreach: CMES employs a full-time outreach coordinator whose work is supported by other campus units like UChicagoGRAD (UCGrad),

|  |  |
| --- | --- |
| **Table 1 : UChicago Financial Support of CMES Program, 2020-21** | |
| **Center and Core ME Operations** | |
| Administrative Salaries | **$ 312,008** |
| CMES Operating Budgets | **$ 4900** |
| **TEACHING STAFF FOR ME LANGUAGES AND AREA STUDIES** | |
| Area Studies Faculty Salaries | **$ 5,312,190** |
| Language Faculty Salaries | **$ 1,347,896** |
| Harper-Schmidt and Teaching Fellows | **$ 368,000** |
| **LIBRARY** | |
| Salaries and Benefits | **$ 137,609** |
| Acquisitions and Other | **$ 197,000** |
| **Student fellowships** | |
| Doctoral Students/\ | **$ 12,079,116** |
| CMES MA Students | **$ 2,110,500** |
| **TOTAL** | **$ 21,869,219** |
| **/\Based on standard award of full tuition, $31,000**  **minimum stipend, and health insurance** | |

the Oriental Institute, and International House (see §H-NRC). §A.1.a.vi Students: CMES directly

serves 126 doctoral students with ME interests. In addition to the basic aid (tuition, stipend, fees, health insurance) provided to doctoral students noted in Table 1, MES PhD students often obtain additional internal fellowships and support through UCGrad (see §G.1b). The interdisciplinary CMES MA program in Middle Eastern Studies (MES) embodies Title VI objectives to prepare students for careers in areas of national need (see §G.1-3). UC provided over $2.1 million in tuition support to 54 MA students in 2020-21. The College awards $180 million in financial aid annually, pledging to meet the full need of all undergraduate (UG) students without loans.

**§ B. THE LANGUAGE INSTRUCTIONAL PROGRAM**

§B.1 Extent of Language Instruction and Enrollments: UC prides itself on the strength and

breadth of its offerings in ME languages. Arabic, Armenian, Hebrew, Persian, and Turkish are all taught regularly through advanced levels, and other regional languages like Uzbek and Kazakh are offered based on student demand. The programs are designed to provide meaningful

learning experiences to both heritage learners and traditional students, STEM majors and

humanists, students interested in the distant past and those focused on the present day. 79 ME LCTL courses were offered in

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 2 : Enrollments in ME Languages, 2018-21/\** | | | | | | | |
| Language | Levels | Freq | # Faculty | Enrollment\* | | | Total |
| E | I | A |
| Arabic | 3+ | y | 8 | 495 | 353 | 376 | 1224 |
| Armenian | 3 | y | 1 | 22 | 18 | 13 | 53 |
| Hebrew | 3+ | y | 3 | 132 | 47 | 39 | 218 |
| Kazakh | 2 | D | 1 | 6 | 4 | 0 | 10 |
| Persian | 3+ | y | 3 | 102 | 65 | 52 | 220 |
| Turkish | 3+ | y | 4 | 89 | 58 | 126 | 273 |
| Uzbek | 3 | D | 2 | 14 | 6 | 0 | 20 |
| \*Advanced enrollments include third year courses and above  /\Includes courses fall 2018 through fall 2021 E= Elementary, I=Intermediate, A=Advanced  y=Annual, D=On Demand | | | | | | | |

2020-1 with a maximum per-section enrollment of 15 students, a strong indication of UC's commitment to pedagogical excellence. Table 2 shows the

distribution of enrollments for 7 ME languages offered during the current FY18-21 NRC grant cycle. In 2020-21, 533 students enrolled in 79 different language courses. Appendix (App) A includes full language enrollments, including selected offerings in ancient ME languages

§B.2.a Depth and breadth of language training: Introductory through advanced levels of Arabic

and introductory Turkish are intensive (5-6 contact hours/week) and introductory through intermediate Persian and Armenian are offered at 4-4.5 contact hours/week. The Hebrew program added an intensive introductory option in 2018 that covers the first 2 years of instruction in a single year. Overseas civilization programs in the ME (see §D.3.a) offer intensive language options and the Summer Language Institute (SLI) offers intensive ME language courses covering a full year of instruction. Three or more levels of instruction are offered in all ME languages and significant, regularly available advanced courses beyond the third year are offered in Arabic, Hebrew, Persian, and Turkish; advanced options in other languages are offered on demand. A new Introduction to Turkic Languages course provides beginning levels of Uzbek and Kazakh with exposure to other languages such as modern Uyghur, Kyrgyz, and Tatar.

Beyond the 2-year intensive, introductory sequence, the Arabic program offers intensive third-year options in either classical or modern Arabic, and an abundant range of advanced

classes beyond the third-year level, such as "Advanced Readings in Arabic," "Arabic in Social Contexts," "Advanced Arabic Syntax," "Arabic Through Film," and "Quranic Arabic." Courses in media Arabic and multiple dialects are also offered as secondary intermediate/advanced options. Advanced courses in modern Armenian beyond the 2-year initial sequence are offered regularly. A new advanced "Media Persian" course will be offered annually starting in spring 2022, alongside existing advanced courses such as "Modern Iranian Fiction and Film." A third- year advanced Turkish sequence class is offered annually along with other advanced options in areas such as Turkish literature and Ottoman Turkish. Modern Hebrew is regularly offered as a 3-year sequence with additional advanced offerings such as "Reading Modern Hebrew for Research Purposes." Independent study courses are also available in all languages, ensuring that FLAS fellows at advanced levels always have options available to meet the language course requirement. Outside of the classroom, CMES offers co-curricular, weekly "language circles" in Arabic, Armenian, Hebrew, Kurdish, Persian, and Turkish. Circles offer formal academic presentations, film screenings, and other content in the target language, along with a facilitated group discussion. In fall 2021, for instance, language circles included presentations from faculty at Stanford University, Wayne State University, DePaul University, University of Cambridge, UC, and West Chester University, along with journalists, non-profit leaders, and other professionals. During the pandemic, language circles moved online and consequently expanded to national and international audiences and participants. In 2021-22, language circles shifted to a hybrid model that will remain in place moving forward, guaranteeing both higher quality programming and a wider impact. Between 2018-21, the language program also launched informal 'conversation circles' in Arabic (multiple dialects), Persian, and Turkish. During the pandemic shift to remote learning, CMES and NELC jointly sponsored conversational

supplements to classroom learning with NaTakallam, a service that pairs students with teachers/partners among refugee communities in the ME. Since 2014, the Armenian program has participated in a shared curricula partnership that makes courses accessible to students from other universities. External enrollments are expected to grow in coming years.

§B.2.b Language Courses in Other Disciplines: Reflecting the longstanding and unique approach

to language instruction at UC, NELC integrates language instruction into the advanced study of history, philosophy, theology, and other fields included in the interdisciplinary character of the department. Advanced language offerings in NELC often double as intensive graduate (GRD) seminars. The Media Arabic course includes learning outcomes in professional writing that support student development in journalism and other media careers. The Hebrew program plans to offer advanced reading courses in fields such as Israeli literature, Israeli politics, Israeli society, and Israeli culture. The UC Language Across the Curriculum (LxC) program adds language sections to UG courses in a variety of fields. CMES AD Maguire's "Media and the Social Change in the Middle East" course includes an LxC section on media Arabic.

§B.3.a Language Faculty and Teaching Staff: UC made historic new commitments to language

programs during the FY2018-21 grant cycle. Language faculty have been reclassified from lecturers to instructional professors - a career structure designed to promote long-term success and retention. Training in proficiency evaluation, course design and development, and test development are now a regular part of professional life for all language faculty. Beginning and intermediate language courses are primarily taught by instructional professors: 5 Arabic (Hermes, Abu-Eledam, Kaplan, Abdelmobdy, Forster), 1 Armenian (Haroutunian), 2 Hebrew (Almog and Ehud), 1 Persian (Jadidi), 2 Turkish and Turkic languages (Arik, Anetshofer- Karateke). Tenure-track/tenured professors also teach advanced language courses (Arabic:

Qutbuddin, Hayek, El Shamsy, Casewit; Turkish: Karateke, Fleischer, Shissler; Persian: Lewis, D'Hubert, Alam, Doostdar; Hebrew: Rokem, Robinson, Chavel). Newly-hired Persian Professor Pouneh Shabani-Jadidi was President of the American Association of Teachers of Persian from 2018-2020. See App C for further detail on language faculty qualifications and achievements.

§B.3.b Pedagogy training: The Chicago Language Center (CLC) instituted the Language

Pedagogy Innovation Initiative (LPII) in 2017 to enhance and systematize pedagogy training at UC. LPII employs "proficiency-oriented reverse design" through 6 steps: ACTFL OPI interview training, language assessment workshops, test design and development, finalizing test design with rubrics, curriculum design, and curricular realignment. ME language faculty credit LPII training with significant curricular enhancements. Arabic faculty have further integrated content and grammar in advanced language classes and integrated online social media resources (such as Snapchat, vlogs etc.) in course design. In 2021, the Turkish program completed an end-of-year-2 Turkish assessment calibrated to the ACTFL Intermediate Mid-level, and they are working to add innovative Turkish placement tests online to enhance program efficiency and recruitment.

LPII also provides online course development support, and CLC provided dedicated pedagogical and technology training for remote language courses from the earliest days of the pandemic.

CLC and the Chicago Center for Teaching (CCT) offer a Second Language Pedagogy Certificate involving course design, teaching practice and observation, and a final course portfolio.

§B.4.a Performance-Based Instruction: ME LCTL instruction has long emphasized 4-skill

proficiency and offered a range of course options from textual research to regional dialect, all of which employ performance-based instruction under the supervision of the CLC. In 2019, the Deans of the Humanities Division (HUM) and College convened the Language Learning and Teaching (LLT) Committee to chart the future of language curricula at UC. Building on the

University's legacy of LCTL instruction, the LLT Committee aims to align contemporary teaching and course offerings with best practices in the field. As a result of the committee's work, UC instituted a new Global Honors designation based on diverse language learning criteria, including course completion, proficiency certification, participation in co-curricular programs, study abroad, and experiential learning. The LLT Committee also led development of new course models, namely: language theatre/film courses emphasizing immersion and performance/production, expansion of LxC courses, team-taught content courses, Language for Specific Purpose (LSP) courses targeting high-level proficiency in professional settings, and courses for Heritage Language Learners (HLLs). These models will guide development of new ME language course in FY22-25. All these initiatives work within the LPII framework of proficiency-based LCTL instruction. ME language programs now integrate "can-do" statements into syllabi and introduce students to the ACTFL standards and goals for each level.

§B.4.b Adequacy of Resources: CLC Director Catherine Baumann holds a Ph.D. in Second

Languages and Cultures Education and is a certified ACTFL tester and trainer. She is supported by a staff of 6, including experts in language assessment, language pedagogy, and multimedia pedagogy. CLC offers over 20 rooms and spaces to support language instruction, all of which are equipped with state-of-the-art teaching technology. Additional services include foreign language media equipment lending, audio/video editing instruction, and printing services for language instructors. CLC offers professional development workshops throughout the academic year and provides assessment and multimedia/remote pedagogy support. Recent examples of workshops include: University of Chicago Heritage Language Summit (12/15/21); Test Development and Design Workshop (11/19-22/21), and Language Assessment Workshop (11/5/21). Arabic faculty also attend professional development (PD) workshops organized by CMES as host of the

Chicago Arabic Teachers' Council (CATC). See §H-NRC.1.a for detail on CATC programming. CMES and NELC work together to provide co-curricular programming including 6 language circles (see §B.2.a and BN E.18), a film series, and the student-run Arabic-language *Majalla* magazine. CLC organizes an annual Language Fair featuring LCTLs during orientation week.

§B.4.c Language Proficiency Requirements: The College requires beginning-level competence in

a language other than English. NELC requires at least 2 years of language study in its "Language and Culture" major track and 1 year for the minor "Language" track (see §D.1a.i for more detail). The CMES MA program requires 2 years of language study, and many students choose to study multiple ME languages in the program. The NELC doctoral program requires a major language concentration at an advanced level and a second-year competence in an additional language. Doctoral programs in Divinity and History include similar language requirements for students with ME specializations. Beyond course requirements, the LPII and LLT Committee have initiated a bold rethinking of proficiency requirements along with associated measurement, testing, and credentialing tools. Global Studies majors must attain practical or advanced language proficiency certification. Prof. Shabani-Jadidi is currently developing the Persian competency exam and will create practical and advanced exams in 2022-23. Other ME LCTL programs have already completed basic test development and continue to advance in line with the LLT Committee plans. In summer 2020 and 2021, the final exam in elementary and intermediate Arabic classes used the performance-based tests developed under the LPII as their final exams.

