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.

Indiana University Center for the Study of the Middle East Program Officer: Tim Duvall

**PROPOSAL SUBMITTED TO:**

**United States Department of Education Application Control Center**

**Attention: CFDA Number 84.015A/84.015B 400 Maryland Avenue, SW Washington, DC 20202-4260**

BY:

Trustees of Indiana University

P.O. Box 1847

Bloomington, IN 47402-1847

(812) 855-0516

**Application for grants under Title VI**

**For Academic Years 2022/23, 2023/24, 2024/25, 2025/26**

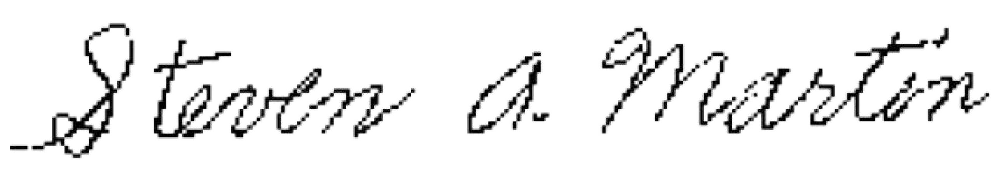
**COMPREHENSIVE NATIONAL RESOURCE CENTER AND FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS**

In the following languages: Arabic, Hebrew, Kurdish, Persian, Turkish

**PROJECT DIRECTOR:**

**Feisal Istrabadi, Director Center for the Study of the Middle East**

**DATE OF SUBMISSION: AUTHORIZING OFFICIAL**



Steven A. Martin, Associate Vice President Research Administration

**Table of Contents**

Acronyms ii.

1. [Commitment to Subject Area 2](#_TOC_250009)
2. [Quality of Language Instructional Program 6](#_TOC_250008)
3. [Quality of Non-Language Instructional Program 9](#_TOC_250007)
4. [Quality of Curriculum Design 11](#_TOC_250006)
5. [Quality of Staff Resources 15](#_TOC_250005)
6. [Strength of Library 18](#_TOC_250004)
7. [Impact and Evaluation 22](#_TOC_250003)

[H-NRC. Outreach Activities 31](#_TOC_250002)

[H-FLAS. FLAS Awardee and Selection Procedures 35](#_TOC_250001)

1. [Program Planning and Budget 38](#_TOC_250000)

J-NRC/I-FLAS. Competitive Preference Priority 52

Budget Narrative Application Profile Form

Appendix 1. Curriculum Vitae and Position Descriptions Appendix 2. Course Lists

Appendix 3. Letters of Support

**ACRONYMS**

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

AF Arabic Flagship

AI assistant instructor

ANU Australian National University ASP African Studies Program

AY Academic Year

BIG Business Is Global

BUS Kelley School of Business, Indiana University CC community college(s)

CCD Center for Constitutional Democracy

CeLCAR Center for the Languages of the Central Asian Region CeLT Center for Language Technology

CEUS Department of Central Eurasian Studies CGC Center for the Study of Global Change

CIBER Center for International Business Education and Research COLL College of Arts and Sciences, Indiana University

CRE Center for Rural Engagement, Indiana University CSME Center for the Study of the Middle East

CTE Career Technical Education DGS Director of Graduate Studies DLI Director of Language Instruction DoD Department of Defense

DoL Department of Labor

DoS Department of State

DUS Director of Undergraduate Studies ED US Department of Education EURO European Studies Center

FLAS Foreign Language and Area Studies fellowship FVSU Fort Valley State University

GA graduate assistant

GCELI Global and Community Engaged Learning Institute GLI Global Literacy Invitations

GSF Gulf Security Forum

GR graduate

HBCU Historically Black College and University HSI Hispanic Serving Institution

IAUNRC Inner Asian and Uralic National Resource Center

ICCI Institute for Curriculum and Campus Internationalization IDOE Indiana Department of Education