All students met or surpassed the course expectations. The Arabic program also developed a Practical Proficiency exam, taken after 2 years of study. Professor Haroutunian has already completed a Language Competency test for Armenian and is currently working on a Practical Proficiency assessment. Students who pass this exam receive a certificate that attests to future

employers what the holder can actually do in the language. As noted in §I.1-2 and BN E.5, NRC funds are requested to support these initiatives during the FY22-25 grant cycle.

**§ C. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM**

§C.1a.i Quality and Extent of Course Offerings: App A details the extensive range and depth of

offerings in non-language MES subjects and related fields. In 2020-21, 114 classes and 27 directed reading/thesis research sections with 100% ME content were offered, with a total enrollment of 1573 students. Table 3 shows the distribution of ME courses across the University in 2020-21 and the proportion of those with 50% or more ME content. Since pandemic enrollments in HUM, SSD, and DIV fell 7.4% (between F19 and S21), it is likely that the already extensive ME offerings will expand significantly during the FY22-25 grant period.

§C.1a.ii Professional School Courses: App A includes courses in the Chicago Booth School for

Business, Harris School of Public Policy, Law School, and Crown Family School of Social

Work, along with professional courses in ministry (Divinity School) and public health. Courses with global content often include ME content and/or allow interested students to focus on ME topics through independent research and final papers. CMES faculty affiliates in professional schools teach and support student interests in international law (Ginsburg), labor force participation for women in the ME (Gonzalez), security studies, energy policy, and human rights law (see App C for courses taught by professional school faculty). The CMES MA program offers dual degree options with Booth and Harris for students who wish

|  |  |  |
| --- | --- | --- |
| **Table 3: Non-language ME Course Titles, 2020-21** | | |
| **SUBJECT AREA** | **Number**  **OF COURSES** | **50%+ME CONTENT** |
| **Anthropology** | 4 | 2 |
| **Art History** | 8 | 5 |
| **Business and Economics\*** | 14 | 0 |
| **Divinity and Religion\*** | 27 | 22 |
| **History** | 14 | 4 |
| **Humanities Core** | 28 | 0 |
| **Interdisciplinary** | 43 | 17 |
| **Law\*** | 8 | 3 |
| **Medicine and Public Health\*** | 6 | 0 |
| **Music** | 2 | 2 |
| **NELC (non-language)** | 73 | 73 |
| **Other Area Studies** | 12 | 6 |
| **Other Humanities** | 18 | 11 |
| **Other Social Science** | 6 | 2 |
| **Political Science** | 17 | 4 |
| **Public Policy (Harris)\*** | 17 | 0 |
| **Social Sciences Core** | 64 | 0 |
| **Study Abroad Civ** | 10 | 5 |
| \*Professional Schools | | |

to blend professional education with the intensive study of ME language and history.

|  |  |  |
| --- | --- | --- |
| **Table 4: Select Specialized/Interdisciplinary Courses, 2019-22** | | |
| Department | Instructor | Course Title |
| Anthropology | Agrama | Science/Fiction/Theory |
| Li | Terrorism and the Law |
| Comp Lit | El Shakry | Global Horrors: Film, Literature, Theory |
| Divinity | Doostdar | Feminism and Islamic Studies |
| Casewit | Sufism in Morocco |
| Heo | Religion and Economy |
| Art History | Berlekamp | Islamic Art and Architecture 1500-1900 |
| Political Science | Mearsheimer | Nationalism in the Age of Globalization |
| Pape | American National Security Strategy |
| Wedeen | Ethnographies of the Middle East |
| NELC | Bashkin | Nationalism and Colonialism in the Middle East |
| El Shamsy | The History of Muslim Histories |
| Fleischer | The Ottoman World in the Age of Suleyman the Magnificent |
| Karateke | Nineteenth Century Ottoman Documents in Riqa Script |
| Qutbuddin | Pre-Islamic Poetry: Mu'allaqat, Sa'alik, Ritha' |
| *Professional Schools* | | |
| Law | Bajwa | Islamic Law: Foundations and Contemporary Issues |
| Ginsburg | Comparative Legal Systems |
| Public International Law |
| Li | International Humanitarian Law |
| Law and Social Movements |
| Business | Rolnik | Reputation, Regulation and Communications - How Media Influences Business |
| Public Policy | Bueno De Mesquita | Analytical Politics for International Development |
| Bio/Med | Kim | Justice, Solidarity, and Global Health |

§C.2 Specialized Courses: CMES faculty affiliates represent 17 UC departments and offer courses at the highest levels in their fields. NELC provides singular depth of training in language and area studies, with faculty expertise as diverse as modern ME history (Bashkin, Hickerson), Ottoman history and literatures (Fleischer,

Karateke, Shissler), Persian language/literature (Lewis), Arabic literature (Qutbuddin, Hayek), Hebrew literature (Rokem), and Islamic thought (El Shamsy). Political Science offers specialization in ME politics, gender and advocacy, security, and U.S. foreign policy (Wedeen, Mearsheimer, Pape, Terman). DIV offers courses in ME Christianity, Islam, Judaism, anthropology of religion, and theological traditions of the region (Casewit, Chavel, Doostdar, Fishbane, Heo, Mireshghi, Robinson).

Specialized coursework is also available in Islamic art (Berlekamp), ME constitutional law (Ginsburg), ME anthropology (Agrama, Li), Maghrebi literature (Lyamlahy, El Shakry), the Afro-Arab world (Azeb), and global Muslim communities (Abdelhadi). UC is the only university in the U.S. that offers ME literature in 4 departments: NELC (Hayek, Qutbuddin, Forster,

Rokem); Comparative Literature (El Shakry, Feldman); Romance Languages (Lyamlahy), and English (Azeb). See Table 4 for specialized UC courses with full detail in App A.

§C.3.a Non-Language Faculty: CMES counts 56 faculty as formal affiliates who represent UC's

full disciplinary scope. This breadth of expertise is matched by the faculty's reputation for excellence. In FY18-21, UC made new faculty hires in Comparative Human Development (Abdelhadi), Comparative Literature (El Shakry), and Global Studies (Maidhof). In 2021-22, UC intends to hire additional faculty members in modern ME history and early Islam (see §A). UC investments in teaching fellows (postdoctoral positions for recent UC PhDs) have yielded new specialized courses on the Egyptian revolution, ME border formation, Ottoman history, and ME media studies. App C details faculty expertise, advising, and achievements.

§C.3.b Pedagogy training: UC invests heavily in pedagogy training for new and existing faculty.

The Chicago Center for Teaching and Learning (CCT) provides pedagogical training and resources for instructors of all levels of experience and job classification. CCT holds an annual Teaching@UChicago conference designed for instructors new to teaching at UC. The annual Forum on Teaching in the Core targets all faculty who teach in the HUM and SSD Collegiate Divisions. Regular programs include the Fundamentals of Teaching Series, teaching portfolio and lesson plan training, job market preparation for GRD students, and course design workshops. CCT also supports faculty mentoring of GRD student teachers and offers workshops on inclusive pedagogy to support diversity in the classroom. During the pandemic shift to remote learning, UC mobilized to train faculty in both the technical and pedagogical elements of online instruction and CCT maintains remote and online teaching guides on their website.

§C.4a Interdisciplinary Courses: Interdisciplinarity is central to the UC vision of pedagogy and

research. The core MES programs in NELC and CMES are inherently interdisciplinary. NELC

includes scholars of history, literature, media studies, philosophy, theology, law, linguistics, and archaeology. The CMES MA program core course, "Approaches to the Study of the Middle East," provides an introduction to the field involving guest faculty lecturers from multiple departments. In 2020-21, 143 courses were cross-listed in multiple programs/departments. Other interdisciplinary programs include Anthropology and Sociology of Religion (DIV), Islamic Studies (DIV), Human Rights, Jewish Studies, Gender and Sexuality Studies, and Global Studies. The Center for Disciplinary Innovation funds development of team-taught exploratory courses with CCT syllabus design support. CMES faculty affiliates teach in the interdisciplinary "Big Problems" and "Signature Course" programs in the College, which now includes an emphasis on ME environmental history and migration studies. Recent examples are: "BIG: Monumental Buildings and Sculptures in the Past and Present" (Osborne); Did Climate Doom the Ancients? (Reculeau); "Major Trends in Islamic Mysticism" (Casewit); and "The History of Iraq in the 20th Century" (Bashkin). Many courses are cross-listed between the College and GRD divisions (See App A: course numbers beginning "2" indicate UG, "3" indicate GRD).

**§ D. QUALITY OF CURRICULUM DESIGN**

§D.1a.i Undergraduate Study: UC offered Arabic during its first teaching quarter in 1892, and a

deep institutional commitment to ME language and area studies instruction within the UG College has continued ever since. All College students are required to take at least 2 quarters in civilization studies, among which are 3-quarter sequences in "Islamic History and Society" and "Islamic Thought and Literature." Additionally, civilization sequences focusing on the ancient Near East, Islamicate civilization, Jewish civilization, ancient empires, the Mediterranean world, colonization, and human rights all include MES content and are taught by CMES faculty (see App A for CIV sequence enrollment data). As detailed below in §D.3.a, the civilization studies

requirement can also be fulfilled through UC-run study abroad programs in the ME region.

General language requirements for College students are noted in §B.4.c. Majors and minors with exclusive ME-focus are offered through NELC. Majors choose between two tracks: "Language and Culture" and "Archaeology." Language and Culture track students must complete 1 of 6 civilization sequence options. If one of these sequences has already been used for the College requirement, students must complete a second one for the NELC major. 6 language courses are required without any exemption through examination or placement. Up to 4 electives are required in an area of specialization, and students must complete a research colloquium and final research project under the supervision of a faculty advisor. The Archaeology track requires 2 language courses, 4 courses on methodology, and courses on Geographic Information Systems (GIS) and statistics. Students must also complete a fieldwork and research project requirement. The NELC minor requires 6 total courses in one of 3 tracks - language, culture, or archaeology - that require a mix of language, civilization, and methodology courses. NELC also offers "Introduction to the Middle East" as a gateway course for students with no knowledge of the region. CMES offers a BA/MA option so students can complete a College and CMES MA degree in 5 years. Students' College financial aid covers the 4th year of study and the 5th year usually includes a full tuition award, so the joint degree option ensures accessibility to UG students dependent on financial aid. Beyond programs with exclusive ME focus, students in majors such as Anthropology, Art History, Global Studies, Political Science, and Religious Studies can avail themselves of the strong ME faculty expertise in their respective departments to focus coursework and independent research on the region.

§D.1a.ii Graduate Study: App C illustrates the breadth and depth of expertise covered by CMES

faculty affiliates. The highest levels of study and research on ME topics are attainable through HUM, SSD, DIV, Booth, Harris, and the Law School. The 2-year CMES MA program in MES

provides a foundation in the study of regional languages and history with the flexibility to pursue diverse career paths (see §G.2-3 for placement data). Dual-degree options are available between CMES, Harris (public policy), and Booth (business). As noted in §A, CMES MA students receive significant financial support from HUM and SSD, ranging from 1/3-2/3 tuition in year 1 to full tuition for most students in year 2. CMES MA students must complete the "Approaches to the Study of the Middle East" proseminar, a language requirement (see §B.4.c), 3 quarters of an approved integrated ME survey course, 7 electives, and a thesis. The Master's of Arts Program in Humanities (MAPH) also offers a 2-year track for students to incorporate ME (and other) languages - 9 courses at intermediate and advanced level - along with a core course and 7 electives. The 1-year SSD Master's programs in International Relations also enables students to focus on ME area studies coursework. UC is home to 126 doctoral students who focus on the ME region in their research, representing the Departments of Anthropology, Art History, Comparative Literature, History, Comparative Human Development, Linguistics, Music, NELC, Political Science, Romance Languages, Sociology, and the Divinity School (DIV). CMES also offers a platform for GRD students to participate in co-curricular programming and acquire professional skills in event planning (academic workshops and conferences), editing and publishing (*Lights* student-run academic journal and *Majalla* Arabic-language magazine), and academic administration (outreach, language circles).

§D.2 Career Advising: The Career Advancement (CA) office of the College offers dedicated

career programming in behavioral sciences, biological sciences, business, computer science, education, engineering, entrepreneurship, green careers, healthcare, journalism and creative writing, law, public policy, and science, computation, and innovation. Over 50 CA staff members work with over 1000 employer partners to provide career opportunities to College

students. The Jeff Metcalf Internship Program provides over 2500 project- based, substantive paid internships to College students during the summer and academic year (see Table 5 for ME placements in 2017-21). CA leads over 45 "career treks" annually that bring groups of students directly to employers in the U.S. and abroad. From 2017-19, 44 College students participated in career treks to UAE for STEM and business careers, and 40 students visited Tel Aviv for tech career treks. CA also offers regular career

|  |  |
| --- | --- |
| **Table 5: Paid Internships for College Students**  **to ME (2017-21)** | |
| Armenia | 1 |
| Egypt | 4 |
| Israel | 35 |
| Jordan | 6 |
| Kyrgyzstan | 1 |
| Lebanon | 1 |
| Morocco | 4 |
| Pakistan | 6 |
| Tajikistan | 2 |
| Turkey | 28 |
| UAE | 3 |

fairs, an annual Career Exploration Week, multi-day industry immersions, and all first-year undergrads are assigned a career advisor. Paid internships in public service (federal, state, and local government as well as non-profits, education, and journalism) are also available to UG and GRD students through the Institute of Politics (IOP). UCGrad offers advising and programming that address the diverse career interests of GRD students in the UC academic divisions. A team of dedicated GRD student career advisors support professional paths in academia, private industry, the nonprofit sector, and government. The GRAD Gargoyle job board features employment opportunities tailored to UC GRD students. UCGrad also runs career treks for groups of GRD students in fields such as media, secondary education, government service, think tanks, and international affairs. The annual GRADFair connects GRD students to potential employers and the spring GRADUCon career conference features distinguished guest speakers representing a variety of fields and networking opportunities (see Table 6 on CMES student participation in UCGrad programs). CMES regularly partners with UCGrad in recruiting CMES MA program alumni to participate in GRADUCon and other events, and CMES independently organizes several career programs for current MA students each year and supports PATHS career development fellowships and skill-building courses for PhD students (see Table 14 in

§G.2 on p.26 for recent CMES career events). These efforts reflect a new campus-wide emphasis on GRD career advising and CMES, CEERES, and CEAS will collaborate on expanded career programming in areas of national need during the FY22-25 grant cycle (see §I and BN E.12).

|  |  |
| --- | --- |
| **Table 6: CMES MA Student Participants in UCGrad**  **Programs, 2018-21** | |
| year | Participants |
| 2018-19 | 61 |
| 2019-20 | 90 |
| 2020-21 | 164 |

§D.3.a Study and Research Abroad: UC students at all levels benefit from a wide array of study

abroad options. The College Study Abroad office manages over 3 dozen faculty-led study abroad opportunities for UG students, including overseas versions of civilization programs (see §D.1a.i) in Cairo, Istanbul, Jerusalem, and Rabat. These programs all offer an intensive College civilization sequence and language study over a single quarter. The Summer International Travel Grants (SITG) program provides grants of $5,000 to an average of 100 students annually to support intensive language study and research abroad. The Nassif Sawiris Research Grant within the SITG program supports 6-8 weeks of summer research in Egypt. Table 7 shows summer award recipients in 2017-20. The COVID-19 pandemic greatly reduced study abroad in summer 2020. Prior to COVID, University risk assessments limited travel to several Middle Eastern countries, but the institutional commitment to these programs is strong. UCGrad provides advising support for GRD students seeking competitive national fellowships. From 2017-21, at least 8 ME graduate students received Critical Language Scholarships, 7 received Fulbright awards, 3 received Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) awards, and

8 received National Security Education Program (NSEP) Boren scholarships. UCGrad also worked closely with CMES in supporting the 53 ME

|  |  |
| --- | --- |
| **Table 7: UG Summer Study Abroad**  **Grant Recipients, 2017-2020** | |
| COUNTRy | Number of UGs |
| Israel | 4 |
| Jordan | 9 |
| Kazakhstan | 2 |
| Kyrgyzstan | 2 |
| Morocco | 7 |
| Oman | 1 |
| **Total** | **25** |

FLAS fellows in FY18-21 (see §H-FLAS). CMES supports applicants and has proctored the entrance exam for the Center for Arabic Study Abroad (CASA)

fellowship. 3 students were awarded CASA fellowships between 2018-21. UCGrad has also helped PhD students obtain a National Academy of Education Dissertation Research Scholarship and a Mellon/ACLS Dissertation Completion Fellowship for ME-based research.

§D.3.b Access to other institutions: In addition to the formal arrangements with overseas

institutions established through the civilization study abroad programs (see§A.1 and §D.3.a), the College offers direct enrollment study abroad options. CMES works closely with UCGrad on advising and supporting students who pursue study abroad and domestic summer language programs. CMES MA and PhD students regularly enroll in summer language study at Middlebury College, UW-Madison's Arabic, Persian, and Turkish Language Institute, and Indiana University's Summer Language Workshop. In recent years, 2 CMES graduate students completed Middlebury's Teaching Arabic as a Foreign Language Master's degree concurrently with their UC degrees. Since 2018, CMES has supported FLAS and other students to study abroad at the Qasid Arabic Institute (Jordan), Rothberg International School, Hebrew University of Jerusalem, Hedayet Institute for Arabic Studies (Egypt), Qalam wa Lawh Institute (Morocco), Sijal Institute (Jordan), Lessane Arabi Center (Morocco), Alexandria Centre for Languages (Egypt), American University in Cairo, and the Sultan Qaboos College for Teaching Arabic Language to Non-Native Speakers (Oman). During the pandemic, CMES initiated conversations with Princess Nourah bint Abdulrahman University (Saudi Arabia) and Yarmouk University (Jordan) to explore student and research exchanges. These conversations are ongoing. Former CMES Director Hakan Karateke coordinates the Ottoman summer school at Ko< University's Research Center for Anatolian Civilizations (ANAMED) in Istanbul, Turkey.

**§ E. QUALITY OF STAFF RESOURCES**

§E.1.a Quality of CMES Faculty: CMES boasts extraordinary breadth and depth of expertise

among faculty affiliates. App C provides detail on faculty accomplishments across all areas of

academic life: publications, teaching/ advising, and leadership in their respective fields. CMES faculty regularly receive national and international honors (see Table 8). 8 CMES faculty are members of the American Academy of Arts and Sciences. Faculty also hold campus leadership positions. Lisa Wedeen (Political Science) serves as co-director of the Chicago Center for Contemporary Theory (3CT). Ghenwa Hayek (NELC) was appointed the 2020-21 Interim Director of the Richard and Mary L. Gray Center for Arts and Inquiry. Na'ama Rokem (NELC) served as Director of the Greenberg Center for Jewish Studies

|  |  |  |
| --- | --- | --- |
| **Table 8: Select Faculty Distinctions, 2018-2021** | | |
| Faculty | Distinction | year |
| Ethan Bueno de Mesquita | Obama Presidential Center Faculty Partnership Advisory Committee | 2016-  2018 |
| National Science Foundation Grantee | 2020 |
| yousef Casewit | Dars Hasani Lecture, Royal Palace, Rabat, Morocco | 2018 |
| Alireza Doostdar | MESA Albert Hourani Book Prize for *The Iranian Metaphysicals: Explorations in*  *Science, Islam, and the Uncanny* | 2018 |
| Lisa Wedeen | APSA Charles Taylor Book Award for *Authoritarian Apprehensions: Ideology, Judgment, and Mourning in Syria* | 2020 |
| Orit Bashkin | MESA Nikkie Keddie Book Award for  *Impossible Exodus* | 2019 |
| University of Frankfurt Center for Advanced Studies Fellow | 2019 |
| Tahera Qutbuddin | Guggenheim Fellow, for a new book project entitled *'Ali ibn Abi Talib: Life, Teachings, and Eloquence of the Sage of Islam* | 2020 |
| Shaykh Zayed Book Award for her book,  *Arabic Oration: Art and Function* | 2021 |
| Fred Donner | Berlin Prize, American Academy of Berlin | 2019 |
| John Mearsheimer | APSA James Madison Award | 2020 |
| Kay Heikkinen | Saif Ghobash Banipal Prize for Arabic Literary Translation for her translation of the novel *Velvet* by Huzama Habayeb | 2020 |
| Eman Abdelhadi | American Sociological Association Sociology of Religion Distinguished Article Award | 2020 |
| Society for the Scientific Study of Religion Distinguished Article Award | 2020 |
| Hoda El Shakry | MLA Scaglione Prize for *The Literary Qur'an: Narrative Ethics in the Maghreb*. | 2021 |

(GCJS) from 2018-21. See §E.2 below for details of CMES academic leadership and staff.

§E.1.b Professional Development: §B.3, §B.4, and §C.3.b detail the plethora of UC pedagogical

training and professional development services provided to language and area studies faculty by CLC and CCT. CMES supports faculty by serving as the logistical hub of research conferences and lecture series. CMES often invites junior faculty to organize academic events to facilitate their professional development and networking. In FY22-25, CMES will serve as the administrative hub for CMES Director Bashkin's NEH-funded research project on ME Jewish

history (with Penn State). UC provides extensive internal funding opportunities to support and enhance faculty research through the Neubauer Collegium for Culture and Society, Franke Institute for the Humanities, UC Women's Board, Institute on the Formation of Knowledge, and CISSR. UC HR provides the LinkedIn Learning service that offers over 16,000 free courses to the UC community. Initiatives like the Neubauer Collegium-sponsored Language Modernization project (see §I.1-2 and BN E.7) also provide faculty research funding and training experiences for GRD students. CMES Faculty lead the UC study abroad programs described in §D.3.a. See App C for additional detail on faculty overseas research and experiences.

§E.1.c Teaching, Supervision, and Advising: App A and C detail the extent of teaching and

advising responsibilities for CMES faculty. The full population of ME GRD students (180 MA and PhD) noted in §A receive direct and sustained support from faculty advisors on theses and dissertations. The CMES MA program requires a faculty-supervised thesis for all students. The UC-wide 5:1 student-faculty ratio ensures that students enjoy direct access to faculty throughout their educational careers. Table 9 illustrates the involvement of faculty from diverse fields.

|  |  |
| --- | --- |
| **Table 9: Number of Core CMES Faculty Affiliates by**  **Department/School** | |
| Anthropology | 2 |
| Art History | 1 |
| Booth School of Business | 1 |
| Comparative Human Dev. | 1 |
| Comparative Literature | 3 |
| Divinity | 6 |
| Economics | 1 |
| English | 1 |
| Global Studies | 1 |
| Law | 1 |
| Music | 1 |
| Near Eastern Lang. and Civ. | 27 |
| Political Science | 5 |
| Public Policy | 1 |
| Romance Languages | 1 |
| South Asian Lang. and Civ. | 2 |
| Social Thought | 1 |

§E.2.a Oversight Arrangements: As an administrative unit, CMES straddles the Divisions of Humanities (HUM) and Social Sciences (SSD). HUM oversees HR functions while SSD provides support for business processes, grant services, and website maintenance. Both Divisions provide student services, including admissions and financial aid, for CMES MA students. The SSD Local Business Center (LBC) and Dean's office provide pre-award and post- award support for NRC/FLAS grants and serve as an interface between the Center and URA. CMES Director **Orit Bashkin** is

Professor of Modern Middle Eastern History in NELC. Her research and teaching focus on the intellectual, cultural, and social history of the modern ME. Professor Bashkin has served as Director since 2018 and overseen the resilience and expansion of CMES programming through the COVID era. Deputy Director of Academic Programs **Paul Walker** is a noted scholar of Fatimid history a board member of the American Oriental Society. He directs the MA program in MES, teaches the proseminar for 1st-year MA students, and chairs the CMES Admissions and Aid committee. An **Executive Committee** of 14 faculty affiliates provides guidance, support, and oversight of all Center activities. The CMES Director supervises the Deputy Director for Academic Programs and the Associate Director (AD). The AD supervises a full-time Outreach Coordinator and Center Assistant. The Director submits an annual report of Center activities and achievements to the Deans of HUM and SSD at the conclusion of each fiscal year. **Thomas E.R. Maguire** has served as CMES Associate Director since 2010. He holds a Ph.D. in media studies from the University of Texas at Austin and is a former FLAS and Fulbright recipient. Dr.