ILR Interagency Language Roundtable IN Indiana

IU Indiana University

IUB Indiana University Bloomington

IUN Indiana University Northwest ISP Islamic Studies Program

JSP Borns Jewish Studies Program, Indiana University LAW Maurer School of Law, Indiana University

LCTL less commonly taught language(s) LRC Language Resource Center

LSP Languages for Specific Purposes

LUD Luddy School of Informatics, Computing and Engineering, Indiana University LW Language Workshop, Indiana University

ME Middle East

MED School of Medicine, Indiana University MENA Middle East and North Africa

MES Middle East studies

MESP Middle East Studies Program MSCH Media School

MSI minority-serving institutions

NALRC National African Language Resource Center, Indiana University NSCC Nashville State Community College

NPS Naval Postgraduate School NTT non-tenure track

NTU Navajo Technical University OPI Oral Proficiency Interview OOS Office of Overseas Study

OSPEA O’Neill School of Public and Environmental Affairs, Indiana University OVPIA Office of the Vice President for International Affairs

REEI Russian and East European Institute ROTC Reserve Officer Training Corps

SoE School of Education, Indiana University

TPMA Thomas P. Miller and Associates (An independent evaluator) TT tenured or tenure-track

UG undergraduate

UAE United Arab Emirates

**Priorities Legend**

AP1(1) Absolute Priority 1, part 1: Diverse perspectives

AP1(2) Absolute Priority 1, part 2: Encourage government service

AP2 Absolute Priority 2: Building capacity in LCTLs and area studies CPP1 Collaborations with MSIs or CCs

CPP2 Collaboration with Teacher Education Programs F1 FLAS Financial Need Demonstration

F2 FLAS Awards in LCTLs

Indiana University’s Center for the Study of the Middle East (CSME) supports advanced research and scholarship of the Middle East, develops and strengthens critical language programs, helps support a vibrant library collection including electronic resources, provides training to students, teachers and professionals, and engages in curriculum development and community outreach. CSME accomplishes this by leveraging the area expertise of its 98 affiliated faculty and through institutional and other financial support. CSME seeks T6 funding to expand its outreach and impact in areas of national need as a National Resource Center and as a FLAS-granting unit.

CSME is housed in IU’s Hamilton Lugar School of Global and International Studies (HLS), which brings together 250 scholars—including 112 full-time faculty—covering every part of the globe and teaching 80 languages. HLS builds on IU’s long-standing tradition of deep engagement in global and international matters. Spanning the humanities and social sciences, over 700 HLS students study crucial contemporary issues that transcend any one nation or region of the world and master the language skills and cultural competencies necessary to fill areas of national need in government service, education, business, and non-profit sectors. CSME is an essential component of HLS and provides expertise and financial support to affiliated faculty, students, teachers, and the public on a region of the globe that has always been a critical area of national interest.

CSME has three main goals for 2022-2026 which address both Absolute Priorities and the Competitive Preference Priority. These goals govern all its proposed activities and will have significant and measurable impacts on the community, state, and nation.

|  |  |
| --- | --- |
| **Table 1: CSME’S GOALS FOR 2022 - 2026** | **Priorities** |
| Goal 1 (G1): Build capacity in the LCTLs and area studies of MENA at IU and other institutions of  higher education | AP1, AP2,  F2 |
| Goal 2 (G2): Internationalize minority serving institution (MSI) and community college (CC) curricula through significant and sustained building of faculty and student expertise in the  contemporary MENA | AP1, AP2, CPP |
| Goal 3 (G3): Integrate international and global learning into K-12 schools by promoting knowledge of  LCTLs and area studies of MENA in collaboration with IU’s School of Education and others | AP1, AP2,  CPP |