Maguire is the chief CMES administrator and serves on the Admissions and Aid Committee. He regularly sits on campus committees for Fulbright and Boren fellowships and is currently on the Governing Council of the Center for Arabic Study Abroad (CASA). Full-time Outreach Coordinator **Krishna Kulkarni** graduated from the CMES MA program in 2019. He manages the ME Education Initiative (MEEI) and the Chicago Arabic Teachers Council (CATC), along with the full array of CMES outreach programming. Further detail on the scope of Krishna's work is included in §H-NRC. The **Center Assistant** (currently vacant) manages CMES space and provides essential support for events, grant writing and reporting, and MA student services. ME Librarian **Marlis Saleh** is a CMES faculty affiliate and member of the Executive Committee. Dr. Saleh directs the Middle East Documentation Center (MEDOC) and serves as

editor of the Mamluk Studies Review and Chicago Studies on the ME a CMES publication series. She manages library materials in Arabic, Persian, and Turkish. 2 post-doc **Preceptors** (Kaya, Shook) provide program and thesis advising to CMES MA students.

§E.2.b Breadth of Faculty: Table 9 (p.19) shows the distribution of faculty across UC

departments and professional schools. As noted in §B and §C, CMES language and area studies faculty represent extraordinary depth and breadth of expertise.

§E.3 Nondiscriminatory Employment Practices: The Office of the Provost supervises diversity

and inclusion programs at the UC. Vice Provost Waldo E. Johnson provides leadership for D&I initiatives taking place across campus. UC aims to represent the full diversity of the city of Chicago in its faculty and staff. Since 2005, the Division of Social Sciences has led a campaign to diversify faculty hiring. In 2017, the UC Provost's office established the Searching for Excellence training program to improve the faculty search process on campus, with close to 100 individuals and over 20 departments taking part during the first two years of the program. UC Human Resources has also implemented and mandated the Strategic Talent Acquisition diversity recruitment workshops for staff. Associate Director Maguire, who leads all staff hiring for CMES, attended this training session in 2019. In 2017, UC established the Provost's Postdoctoral Fellows Program that provides two years of funding to candidates from underrepresented groups. Recipients are ordinarily promoted to a tenure-track assistant professor positions at the end of the fellowship. When staff vacancies are identified as falling within underrepresented areas, the listing unit is required to submit a diversity plan which outlines steps they will take to reach underrepresented groups. Hiring for the vacancy will not proceed until the plan is accepted. The UC HR website includes a page for "Professional Organizations for Women and Minorities" that guide recruiters to reach diverse candidates. In recruiting IT positions, UC works with Diversify

Tech, an organization dedicated to connecting IT professionals from underrepresented backgrounds with employers. CMES has worked closely with the entities listed above to ensure that all hiring is compliant. The attached GEPA Statement highlights ongoing efforts by CMES to ensure equitable access through nondiscriminatory employment practices.

**§ F. STRENGTH OF LIBRARY**

§F.1.a Strength of Holdings: The UC Library, the ninth largest research library in North

America, ranks among the country's best in general, and in ME materials, specifically. In addition to the abundant resources detailed in Table 10, the Library also provides access to an additional 6,921,610 public domain titles through the Hathi Trust Digital Library, of which UC is a member. The Library's impressive collection of materials on East Asia, Latin America, Middle East, Slavic countries and East Europe, and South Asia amounts to approximately 30% of the Library's total holdings and comprises one of the world's great resources for area studies. These collections and the supporting tools and services provided by Library staff allow for cross- cultural and cross-regional studies of the Islamic world. Library resources on MES are among the most extensive in the world. Holdings in all languages (Western and ME, notably Arabic,

|  |  |
| --- | --- |
| **Table 10: University of Chicago Library**  **(as of 9/13/21)** | |
| Volumes | 12.6 million + |
| Serials | 567,179 |
| Microforms | 3,210,338 |
| Born-digital archives, digitized collections, and research data | 391 terabytes |
| Linear feet of archives and manuscripts | 70,603 |
| Rare books | 300,000 + |
| Maps and aerial photographs | 458,575 |
| Media items | 124,515 |
| Expenditures (total) | $33,139,525 |
| Expenditures-materials (53%) | $18,642,986 |
| Expenditures-salaries (37%) | $12,023,328 |
| Expenditures-operating (10%) | $2,473,211 |
| Staff (professional=66, support=127, student=21) | 214 |
| Number of faculty | 2,271 |
| Number of students (college & grad) | 15,014 |

Persian, and Turkish) amount to well over 1 million volumes of monographs, texts, serials, manuscripts, lithographs, pamphlets, and microformat materials. In addition, the collection includes large holdings of maps (more than 10,000 of the ME), photographs dating from the 1860s to the present, audio- and videotapes, and feature and documentary films (more than 2,000). The

library's microfilm collections include approximately 2,300 classical manuscripts in Arabic, Persian, and Ottoman Turkish, and four large archives from Egypt, Syria, Iran, and Turkey, including serials, government documents, and religious, literary, and historical documents, unavailable in any other single depository in the world**.** Due to the pandemic, electronic resources have now taken center stage in identifying, accessing, and creating the material that UC students and faculty need. The Library's Database Finder is the gateway to more than 1700 purchased and open-access sources.

|  |
| --- |
| **Table 11: Middle Eastern and Islamic Databases (purchased)** |
| Al-Ahram Digital Archive |
| AP Collections Online (Middle East) |
| Arab-Israeli Relations, 1917-1970 |
| Bibliography of Arabic Books Online |
| Brockelmann in English |
| Brockelmann Online |
| Christian-Muslim Relations: A Bibliographical History (600-1500) |
| CMCL Corpus dei Manoscritti Copti Letterari |
| Concordance et indices de la Tradition Musulmane |
| Confidential Print: Middle East 1839-1969 |
| Cumhuriyet Digital Archive |
| Dictionary of Qur'anic Usage |
| Early Arabic Printed Books from the British Library (1475-1900) |
| Early Western Korans |
| Encyclopaedia Iranica |
| Encyclopaedia Islamica |
| Encyclopaedia of Islam, Second Edition |
| Encyclopaedia of Islam, Three |
| Encyclopaedia of the Qur'an |
| Encyclopedia of Arabic Language and Linguistics |
| Encyclopedia of Canonical l:fad th |
| Encyclopedia of Jews in the Islamic World |
| Foreign Broadcast Information Service (Middle East) |
| Encyclopedia of Women and Islamic Culture |
| Index Islamicus |
| Indo-European Etymological Dictionaries Online |
| Interkulturelle Koran-Bibliographie |
| Lane's Arabic-English Lexicon |
| LexiQamus |
| Mideastwire.com |
| Oxford Arabic Dictionary |
| Oxford Bibliographies Online (Islamic Studies) |
| Oxford Islamic Studies Online |
| Sezgin Online |
| The Qur'an Concordance |
| U.S. Intelligence in the Middle East, 1945-2009 |
| Western Travellers in the Islamic World |

Table 11 presents the databases that focus specifically on ME and Islamic topics and regions.

§F.1.b Financial Support: UC provides the financial resources necessary for consistent and sustained growth of the collection. The staff of the collection presently consists of 1 professional, 1 part-time computer/ technical consultant, and 5 part-time (5-15 hrs. per week) positions staffed by GRD students (1 paid with NRC funds), each possessing high-level competence in

one or more ME languages. In addition to these dedicated positions, many staff members in the ordering, processing, cataloging, labeling, and binding units work to make ME materials accessible to users. Further financial support is being provided by the Library's digital

preservation program to fund the digitization of the microfilm archives described above, making them freely available to researchers around the world (see Table 12).

|  |  |
| --- | --- |
| **Table 12: Funding for the ME** | |
| **Dept. of the Library, 2020-2021** | |
| Staff | $137,609 |
| Acquisitions | $197,000 |
| Student Workers | $18,535 |
| USED | $3,452 |
| Digitization | $100,599 |
| **Total** | **$457,195** |

§F.2 Institutional Cooperation: UC's long-standing

commitments to local, regional, and international collaboration have been maintained and renewed. The ME collections are the principal resource for scholars at Northwestern, the University of Illinois-Chicago, DePaul, Loyola-Chicago, and Notre Dame. Chicago's collection is the designated ME resource for the Big Ten Academic Alliance (formerly the CIC), comprised of the "Big Ten" universities plus UC. The ME unit is an active member of the Center for Research Libraries' Middle East Materials Project (MEMP), which funds the preservation of unique and deteriorating collections; many resulting resources are available to all through open access. UC's Interlibrary Loan (ILL) services is consistently identified as one of North America's "high-performing borrowing operations" in the Association of Research Libraries Performance Measures Study. In 2012, the Library began participation in UBorrow (15 research libraries in the Big Ten Academic Alliance of research libraries), providing access to 90 million books, while in 2013, the Library began participation in BorrowDirect (13 libraries. - the Ivy Leagues, Chicago, Duke, Johns Hopkins, MIT, Stanford), providing access to 83 million books. General interlibrary loan provides access to 300 million books in 72,000 libraries. The Library has reciprocal access and borrowing privileges with Northwestern, the University of Illinois at Chicago, the Big Ten Alliance, the Research Libraries Group (over 140 North American institutions of higher education), as well as the nearly 200 participating institutional members of the OCLC Reciprocal Borrowing Program. Library access is available to many local educational institutions and the public at large can obtain free access on a limited basis. The Library includes

2 selective depositories for U.S. government publications that are open to the public at all times.

**§ G. IMPACT AND EVALUATION**

§G.1a Impact on university, community, region, and nation: CMES is an active hub of research,

co-curricular activities, and advanced language and area studies training with increasingly integrated impacts from local to national scales. Total ME course enrollments in 2020-21 were 8628 (full detail in App A). Table 2 in §B.2.a provides enrollments in FLAS-eligible LCTLS. In the 2018-2021 grant period, CMES events welcomed 13,179 attendees (see Table 13). Notably, event participation rose during the pandemic due to the adaptability of CMES staff and through new opportunities to reach audiences beyond Chicago via virtual programs. The 2020 CATC Arabic Pedagogy Conference, for instance, welcomed 172 educators from 19 different countries due to its remote format. Development of media materials and new modes of activities, e.g. expanded remote/hybrid programming, established during the pandemic have dramatically increased the reach, impact, and quality of Center programming. CMES-sponsored language circles regularly welcome over a thousand audience members from around the country each year, are integrated as a co-curricular activity for other language programs, and feature nationally prominent scholars who present in the target language. Likewise, remote formats for the CMES lecture series and a new book talk series promote research and enable conversations among scholars nationwide. During the pandemic, CMES redoubled its support for local/regional K-12 schools (e.g. Arabic outreach in §H-NRC.1), CCC (§J-NRC and BN E.3), public libraries, and other community groups/organizations by offering workshops on remote/hybrid teaching,

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table 13: CMES Event Participation by Type, 2018-21** | | | | | | |
|  | 2018-19 | | 2019-20 | | 2020-21 | |
|  | Events | Atten. | Events | Atten. | Events | Atten. |
| Teacher Training Events | 9 | 305 | 7 | 457 | 13 | 537 |
| Career Events | 3 | 15 | 5 | 132 | 5 | 84 |
| LCTL Events | 149 | 1,884 | 86 | 1,442 | 99 | 1,893 |
| Lectures & Conferences | 13 | 528 | 25 | 1,032 | 32 | 1,686 |
| Arts & Culture Events | 5 | 1,227 | 14 | 1,868 | 3 | 89 |
| TOTAL | **179** | **3959** | **137** | **4931** | **152** | **4289** |

cultural enrichment activities for students, and webinar programs to replace canceled in-person

activities (see §H-NRC). CMES

faculty also incorporated the CMES *Ventures* podcast into course syllabi when the campus shifted to remote learning in spring 2020.

|  |
| --- |
| **Table 14: CMES Career Programs by Year, 2018-22** |
| 2018-19 |
| Careers in Language Services |
| Careers in Chicago Regional Census Center |
| Careers in the U.S. Foreign Service |
| 2019-20 |
| Careers in Think Tanks |
| Careers in Nonprofits |
| Careers in the U.S. Foreign Service |
| Global Risk and Intelligence Panel, 2020 GRADUCon |
| Getting Started in P.R. and Communications |
| 2020-21 |
| PATHS Course: Grant Writing |
| Careers in Literary Translation with Anne Janusch and Kevin Blankinship |
| Careers in Think Tanks |
| Careers in Journalism |
| PATHS Course: Demystifying Nonprofit Budgets and Budgeting |
| 2021-22 |
| Career Conversation with Pia Hecher (CMES '20, European Stability Initiative, Longevity Partners) |
| Critical Language Scholarship (CLS) Info Session |
| Exploring Fellowship & Internship Opportunities for CMES Students |

§G.1b Improved Supply of Specialists: §D.2 details the extensive UC resources dedicated to career support of UG and GRD students. In addition to the extensive financial support for PhD students noted in §A, UC provides additional internal fellowships to ensure the completion of degrees, including: the International House Non-Resident Graduate Fellowship, Pozen Center for Human Rights Dissertation Completion Fellowship, Center for the Study of Gender and Sexuality Dissertation Fellows,

and Center for International Social Science Research (CISSR) Dissertation Fellow. CISSR also provides overseas fieldwork funding to GRD students in SSD. The Council on Advanced Studies (CAS) organizes workshops to showcase GRD student research and facilitate feedback from faculty. In 2021-22, 4 workshops focus on the ME and several others have a transnational focus. See Table 17 on p.29 for select placements for UG and PhD students with ME degrees.

§G.2 Addressing National Needs: The CMES MA program prioritizes placements in areas of

national need through its flexible interdisciplinary curriculum (see §D.1a.ii) and through dedicated career programming. From 2016-21, 40.2% of CMES students participated in formal career advising offered by UCGrad, and CMES has expanded its own targeted career programming in areas of national need over the FY18-21 grant cycle (see Table 14). According

to a 2021 survey of alumni from across UC who took at least 5 internationally oriented courses, 43% reported that engagement with the UC Title VI centers was beneficial to their careers. Table 15 shows career placements for the CMES MA program from 2018-21 (FLAS fellows indicated with "\*"). As noted in §I.1-2, BN E.12, and in the evaluation plan below in §G.4.a, CMES, CEAS, CEERES, and UCGrad will expand career programming focusing on areas of national need during the FY22-25 grant cycle (See App D for UCGrad Letter of Support).

§G.3 (NRC): Dissemination: CMES greatly expanded its public dissemination of information

during the FY2018-21 grant cycle. The CMES *Ventures* podcast has featured 18 episodes that

have been played a total of 4445 times on the CMES SoundCloud page (which also features Arabic Circle recordings and other audio materials). CMES is currently undertaking a vast expansion of its YouTube page to feature dozens of Zoom recordings accumulated over the course of the pandemic. Additionally, all virtual Arabic language pedagogy events from 2020-21 are now hosted on the CATC Vimeo page. CMES has continued to retain remote/hybrid options developed during the pandemic for most

|  |  |
| --- | --- |
| **Table 15: 2018-21 Career Placements for CMES MA Program** | |
| **Sector** | **Selected Placements** |
| PhD / Academia | UC NELC,\* Princeton NELC, Harvard CMES, U. Texas CMES,\* USC Religion,\* Bryn Mawr (Archaeology),\* U. Colorado Law School, Northwestern Poli Sci\* |
| Private Sector | Meta (formerly Facebook),\* Google, Booz Allen, Pinkerton,\* Control Risks, SuperSummary,\* Interactive Brokers Group  (2),\* Epic\* |
| Think Tanks | Council on Foreign Relations, International Institute for Strategic Studies,\* RAND Corporation, Washington Institute for Near East Policy,\* and American Enterprise  Institute |
| Non-Profit | Syrian Community Network (Chicago),\* Elmahaba Center (Nashville), Heartland Alliance International |
| Education | UChicago CMES,\* UChicago NELC,\* UChicago International House |
| Government | U.S. Department of State, U.S. Air Force,  U.S. Forest Service, German Federal Foreign Ministry, and Austrian Federal Ministry for European and International Affairs, City and County of San Francisco |
| Honors | Boren Scholarship,\* John Gray Rhind Award (UC Divinity School)\* |
| \*FLAS Felllow | |

programming even after returning to in-person formats. The fall 2021 weekly Arabic Circle was conducted hybrid with both in-person and Zoom audiences, and presenters joined from around

|  |  |  |
| --- | --- | --- |
| **Table 16: Select Outreach Events to General Public, 2018-21** | | |
| **Event Title** | **Attd** | **Partners** |
| Dumanian Lecture: Writing the Art of Armenia | 30 | NELC |
| Krikor Guerguerian Archive and New Evidence on Armenian Genocide | 30 | NELC |
| The Human Rights Crisis in Xinjiang | 40 | CEAS, CEERES |
| Film Screening - Capernaum | 50 | DocFilms |
| Rahim AlHaj Concert | 205 | UChicago Presents |
| Understanding the World of Islam: Harmony Under Heaven? Questions of Muslim Belonging in Modern China | 18 | Oak Park Public Library |
| Grandes Dames of the Arab Screen Series (9 Screenings) | 199 | DocFilms, Cineteca Bologna,  The Film Foundation, World Cinema Project |
| MEHAT Presents: Khaled Fahmy | 40 |  |
| 2020 Husni Haddad Lecture with Samer al-Saber | 29 |  |
| CMES Book Talk with Ian Lustick | 20 | MENA Program at NU |
| Middle East Music Ensemble: The Persian Concert | 700 | Reva & David Logan Center for the Arts; UChicago Department of Music; WHPK |
| 2020 Dumanian Lecture with David Calonne | 30 | NELC |
| Spiritual Expression through the Islamic Art of Illumination with Dina Rehab; The U.S. and the Middle East | 25 | Barrington Public Library Series |
| COVID-19 in the Middle East: Mutual Aid & Solidarity in Iran with Maziyar Ghiabi | 32 | MERIP |
| Rahim AlHaj Live | 50 | UChicago Presents, Arab American Museum, WFMT |
| I Give Thee the Opening of the Mouth: Livestream Performance by Victoria Hanna | 28 | GCJS |
| Refugees, Social Safety Nets, and Jordan's Response to COVID-19 | 34 | MERIP |
| COVID-19 and Democracy in Israel | 87 | GCJS |
| Music of the Middle East with Wanees Zarour | 41 | Oak Park Public Library |
| Assyrians in Modern Iraq: Negotiating a Cultural Space with Alda Benjamen | 132 | AUAF |
| 2020 Talat & Isabelle Othman Lecture with Rashid Khalidi | 201 |  |
| Ongoing Nakba: Reflections on Palestine from Sheikh Jarrah to Gaza | 60 | Global Studies, 3CT |
| Elections, Gender, and Representation in the Ottoman Empire and the Republic | 30 |  |
| The Ferman of 1915: A Personal Account from Bequsyone with Charles Haberl | 74 | AUAF |
| The Role of Religion in Healing the Liberal-Conservative Divide: Lessons from Israel | 56 | GCJS |
| The Assyrian Experience and the Making of Minorities in the Post-Ottoman Middle East with Laura Robson | 94 | AUAF |
| Rediscovering the Islamic Classics: A Book Talk with Ahmed El Shamsy | 105 |  |
| The Poetry of Sargon Boulus with Orit Bashkin | 63 | AUAF |
| Hadith and Hanafism | 97 |  |
| Farouk Mustafa Memorial Lecture on Modern Arabic Literature with Barbara Romaine | 44 |  |
| Archive Wars: Book Talk with Rosie Bsheer | 49 |  |
| 2021 Dumanian Lecture: Our Parents' Songs: On the Antinomies of Joy in the Armenian Diaspora, Sylvia Alajaji | 35 | NELC |
| The United States v. Shmuil David (1924): Racializing Assyrians in Post- World War I America, Joseph Hermiz | 70 | AUAF |
| A Conversation with Kayhan Kalhor | 70 | UChicago Presents |
| Arabic Poetics: A Book Talk with Lara Harb | 43 |  |

the country. Some events developed during the pandemic, like CMES faculty-led book talks with prominent authors, will remain as online programming permanently due to the popularity of the format. Table 16 shows a range of events targeted/open to the general public during the FY18-21 grant cycle. Ongoing efforts to integrate events and content creation are detailed in §I. The attached statement on CMES' efforts to reflect diverse perspectives and a wide range of views in funded activities shows the inclusive scope of CMES programming. §H-NRC.1.c includes data on the broad public impact of CMES outreach programs and digital resources.

§G.3 (FLAS) Fellowships and National Need: CMES MA students receive the majority of

academic year FLAS awards. Table 15 on p. 27 illustrates that program graduates, many of whom received FLAS, placed across all areas of national need. Students find successful careers in government service, the private and non-profit sectors, education, and academia.

|  |  |
| --- | --- |
| **Table 17: Select Alumni Placements (2018-21)** | |
| **NELC Majors and Minors in the College (undergraduates)** | **PhD Students (Post-doc, Admin, & Tenure-track)** |
| BDO Seidman, LLP | Harvard University |
| Bain Consulting | Stony Brook University (SUNy) |
| MA Program, UChicago CMES | U. of Colorado at Boulder |
| MA Program, American U. of Beirut | University of Virginia |
| International Rescue Committee | Washington University |
| Hale Education Group | yale University |
| Boston Consulting Group | Centre College |
| CNN | Brown University |
| Detroit Institute of Arts | Reed College |
| U.S. Military | University of Chicago |
| Rand | University of Pittsburgh |
| yale MA Program | New york University |
| Morning Consult | Wheaton College |

Table 15 only includes those CMES students who graduated between 2018-21. With the 2-year timeframe to degree and high rates of placement among CMES alumni, FLAS funds awarded by CMES lead to immediate career impacts. PhD students funded in FY18-21 remain in good standing in their graduate programs. Among alumni who graduated between 2014-20 and received language fellowships, including FLAS, during their time at UC, 57% are using advanced language skills acquired at UC in their current jobs. On the aforementioned 2021 survey of UC alumni (see §G.2), 59% reported that foreign language was important to success in

their current careers. 8% of respondents work in government (local, state, federal) or U.S. military. 45% of graduates have jobs that engage with a world region covered by the 3 UC Title VI centers, with 15.2% of the total working on the ME. From 2018-21, CMES awarded FLAS fellowships in Armenian (1), Arabic (50), Hebrew (9), Persian (8), and Turkish (2). CMES- affiliated students, including CMES MA students, also successfully competed for FLAS awards from CEERES in Armenian (1), Kazakh (1), Turkish (22), Persian (1), Urdu (1), and Uzbek (1).

§G.4.a Evaluation Plan: Since 2014, CMES, CEAS, and CEERES have worked closely with

Outlier Research and Evaluation, a UC-based entity that conducts wide-ranging evaluation projects that include pre-K through graduate-level learners, in formal school and out-of-school time contexts, and focus on topics such as language acquisition, higher education, fidelity of implementation, and evaluation of collaborative projects akin to those carried out by UC NRCs. Outlier's expertise in evaluation across diverse educational contexts is ideally suited to Title VI program needs for comprehensive, objective, quantifiable, and outcomes-oriented assessment across areas as varied as FLAS-scholarship administration, career development, and community college curriculum development. Outlier's regular formative and summative reporting has ensured consistent program improvement throughout the FY 14-17 and FY18-21 grant cycles. During the FY18-21 grant cycle, Outlier worked on three primary areas of evaluation for UC NRCs: a) FLAS program administration and fellow experience; b) the City Colleges of Chicago (CCC) outreach partnership, focusing on curriculum internationalization and its impact on student learning; c) career outcomes of recent University alumni who pursued coursework during their degree programs in the UC NRCs' world areas. In FY22-25, evaluation will continue in the three aforementioned areas with some adjustments/expansion. There will be less emphasis on evaluation of current FLAS fellows and more focus on career impacts for FLAS alumni. A fourth

area of evaluation will be new career programming, jointly sponsored with UCGrad, focusing on areas of national need. Outlier brings expertise on career development programming through its