# Commitment to Subject Area

IU’s commitment to MES dates from the establishment of MELC (then called Near Eastern Languages and Literature) in 1965; CSME itself was founded in 2010. CSME focuses exclusively on the ME—the Islamic Studies Program (ISP) deals with interregional issues—and seeks to advance comprehensive and multifaceted understanding of the ME, its people, languages, cultures, religions, laws, politics, economics, commercial environment, history, geography, literature, arts, and more. CSME thus includes faculty from across IU’s diverse community of scholars. In addition to the broad range of disciplines represented in its three principal academic units—MELC, CEUS, and JSP—CSME includes scholars and professional staff from International and Comparative Education in SoE, CCD in LAW, IIB and CIBER in BUS, the Institute for Development Strategies in OSPEA, and CGC and IAUNRC in HLS. CSME has broad support throughout the IU community. CSME has sponsored or co-sponsored conferences, lectures, panels and other activities with OSPEA, CCD, CIBER, CGC, IAUNRC, ISP, JSP, SoE, MSCH, and the departments of MELC, CEUS, Political Science, Linguistics, and Hillel House. IU’s commitment to MES is also represented by 543 titles with ME content in print with IU Press.

**A.1.a. Support for CSME Operations**. IU pays salaries and benefits for the CSME director,

100% of the AD salary, and one part- time graduate student. HLS provided

|  |  |  |
| --- | --- | --- |
| **Table A.1: CSME Fiscal Year Support by IU** | | |
| Salaries and Fringe Benefits | 2017-2018 | 2021-2022 |
| Faculty\* | $4,967,600 | $5,128,593 |
| Associate instructors | $ 406,440 | $ 408,160 |
| Full-time office staff | Not available | $1,985,371 |
| Student office staff | $ 86,232 | $ 128,528 |
| Conference & Program Support | $ 15,000 | $ 20,000 |
| Supplies and expenses | $ 4,303 | $ 20,000 |
| Library purchases | $ 98,129 | $ 104,649 |
| **Total Support** | **$5,577,704** | $7,795,301 |
| \*Calculated by % time devoted to MES Excludes space and maintenance | | |

$20,000 to support CSME program- ming over the past four years in discretionary programmatic funds

and will continue this commitment. This HLS shared-services administration unit consolidates and streamlines financial processing, human resources, payroll processing, grant development and

compliance, course scheduling and administration, communications and marketing, student services and recruitment, event planning, and FLAS management. The total shared services investment in 2021-2022 is $1,985,371.

**A1.b. Teaching Staff**. IU’s commitment to MES is evident in its faculty. CSME has 98 affiliated faculty drawn from COLL and 8 professional schools: LAW, SoE, BUS, MED, Public Health, OSPEA, Music, and LUD, across 2 IU campuses. Current MES faculty salaries and benefits, adjusted for percent of MES effort, total $5,128,593. MELC has 11 TT core faculty, 3 lecturers, 13 adjunct faculty from other units, and 1 administrator. CEUS’ MES faculty consists of 9 TT faculty, 3 senior lecturers, one visiting assistant professor (paid for with T6 funds), 1 administrator, and 1 part-time graduate student. JSP’s MES faculty consists of 7 TT faculty, 3 lecturers, 1.5 administrative positions, 1 part-time graduate student. IU added a total of 5 MES faculty since 2018. Since 2002, IU has added 30 faculty whose research and teaching engages the ME, ensuring the sustainability of MES at IU for the foreseeable future. Further, the current HLS Modern MES non-language TT faculty includes two political scientists, an anthropologist, a modern historian, a sociologist, four linguists, a specialist in law/diplomacy/security studies, and three modern literature specialists. HLS has made an absolute commitment, not requiring T6 seed funds, to make a TT hire in Persian Literature and Linguistics housed in CEUS, which will conduct a search in Y1. In support of this new faculty appointment, CSME seeks $5000 in T6 funds in Y2-Y4 to augment the research funds HLS makes available to new TT hires. (Budget 8.D.6.).