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 18: Outlier Evaluation Plan: Questions, Sources, and Indicators** | | | |
| **Evaluation Questions** | | **Data Sources** | **Sample Indicators/Outcomes** |
| **City Colleges of Chicago (CCC) Partnership** | | | |
| How do outreach events emphasizing global competencies contribute to CCC faculty members' development and incorporation of these skills into their curriculum and teaching practices?\* | | Faculty surveys | -Faculty successfully internationalizing curriculum for long term  -Course visits yield meaningful impact for CCC faculty |
| Interviews with faculty fellows |
| How do outreach events emphasizing global competencies positively contribute to CCC students' acquisition and development of these skills?  \**UC NRCs will work with CCC partners to identify priority global competencies each year.* | | Co-curricular program attendee surveys | Students achieve global learning outcomes related to sponsored events |
| Course visit student surveys | Students achieve global learning outcomes related to course visits |
| **FLAS Evaluation** | | | |
| What do the most recent FLAS graduates identify as areas for improvement and success in the FLAS program? | | Alumni surveys | Areas for improvement identified by most recent FLAS graduates |
| How did FLAS impact fellows' careers over the medium term (up to 5 years after graduation)? | | Alumni surveys | -Alumni report using foreign language in careers ~~at significant~~ ~~levels~~  -Alumni report positive outcomes of FLAS |
| Alumni focus groups |
| **Alumni Evaluation** | | | |
| What are TVI Center-affiliated alumni's post- graduate professional and academic pursuits? | | Alumni surveys | -Alumni show consistently high engagement with international contexts  -Alumni show range of career outcomes across areas of national need  -Foreign language education proves to be relevant and valuable to alumni careers  -Alumni credit area studies centers for career success |
|  | 1. Are departmental-affiliated alumni utilizing their degree(s) and their language-of- study   post-graduation?   1. What are the different career sectors where alumni have obtained jobs? |
| c. Where are these jobs and alumni located?   1. How many alumni have pursued graduate,   masters-level or doctoral studies?   1. Are alumni engaging in region-centric work or careers requiring advanced language   speaking, reading, writing, and listening skills? | Alumni interviews |
| **Career Planning** | | | |
| How well do TVI NRC-sponsored career programs address the professional interests and goals of graduate students from the diverse array of academic programs served by the centers? | | Participant surveys | -Participants indicate satisfaction with career programs  -Participants note career resource improvement over the Fy22-26 cycle |
| Participant focus groups |
| What are cost-effective ways to provide robust career programming that covers a range of professional fields in areas of national need? | | Past participant focus groups | Participants and UC career planning staff identify effective formats for 1) career planning, 2)  career networking |
| UC Career planning staff interviews |

past work on STEM career projects using social cognitive career and expectancy value theories. Table 18 illustrates the FY22-25 evaluation plan, highlighting key evaluation questions, data sources, and anticipated indicators/outcomes. This framework builds on existing evaluation activities and allows for adaptation as programs continue to grow. The evaluation plan will employ a mixed-methods approach designed to yield objective, measurable, outcome-oriented data, and process improvements. CMES, CEAS, and CEERES will meet with Outlier on a quarterly basis to discuss evaluation goals, tools, metrics, and new programming developments. NRCs will provide data and promote participation in evaluation activities, but all formal data collection and analysis will occur at Outlier, ensuring an objective and professional process.

Outlier will create formative and summative reports on an annual basis to recommend program improvements, in addition to a summative report of the 4-year evaluation project in 2026.

While the Outlier evaluation focuses on the highest priority areas for the UC NRCs, CMES will also undertake and support evaluation projects that align with an expanding culture of program assessment on campus. CMES will support the CLC's integration of oral proficiency interviews and other performance-based evaluation into ME language curricula (see BN E.5). CMES also supports language evaluation in K-12 Arabic programs (see BN E.1). CMES outreach events (see §H-NRC) regularly include participant surveys to assist in ongoing program improvement. In consultation with CMES, UCGrad conducts evaluation activities of graduate student career event participation and placement outcomes. UCGrad evaluation data will be helpful in crafting impactful career programming in areas of national need in FY22-25.

§G.4.b Use of recent evaluations: As reflected above in the evaluation plan, programming

initiatives for FY22-25 emerge directly from the evaluation activities of the past grant cycle. Interviews with CCC faculty fellows have helped to redesign the application process for future

fellows and increase support for integrating ME and other world area learning opportunities into new CCC curricula. FLAS administration has improved dramatically after seven years of evaluation activities, with more contact points and resources for applicants and new fellows added to the selection, onboarding, and fellowship management processes. FY22-25 career programming initiatives (see BN E.12) emerge directly from the results of recent alumni surveys.

§G.5 Equal Access and Treatment: CMES prioritizes equal access in academic programs, co-

curricular programming, and outreach. The CMES Executive Committee and Lectures Committee both work to monitor and ensure that the Center upholds inclusivity and accessibility as central values. CMES programming in recent years has addressed race, gender, sexuality, and the experience of religious minorities in the ME (see Table 16 on p.28). Locally and nationally, CMES regularly contributes to conversations opposing racism, antisemitism, and Islamophobia. The Educational Outreach - Curriculum Resources page on the CMES website hosts a special resources section on "Media Representations, Negative Stereotypes, and Islamophobia" for educators and community leaders to address these issues through informed perspectives and precise data. See the attached Description of Diverse Perspectives and Wide Range of Views in Funded Activities for more detail. CMES staff annually complete UC's Title IX training. CMES faculty (Azeb, Hayek) work on issues of race in the ME and are actively contributing to a new Critical Race Studies program. CMES outreach focuses primarily on Chicago institutions that reflect the city's diversity (see §H-NRC). In 2021-22, the student population of Chicago Public Schools (CPS) is 36% African-American and 46.6% Hispanic.\* Lindblom Math & Science Academy, the primary partner for CMES K-12 Arabic outreach and one of the largest non- heritage Arabic programs in the country, is 67.3% African-American and 27.4% Hispanic.\* The systemwide student population of the 7 City Colleges of Chicago (CCC) campuses is 31.5%

African-American and 49.6% Latinx.\* The composition of the CMES faculty has grown increasingly diverse in recent years and 52% of current CMES faculty are women.

\*These are terms used in respective CPS and CCC reports).

**§ H-NRC OUTREACH ACTIVITIES**

The CMES Middle East Education Initiative (MEEI) coordinates CMES educational programs for off-campus constituencies and functions as the essential link between UC faculty, staff, and students and the community at large, especially postsecondary and K-12 educators. See App C for a detailed description of Outreach Coordinator Krishna Kulkarni's qualifications. CMES outreach includes academic and cultural programming, and language and area studies training.

§H.1.a Elementary and secondary schools: CMES outreach to K-12 educators and schools

primarily targets: 1) social science and humanities teachers, and 2) Arabic world language educators and their students. In 2018-22, MEEI organized 14 teacher training workshops targeting K-12 social sciences and humanities educators in collaboration with UC Title VI NRCs and external partners (including: CPS, Chicago International Charter Schools, Virginia Inquiry Collaborative, Pulitzer Center on Crisis Reporting, and Afikra). Notable examples include 3 PD sessions on the Middle East and Islam hosted at the Chicago International Charter Schools' (CICS) Northtown Academy in 2018 and MES lectures by CMES Director Bashkin and Professor Fred Donner on Jewish-Islamic history and the beginnings of Islam, respectively, at the 2021 Virginia Inquiry Collaborative conference. PD content is aligned with Common Core and existing IL state standards. Throughout the COVID-19 pandemic, CMES has supported educators as they have adapted to the challenges presented by a remote/hybrid teaching environment. K-12 PD programs regularly generate open-source instructional materials and workshop recordings available through the CMES website. CMES also goes beyond PD events

to reach K-12 students at schools through concerts with world-renowned artists like Rahim

AlHaj. CMES also serves as the current host of the Chicago High Schools Model Arab League in partnership with the National Council on U.S.-Arab Relations (NCUSAR). In 2018-21, CMES reached approximately 2,161 K-12 students through such programs (see Table 19). Although COVID-19 impeded outreach activities for K-12 students, CMES was still able to reach this audience through virtual presentations by NaTakallam and Arabic poetry workshops. See Table 20 for more detail on K-16 outreach programs. As host of the Chicago Arabic Teachers Council (CATC), CMES serves the professional needs of public and private K-16 Arabic educators and

|  |  |
| --- | --- |
| **Table 19: Event Table - K-12**  **Student Attendance at Outreach Programs** | |
| **Project Year** | **K-12 Student Attd** |
| 2018-19 | 910 |
| 2019-20 | 1,127 |
| 2020-21 | 124 |

their students through PD workshops, conferences, and performances throughout the school year. CATC counts nearly 400 Arabic educators in its network, around half of whom work in and around Chicago. In 2018-2022, CMES

hosted 15 language pedagogy workshops that reached 836 Arabic educators. The majority of in- person CATC programs take place at public schools, particularly those with large Arabic programs like Lindblom Math & Science Academy (LMSA), a selective enrollment school on Chicago's south side, and Lincoln Park High School (LPHS). However, CATC teacher training also reaches audiences in private and religious schools. CATC reaches a national audience through the CATC Arabic Pedagogy Conference, which in 2018-21 featured participants from University of Michigan, New York University, University of New Mexico, the Los Angeles Unified School District, the Iraqi & American Reconciliation Project, and other organizations beyond Chicago. CATC also reached 798 Arabic students through arts & culture programs, which included hosting Omar Offendum in 2019-20 and 2020-21 for remote Arabic poetry composition workshops with students from LMSA, LPHS, and the Episcopal School of Dallas. Arabic outreach also involves student recruitment activities and administrative support for K-12

Arabic programs. In 2021, CMES wrote a letter of support for the Arabic program at LPHS and created a flyer to promote Arabic language study to LPHS families during their course registration period. CMES also provided administrative support for LMSA's successful application for $3,000 in grant funds from the QFI Arabic Honor Society to host the 2021 CPS Arab Culture Day. In the FY18-21 grant cycle, CMES funded 130 Avant Assessment 4-skill STAMP tests for CPS Arabic students. COVID constrained testing logistics significantly, so the number of students tested is expected to rise in spring 2022 and during the FY22-25 grant cycle.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 20: Select K-12 and Postsecondary Teacher Training Programs, 2018-2022** | | | |
| **Professional Development Workshops** | **Date** | **Attd** | **Partners** |
| CICS Northtown Academy PD Sessions on the Middle East and Islam | 8/29/18-  9/12/18 | 30 | Chicago International Charter School (CICS) Northtown Acad. |
| Civitas Professional Development Day | 11/2/18 | 25 | Civitas Charter School Network |
| 1st Annual Internationalization Institute (i2): Critical Thinking for a Better World | 4/12/19 | 50 | CCC, CEAS, CEERES |
| Technology in the Arabic Classroom | 12/7/19 | 60 | CATC, Universal School Bridgeview |
| Using Debate in the Arabic Classroom | 1/24/20 | 15 |  |
| Project-Based Learning in the Target Language | 3/7/20 | 25 | CATC, Beacon Academy Evanston |
| 2020 CATC Arabic Pedagogy Conference: The Student-Centered Arabic Classroom | 5/30/20 | 172 | CATC |
| Peace, Conflict, and Human Rights in Afghanistan: A Webinar for Educators with Investigative Journalist May Jeong | 6/11/20 | 18 | CEAS, CEERES, Pulitzer Center |
| 2020-21 CATC Webinar Series | 2020-21 Ay | 323 | CATC |
| Social Protests, Democracy, and Authoritarianism in the Middle East: A Framework for Understanding | 10/26/20 | 19 | CEAS, CEERES |
| Virginia Inquiry Collaborative Middle East Lectures | 4/26/21 | 47 | Virginia Inquiry Collaborative |
| 2021 CATC Arabic Pedagogy Conference: Building an Arabic Language Ecosystem | 5/21-22/21 | 59 | CATC |
| Afikra Resources on Arab History & Culture: A Webinar for Educators | 10/23/21 | 16 | Afikra |
| Across the Modes: Making Language Accessible | 12/4/21 | 27 | CATC, Lindblom |

§H.1.b Postsecondary Institutions: There is significant overlap between CMES' outreach to K-12

and postsecondary audiences and institutions. The annual IECs and SIEs and several of the PD workshops (see Tables 20 and 22) are teacher training programs designed for faculty at community and four-year colleges and universities as well as K-12 teachers. In 2018-22, the

cornerstone of MEEI's outreach to postsecondary institutions was the UC Educator Outreach partnership of UC Title VI NRCs (CMES, CEAS, and CEERES), which offered 11 teacher training events to postsecondary educators. This included the 1st Annual Internationalization Institute (i2) at CCC for faculty seeking to implement global content in their curricula. UC Educator Outreach continued this partnership through the CCC Faculty Fellows program, which provided associate memberships to a UC NRC and mentorship for CCC awardees interested in

|  |  |
| --- | --- |
| **Table 21 - Select City Colleges of Chicago Campus Visits, 2018-2022** | |
| **Event Title** | **Campus** |
| Lessons from Abroad: Language, Communication, and Media | Malcom X College |
| Student Forums with Reporter Brian Frank and Tomas van Houtryve\* | Truman College, Kennedy- King College |
| Global Perspectives on the Idea of America\* | Wilbur Wright College |
| Understanding Islamophobia | Harold Washington College |
| The Hong Kong Protests of 2019 | Truman College |
| Asia News and Its Impact on you | Olive-Harvey College |
| Living Fukushima: Politics and Ethics of Living 'Well' with Radiation in Japan | Olive-Harvey College |
| Pesticides, Banana Production, and Health in Costa Rica with Madison Stewart\* | Olive-Harvey College |
| Reporting on COVID-19 with Jon Cohen\* | Olive-Harvey College |
| Uranium Mines & Navajo Reservations with Mary Calvert\* | Olive-Harvey College |
| \*Organized in partnership with Pulitzer Center on Crisis Reporting | |

pursuing a curriculum internationalization project. Unfortunately, the COVID-19 pandemic significantly disrupted the partnership between UC Educator Outreach and CCC, but UC Educator Outreach still reached

CCC educators through the annual Summer Institute for Educators (SIE) and International Education Conference (IEC), which both successfully pivoted to virtual formats during the pandemic and covered pressing issues such as "Reporting on Public Health," "Democracy in Recession?," and "Global and Local Inequities: Reflections of the COVID-19 Pandemic." See Table 21 for CCC events (shared by CMES, CEAS, CEERES).