* + 1. **Library Resources**. MENA library acquisitions rose to over $104,000 for AY2022 and MENA holdings exceed 250,000 volumes. See Section F below.
    2. **Linkages with Institutions Abroad.** IU has formal agreements with universities in Afghanistan, China, Egypt, Iran, Israel, Jordan, Kyrgyzstan, Lebanon, Saudi Arabia, Turkey, and

the United Arab Emirates. It has had visiting scholars and distinguished practitioners specializing in MES from Afghanistan, China, Egypt, Indonesia, Iran, Iraq, Israel, Jordan, Kyrgyzstan, Lebanon, Morocco, Saudi Arabia, Syria, and Turkey. CSME faculty have made research trips to Afghanistan, Azerbaijan, Bahrain, Bangladesh, the Central Asian republics, China, Egypt, Ghana, India, Indonesia, Iran, Iraq, Israel, Japan, Kyrgyzstan, Mali, Morocco, Oman, Pakistan, Qatar, Saudi Arabia, Spain, Tanzania, Tunisia, Turkey, and UAE. While the pandemic has materially affected travel opportunities, in the last 8 years, IU’s OVPIA has provided 786 faculty and 149 students with over $1,790,192 for overseas research or study. 21 faculty in areas that include law, Jewish studies, chemistry, religious studies, education, history, business, and political science received $32,317 for overseas activities in 7 MENA countries; and 7 students received a total of $17,600 to study in Israel, Jordan, and Turkey. 29 students from IU’s Arabic Flagship program have traveled to Morocco for study since the Flagship’s inception in 2016. Before the US withdrawal, IU assisted the Afghan Ministry of Higher Education in the reconstruction of the Afghan higher education system. IU and Australian National University’s (ANU) joint Pan-Asia Institute, with locations at each university, promotes research and teaching on Asia, including the ME, and allows students to take courses at each university and to be awarded a degree from both. CSME participates fully in this institute. CSME’s director and his ANU counterpart have each served as distinguished visiting scholars at the counterpart university, each giving public lectures and meeting with students there. CSME is preparing a cooperative agreement between it and the University of Exeter’s Institute of Arabic and Islamic Studies in the UK.

* + 1. **Outreach Activities.** See section H below. IU, HLS, and CSME have always viewed outreach as critical to their mission. Prior to the establishment of CSME in 2010, the Middle East Studies Program pursued outreach without federal funds. To show its continued support of

CSME’s outreach efforts, HLS has committed to paying 100% of CSME’s AD salary who is primarily responsible for coordinating CSME outreach. This represents a return to funding levels provided prior to the pandemic during which IU asked for and was granted permission to fund the AD with T6 funds. HLS administrative positions that support international programs in general and NRC operations in particular include the Public, Regional and Global Initiatives Manager, the FLAS Administrator, the Director of International Education and Outreach, a school-wide Director of Finance, and a Support Services team (see app. 1.10). HLS supports outreach to the community through an annual event, America’s Role in the World, which brings together distinguished scholars and practitioners to discuss major current foreign policy issues from diverse perspectives. The conference, co-convened by the HLS namesake, Rep. Lee Hamilton and Dean Lee Feinstein, explores the ways in which America’s future is global and its engagement with the world essential.

* + 1. **Support for Qualified Students.** *US News & World Report* ranked IU 26th in National Universities in 2021. In addition to comparatively low tuition, several financial aid programs are available for outstanding UGs, such as the Wells Scholars Program, which pays all expenses, the Hutton Honors College, the Hudson & Holland Scholars Program (for minority students), the 21st Century Scholars Program (administered by the Vice President of Diversity, Equity, and Multicultural Affairs), Jewish Studies Scholarships, and IU Global Engagement Scholarships (for international students). Work-study and need-based financial aid is available. HLS offered

$658,500 in 4-year scholarships in AY21-22. GR financial aid is administered through departments. NELC receives one recruiting fellowship annually and CEUS receives two. NELC employs 7 Arabic AIs and the Arabic Flagship provides 2 more. CEUS receives funding to support two GAs for the Turkish language program and 3 other RAs and TAs; one Persian GA is supported with T6 funds. JSP as a department funds 5 recruiting fellowships annually and employed 6 GAs

(funded by COLL) in AY21-22. The total value of graduate stipends and fee remissions for MES students is about $669,000/year. CSME is a FLAS-granting unit and will have supported 75 students with $1,368,000 in funding over the last four years with awards given in each of its five languages, Arabic, Hebrew, Kurdish, Persian, and Turkish.