On campus, PhD and MA student affiliates of CMES organize and host weekly language circles (see §B.2.a). In addition to the annual MEHAT conference (canceled in 2020 due to COVID-19), CMES directly sponsored or co-sponsored 70 lectures, symposia, book talks, and

conferences in 2018-22 targeted to scholarly audiences. Notable examples include: "Krikor Guerguerian Archive and New Evidence on Armenian Genocide;" "Archive Wars: Book Talk with Rosie Bsheer;" "Ongoing Nakba: Reflections on Palestine from Sheikh Jarrah to Gaza;'" and "Elections, Gender, and Representation in the Ottoman Empire and the Republic" (see Table 16 for more events). CMES engages with an interdisciplinary community of faculty from other

U.S. universities with these events and particularly through the Farouk Mustafa Memorial Friday Lecture Series, a flagship CMES program for internationally renowned scholars to showcase their work and receive critical feedback from UC's robust MES community. The attached GEPA Section 427 Statement includes concrete steps that will be taken during the FY22-25 grant cycle to encourage equitable access and inclusion in CMES activities.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 22: Event Table - Summer Institutes for Educators (SIE) and International Education Conferences (IEC), 2018-2021** | | | |
| **Summer Institutes for Educators** | **Date** | **Attd** | **Partners** |
| Inspiring Connections: Igniting Critical Thinking and Communication Through Global News | 6/27-  6/28/2019 | 45 | CEAS, CEERES, Pulitzer Center |
| Reporting on Public Health: Challenges, Solutions, and Lessons Learned | 6/25-  6/26/2020 | 89 | CEAS, CEERES, Pulitzer Center |
| Global and Local Inequities: Reflections of the COVID-19 Pandemic | 6/23-  6/29/2021 | 59 | CEAS, CEERES, Pulitzer Center |
| SIE TOTAL |  | 193 |  |
| **International Education Conferences** | **Date** | **Attd** | **Partners** |
| Press Play: Globalizing your Classroom Through Film | 2/1/19 | 62 | CEAS, CEERES |
| The Hot Topic: Strategies for Teaching Global Climate Change | 11/4/19 | 38 | CEAS, CEERES |
| Democracy in Recession? | 11/6/20 | 19 | CEAS, CEERES, Chicago Center on Democracy |
| IEC TOTAL |  | 119 |  |

§H.1.c Business, media, and the general public. CMES organizes several events each year to

promote understanding of and diverse perspectives on the ME to the public. In the 2018-21 grant cycle, CMES hosted 82 events oriented towards non-specialist audiences. CMES public outreach is facilitated through partnerships with public libraries and other community organizations. Both Oak Park Public Library and Barrington Public Library hosted MES presentations by CMES-

affiliated faculty and students in 2018-22 Since the resumption of in-person activities, CMES continues to offer MES-related virtual programs to engage our national audiences. In total, CMES outreach to the general public drew 3,695 attendees from local and national audiences across 2018-22. CMES supports a range of free, public performing arts programs, which have drawn 3,184 attendees in total across the 2018-22 grant period. The Middle East Music Ensemble conducts three annual performances (the Turkish, Persian, and Arab concerts) through CMES support. CMES also partnered with the UC student-run film society DocFilms, Cineteca Bologna, The Film Foundation, and the World Cinema Project to host a quarter-length film series, "The Grandes Dames of the Arab Screen," featuring weekly screenings of films from across the Arab world (many of which were newly restored). In 2018-22, CMES supported concerts by world-renowned Iraqi oud virtuoso Rahim AlHaj and Persian kamancheh master Kayhan Kalhor in partnership with UChicago Presents. See Table 16 for a full list of CMES outreach programs to the general public.

CMES faculty and affiliates - including, but not limited to, Abdelhadi, Bueno de Mesquita, Doostdar, El Shamsy, Hayek, Mearsheimer, Pape, and Wedeen - frequently contribute their MES expertise to local, regional, and international media outlets. Since 2017, this has included traditional print newspapers (*Associated Press*, *Boston Globe, Chicago Tribune, The New York Times, The Wall Street Journal, Washington Post, USA Today*); news magazines (*The Atlantic, Boston Review, Foreign Policy, National Interest, New Lines Magazine, The New Yorker*); and radio and television networks (ABC News, BBC, CBC Radio, CBS, CNN, MSNBC, NPR, Sirius XM, WTTW Chicago). As noted in G.3 (NRC), CMES increasingly engages in media content production through the *Ventures* podcast and recorded live streaming events on the CMES Facebook page. The latter began as an adaptation to remote programming during COVID but is

now a regular dissemination channel for CMES events. CMES also conducts outreach to the business and medical community. In 2019, Franklin Lewis gave a lecture to the Iranian- American Medical Association on the "Early History of Iranians in America" and a presentation entitled "Rumi's Theology of Love" to International Women Associates in Chicago. Through the annual Talat Othman Lecture Series, the Center also develops programming targeted at the Arab- American Business and Professional Association (AABPA), a national organization working to enhance professional development and economic impact in the Arab-American community.

**§ I-NRC PROGRAM PLANNING AND BUDGET**

§I.1 Development Plan and Timeline: The FY22-25 development plan builds on existing

strengths in research excellence, language instruction, library resources, and outreach, and expands into new areas serving national need through career programs, pedagogy development and training, language curriculum and course innovation, and academic media content creation for wider dissemination and impact. Upon taking office in fall 2021, new UC President Paul Alivisatos emphasized two priority areas: enhancing UC's legacy of rigorous scholarship and engagement with the world beyond campus. With its long history as a campus leader in pursuing and integrating both objectives, CMES embraces President Alivisatos' call to action and has organized program planning around the themes of inquiry and engagement. The timeline on p. 41 shows the progression of funded activities through the four-year grant cycle. Research programming (faculty and student conferences, academic lectures, virtual book talks) and library support aim to further cutting-edge ME research through interdisciplinary engagement between UC faculty and a national community of MES scholars. CMES has strengthened its capacity to facilitate these exchanges over the course of the pandemic and will continue to do so in FY22-

25. These objectives are extended through content development, K-16 educator workshops, and

library lectures in the outreach program to further public dissemination and access to CMES-

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CMES Comprehensive NRC Project Timeline** | | | | | |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Impacts** |
| Language Instruction and Pedagogy | Enable intensive, advanced, and/or on-demand offerings in Armenian, modern | | | | Consistent availability of beginner through advanced levels in target languages; Development of new heritage and LSP courses and testing instruments; Competency standards and ACTFL training infused through curriculum |
| Hebrew, Kazakh, Persian, Turkish, Uzbek. Meet language course demand from | | | |
| undergraduate and graduate students; FLAS fellows eligible to apply for advanced | | | |
| study in all languages through all four years of grant | | | |
| Five full-time language lecturers with partial salary support from NRC funds | | | |
| Pilot expanded Persian Circle and | | Expand programming to Hebrew | |
| Literature in Translation Conference | | and Turkish | |
| CMES Staff supports language faculty in program development | | | |
| Annual summer professional development workshop | | | |
| Arabic heritage | Expanded heritage language course development in Arabic | | |
| language course | and other ME languages | | |
| Language for Specific Purposes (LSP) development for all languages | | | |
| Language proficiency, LSP, 4 skill summative summer test development as part of | | | |
| course development process; OPI training workshops for faculty | | | |
| CLC oversees programming in conjunction with language faculty | | | |
| Research | Collaborate with Language Modernization | | At least 1 faculty-organized | | Interdisciplinary |
| and Jewish ME History projects | | conference per year | | research |
| At least 1 student-organized conference per year | | | |
| production; Added |
| CMES AD and Project Assistant work with faculty organizers to plan events and | | | | publications/public |
| identify dissemination platforms (e.g. publications, podcast, youTube) | | | | dissemination |
| Lib. | Library Acquisitions and bibliographic assistant student position | | | | Enhancement to UC's world-class ME collection |
| ME Bibliographer, library staff, and student bibliographic assistant coordinate these activities | | | |
| K-16 Outreach | Rollout of Afikra partnership: classroom | | Further integration of media | | ME expertise |
| materials/ course; New Ventures podcast | | development with research | | added to CPS |
| series model; Documentary project | | programming | | language and |
| PD workshops for K-16 teachers in ME languages and culture | | | | culture education; |
| Annual 4-skill Arabic proficiency testing for CPS students (Avant) | | | | Professionalization |
| Annual International Education Conference (IEC) and Summer Institute for Educators (SIE) with CEAS and CEERES | | | | of K-16 Arabic  instruction nationally; Deeper |
| Planned by CMES' full-time Outreach Coordinator | | | |
| internationalization of CCC curricula; Professional  development of |
| Ongoing curricular and co-curricular development activities with City Colleges of Chicago (CCC)- aiming for 5 fellowships in year one, rollout of travel grants for CCC faculty and administrators | | | |
| CCC Planning committee: UC NRC ADs and CCC administration/faculty | | | |
| CCC faculty |
| Career Advising | Joint NRC sessions at GRADUCon;  Independent workshop on federal careers | Expansion of UCGrad capacity (including GRADUCon and other regular career events); Events on national need careers organized in response to student interest and demand | | | Expanded national need-focused programming for students in UG, G, and professional program |
| CMES, CEAS, and CEERES collaborates with UCGrad, Career Advancement, Alumni Relations and Developments, and other campus units | | | |

affiliated research. Language instruction and pedagogy activities reflect a commitment to infuse current research and best practices in language instruction throughout the UC curriculum and K- 12 outreach constituencies (see §B and §H-NRC.1.a-b). Enabling versatility and depth of

language instruction also supports UC student needs for intensive research with primary sources and advanced professional capacities. The CMES outreach program embodies the ideals of public engagement informed by the highest levels of scholarship and research. CMES K-12 Arabic outreach serves diverse institutions and communities of educators, but uniformly promotes enhanced professionalization of instruction and integration of curricula across secondary and postsecondary contexts. Likewise, the CCC outreach effort aims for curricular internationalization by connecting CCC and UC faculty, supporting professional development for CCC faculty, and direct engagement with CCC students.

§I.2 Quality and Relevance of Proposed Activities: CMES aims for excellence across all funded

activities. NRC program objectives will be met through five primary areas of activity: 1) **Language Instruction and Pedagogy** - UC takes pride in its incredible array of ME language offerings. App A notes language courses currently supported by Title VI funds. The strategic support for language instructors' positions in Armenian, Hebrew, Persian, Turkish, and other Turkic languages guarantees the availability of advanced level instruction in each language and a supply of ME specialists in the labor force (SEE BN A.2). Recent investments in the language programs are documented in §B. In FY22-25, CMES will leverage Title VI support to facilitate the ongoing transformation of language pedagogy and co-curricular activities. Working with CLC, CMES will help to expand new content-based coursework in ME LCTLs and add proficiency testing capacities to more courses and language levels (see BN E.5). New co- curricular programming will build on the foundation of CMES' unique Language Circle model to increase non-course contact hours for UC students (see BN E.16,18). 2) **Interdisciplinary Research** - CMES is a valuable node in the creation and dissemination of world-class, interdisciplinary research at UC. Federal funds will enable contributions by UC personnel to

ongoing research projects and retain flexibility for UC programs to lead emerging intellectual trends (See BN E.6-7,14,17). An NEH-supported grant on Middle Eastern Jewish history (in partnership with Penn State) will be supported by CMES to enhance greater dissemination of research. Likewise, CMES will support an ongoing project on Language Modernization funded by the UC Neubauer Collegium on Culture and Society, and originally seeded by Title VI funds in the FY18-21 grant cycle. As part of this project, Neubauer is building a public website with translations of texts on language modernization and renewal, and CMES student affiliates are employed as translators. Additional research programming proposed by CMES faculty is included in BN E.7,14. 3) **Library** - §F details UC's singular ME library collection. Title VI funds enable acquisitions and student assistants' support to process new materials and maintain the collection (SEE BN E.15). 4) **K-16 Outreach** - CMES will build on its vast outreach portfolio in FY22-25 with expansion of existing programming and a commitment to reach new audiences (see §H-NRC and BN E.1-4,9,13). The cornerstone initiatives of K-16 Arabic outreach and the CCC partnership will both contribute to enhanced professional development for MSI educators and deeper classroom experiences for students. The CCC partnership will provide opportunities for CCC faculty to participate in national networks focused on internationalization of community college curricula, building on the model of CCC faculty fellow Viggy Alexandersson. Professor Alexandersson successfully incorporated a unit on Middle Eastern women's literature into her introductory English course as part of the fellowship, and she has participated in orientations for subsequent faculty fellows and advised the UC-CCC planning committee on proposed activities in the FY22-25 cycle. To enhance engagement with national networks of community colleges, CCC faculty and administrators will attend the annual Institute for Curriculum and Campus Internationalization at Indiana University's Hamilton Lugar School

of Global and International Studies. Title VI funds will also enable the expansion of CMES media projects like the *Ventures* Podcast and extension of other programming (lectures, book talks, conferences, etc.) to online settings to reach new audiences and ensure long-term preservation & accessibility of outreach materials. Such mediatization will build on the existing capacity of the UC Educator Outreach website, CMES YouTube channel, CATC Vimeo Channel, and CMES SoundCloud page. 5) **Career Advising** - CMES intends to augment UC's growing commitment to graduate student career advising by leveraging Title VI funds, staff expertise, and the CMES alumni network to plan career events focusing on areas of national need during FY22-25 (see BN E.12). CMES spearheaded an expansion of this programming in FY18- 21 (see Table 14 on p.26). CEAS and CEERES will join CMES to reach more students and cover additional world areas. See §H-NRC and BN for additional detail on funded activities.

§I.3 Costs of Proposed Activities: Title VI portions of salaries for language faculty decreased

during the FY18-21 grant cycle and will remain at modest levels or decrease over the course of the FY22-25 cycle. This trend aligns with the increasing University investment in language teaching described in §A & §B. TVI support guarantees that language faculty positions remain at full-time regardless of enrollment levels in individual courses, ensuring that advanced levels in all languages can be taught regularly. Among administrative salaries, only the outreach coordinator is funded at the 50% limit for NRC funds. The Associate Director and Project Assistant positions are covered at 25% or less. CMES serves as an administrative hub for the full range of sponsored programming, leveraging a modest investment of federal funds to draw on the enormous body of talent and resources at UC. Library funds provide an important supplement to the collection's acquisitions budget, while student bibliographic assistant positions support a full-time ME librarian and other staff that are fully funded by the institution. Most

CMES events that draw on federal funds - CMES lecture series, faculty and student-organized conferences, shared outreach programs, K-12 Arabic professional development events, and arts and culture events - draw on either internal campus partners or other CMES funding. For instance, the Arabic outreach portfolio, once supported exclusively by federal funds, is now primarily covered by CMES' Chicago Arabic Teachers' Council (CATC) grant (see §H- NRC.1.a). CMES works with CEAS and CEERES to maximize the impact of federal funds on our shared Summer Institute for Educators (SIE) and International Education Conference (IEC) professional development events, the CCC partnership, CLC language pedagogy programs, career programming, and the Silk Road collaboration on transregional studies. NRC funds fully cover CMES media and content production projects that amplify impacts for the full range of sponsored activities. Detailed information on costs is included in the BN. The CMES collaboration with Outlier ensures data-driven reflection on financial practices at the conclusion of each fiscal year and supports prioritizing cost-efficiency in Title VI-funded activities.

§I.4a Long-term Impacts: UC and CMES consistently produce professionals and educators that

cover the full range of national need. CMES MA placements noted in §G.2 demonstrate the extent to which the program prepares students for careers in academia, government, private enterprise, the non-profit sector, and U.S. military. The CMES Admissions and Aid Committee regularly admits applicants who are active military service members. The CMES MA program is the largest of its kind in the country, and its impact is magnified by its calibration to the full scope of national need careers as defined by the Secretary of Education. As noted in §A, CMES currently serves 126 doctoral students, all of whom are working toward the highest levels in their fields. Through federal funding, CMES provides essential resources for those students to reach advanced levels of language proficiency in widely different registers, from literary texts to

colloquial field contexts. Support for the UC Library ensures that students from all fields have the necessary resources for research. Co-curricular programs provide support for graduate student research and valuable intellectual development. Career programs such as PATHS ensure that doctoral students develop a range of professional skills (grant writing and public speaking among them) in preparation for the diversifying PhD job market. NRC funds will ensure that that these students become the experts and educators of tomorrow. CMES engagement with the Chicago region and nation embody the impact expected of an NRC. Building on the success of the CCC partnership over the FY18-21 grant cycle, CMES, CEAS, and CEERES are doubling their budgets for the community college and MSI competitive preference priority in FY22-25.

We expect growth in the faculty fellowship program that yields immediate impacts on the internationalization of CCC curricula. We also plan to support CCC faculty and administrator travel to conferences and workshops that have developed into important venues of exchange for the national network of NRCs since 2014, when this CPP first arose. For instance, in December 2021, CCC Professor Alexandersson attended the 2021 Global Studies Symposium for Best Practices in International Education at Minority Serving Institutions and Community Colleges at Vanderbilt University. Professor Alexandersson provided a report to the UC-CCC planning committee detailing best practices in curricular internationalization, a list of potential partners for virtual exchanges and other international activities, and an opportunity for articulation of agriculture programs at CCC's Olive Harvey College and Tennessee State University. Moving forward we aim to share our work with that network and make sure CCC faculty and administrators have the resources to become leaders in internationalization.

**§ J-NRC COMPETITIVE PREFERENCE PRIORITIES**

§J.1 NRC Competitive Preference Priority 1: In order to address the CPP for NRC institutions to

jointly plan, conduct, and implement activities with MSI and community colleges, UC area

studies centers will continue to partner with CCC (BN E.3.a,c,d). CCC consists of 7 colleges, 5 satellite sites, and dozens of adult education instruction off-sites citywide, representing the largest community college district in Illinois and one of the largest in the nation. The student population of CCC is diverse, with over 83% of enrolled students representing minority populations. 4 CCC campuses are designated Hispanic Serving Institutions by USED, and 3 are recognized as Predominantly Black Institutions. More than 4,500 faculty and staff help prepare 77,000 students annually to enter the workforce, pursue higher education, and advance their careers. CCC is committed to creating an institution that ensures both student access and success around the following 4 goals: 1) increasing the number of students earning college credentials of economic value; 2) increasing the rate of transfer to 4-year colleges following CCC graduation;

3) improving outcomes for students needing remediation; and 4) increasing the number of ABE, GED and ESL students who advance to and succeed in college-level courses. The last Title VI grant cycle was successful in strengthening a core group of faculty and administrators (UC-CCC Advisory Committee) to provide constructive feedback and to communicate international programming needs. These were realized in cooperation with UC NRCs by implementing dedicated faculty development sessions, workshops, and interdisciplinary programs, including:

1) in-person and virtual classroom presentations (e.g., media and Islamophobia, global journalism with the Pulitzer Center on Crisis Reporting) - see Table 21 in §H-NRC.1b for detail on past classroom visits; and 2) the launching of the *UC-CCC International Faculty Fellowship Program*, thereby creating a new cohort of CCC faculty ambassadors to craft international curricular content (e.g., ME women's literature, Iranian film) and to share their work with educators on- and off-campus in CCC professional training sessions and through the UChicago Educator Outreach website. Collaboration with Pulitzer Center also led to an international

reporting fellowship and the signing of a tri-party MOU between UC, CCC, and the Pulitzer Center. In consultation with the CCC Provost's office and UC-CCC Advisory Committee, UC NRCs will further expand collaboration with CCC faculty and students on the development of teacher training, international curricular content development, co-curricular programming, and program evaluation to a) support the CCC Human Diversity course requirement, and b) meet accreditation needs by demonstrating impact through cultural and global competencies (see App D: CCC Letter of Support).

**§ H-FLAS FLAS AWARDEE SELECTION PROCEDURES**

CMES is committed to a high-quality FLAS selection plan. Our procedures have been developed to ensure compliance with USED regulations and guidelines and guarantee that information about FLAS is distributed widely to potential applicants in all GRD and professional programs. The competition for FLAS fellowships involves close coordination between CMES, Deans of Students, and UCGrad. With NRC and FLAS support, UC FLAS fellows have consistently achieved advanced levels of proficiency in one or more ME LCTL, with the majority of alumni reporting that they found employment utilizing their language and area skills. There is a strong correlation between receiving FLAS support and later winning prestigious research grants (e.g., Fulbright, Boren, and Fulbright-Hays DDRA), evidence that FLAS is leveraged to produce a pool of experts with deep language proficiency and area studies knowledge. As noted in §G.3 (FLAS), CMES FLAS fellows also place into careers across the breadth of fields identified as meeting national need according to the Secretary of Education. FLAS fellowships are essential for UC to maintain its strong programs for training advanced language learners in priority languages with relevant area studies expertise. CMES requests authorization to award academic year and summer FLAS for Arabic, Armenian, modern Hebrew, Persian, Turkish, and Uzbek.

Due to the high number of qualified GRD students (see §A) and consistently high demand for

ME FLAS awards, we request 10 AY and 9 summer FLAS awards. ***Advertising.*** CMES works

with UCGrad and other UC NRCs on campus to widely advertise the FLAS competition for both AY and summer awards via posters, flyers, and targeted emails to students, faculty, departments, and administrative offices on campus, including those serving underrepresented students on campus. FLAS fellowship information is available year-round on the CMES and Middle Eastern Studies Students' Association (MESSA) websites, as well as on a centralized student funding website administered by UCGrad. These sites provide details about the competition, selection criteria and application process, priority languages, and regulations governing off-campus programs. Dedicated workshops promote FLAS and advise prospective fellows on application procedures. All communications highlight the priority given to the study of LCTLs as part of training in MES. CMES regularly reaches out to UC professional school staff to cooperate on how to foster enhanced language and area studies opportunities for their students and to develop targeted information sessions. ***Application Process and Selection Criteria.*** Advertising of FLAS

awards begins as early as the start of the AY (October), with the bulk of communications in letter and email distributed in early December to GRD students and all departments and professional schools (e.g., affiliated faculty, department chairs, administrators, advisors). The online application is available through UCGrad and CMES websites. UC uses a standard FLAS application: a 1-page statement of purpose discussing the proposed course of study and its relation to academic training and career objectives, academic transcript, and 2 recommendations (language and academic). The applications are due in mid-February. Incoming GRD students are referred by departments and Deans of Students, who verify eligibility for new students. UC has a centralized FLAS coordinator in UCGrad who works with the Deans of Students to process completed applications for area studies center review. CMES Admissions and Aid Committee

members review and score applications individually and then meet in early March to evaluate, discuss, and rank applications for both summer and AY awards. In addition to prioritizing financial need, selection criteria for FLAS awards place a high priority on students: (1) pursuing advanced levels of proficiency in LCTLs, (2) whose language training is necessary to their disciplinary or professional degree, and (3) who demonstrate a strong focus on MES or international studies with an ME emphasis. Additional criteria are: (4) academic performance and commitment to language and area studies as evidenced by transcripts, recommendations, and proposed program of study, and (5) intention to pursue public service. CMES will not award FLAS to students who already possess fluency equivalent to an educated native speaker. By mid- March, a ranked list of awards is submitted to UCGrad and the Deans of Students, who then inform successful applicants. In April, after the acceptances are known, alternates for awards are notified based on CMES rankings.

**§ I-FLAS COMPETITIVE PREFERENCE PRIORITIES**

§I-FLAS.1 FLAS Competitive Preference Priority #1: The UChicago FLAS application

administered by UCGrad asks students to provide information about their FAFSA completion and other financial details. This system has been in place since 2014 and allows for consideration of financial need in the evaluation process. As noted in Section H-FLAS, the FLAS process involves UCGrad, the respective Deans of Students for each applicant's division, and the FLAS selection committee in CMES. This ensures that all campus parties with knowledge and administrative responsibility for the student's financial situation can contribute to the determination of need based on the criteria established in FLAS CPP #1.

§I-FLAS.2 FLAS Competitive Preference Priority #2: CMES will make 100% of its FLAS

awards in ME LCTL priority languages-Arabic, Armenian, modern Hebrew, Persian, Turkish,

and Uzbek.