# Quality of Language Instructional Program

* + 1. **Instruction in Area Languages.** MELC—which was awarded an Arabic Flagship (AF) in 2016 with the support and cooperation of CSME—offers Arabic (modern standard, Classical, and various dialects, media Arabic, Arabic grammar, Arabic linguistics, and content courses in Arabic) and Hebrew (with JSP, Modern and Biblical). CEUS offers Turkish (Modern, Ottoman, and Old), Persian (Modern, Classical, Middle, and Old), and Sorani Kurdish (supported by CSME’s T6 grant). IU’s LW offers 5 years of Arabic (Y4 & Y5 supported by CSME’s T6 grant), level 1 Kurdish (supported by CSME’s T6 grant), level 1 Persian, and levels 1 & 2 Turkish. IU offers other languages relevant to MES either annually, in the summer, or with less regularity: Egyptian, Pashtu, Baluchi, various Old and Middle Iranian languages, Syriac, Kazakh, Kyrgyz, Tatar, Turkmen, Urdu, Uyghur, Yiddish, and Uzbek. Kurmanji Kurdish has been offered in the past.
    2. **Enrollments.** Over the last cycle, 1710 students enrolled in all levels of Arabic, 590 in Hebrew, 53 in Kurdish, 384 in Persian, and 345 in Turkish. In AY20-21, 409 students enrolled in Arabic, 136 in Hebrew, 18 in Kurdish, 104 in Turkish, and 82 in Persian. At the IU LW in the summer of 2021, 83 students were enrolled in Arabic, 12 in Kurdish, 17 in Turkish, and 20 in Persian (Hebrew is not currently offered at LW). In AY18-19, 310 students enrolled in Arabic; by AY20-21 372 students enrolled in Arabic. This mirrors an increase in enrollments in HLS generally. (See app. 2 for course enrollments.)
    3. **Levels of Language Training.** IU offers 5 years (levels) of Arabic, 4 years of Hebrew,

Persian, and Turkish, and 2 years of Sorani Kurdish. In addition to classroom hours, Arabic, Hebrew, Kurdish, Persian, and Turkish students participate in one group conversation hour per week, resulting in six contact hours for first- and second-year levels and five for third- and fourth- year levels. Requirements for AF students are more rigorous (see section B.4.a).

* + 1. **Content Courses Taught in Area Languages.** MELC offers three advanced courses taught in Arabic: A455/465 Media Arabic, A465/665 Arab Women, and A475/675 Minorities in the Middle East. CEUS offers the advanced Turkish content course T785 Media Turkish. These courses require ILR proficiency level 3. Advanced readings courses are also available for UG and GR in Arabic, Hebrew, Persian, and Turkish. In Spring of 2022, one GR student is pursuing an advanced readings course in Kurdish. Graduate students in NELC, CEUS, and JSP must be able to conduct research in their relevant languages.
    2. **Language Faculty.** Language courses are taught by full-time faculty and AIs and are overseen by Directors of Language Instruction (DLIs) (Morkus, Kivik, Weiss; cf. app. 1). Arabic has 6 full-time faculty (3 tenured), Hebrew 3, Turkish 3, Persian 3, and Kurdish 1. 11 Arabic AIs are hired annually to teach and conduct conversation hours. Turkish employs 3 AIs or foreign- language teaching assistants. Persian employs 2 AIs (one of which is supported by CSME). In addition, tenured faculty offer advanced courses which require language reading competency.
    3. **Pedagogical Training for Faculty and AIs.** All language instructors receive annual pedagogical training in performance-based instruction through the Center for Language Excellence and their respective departments. In addition, CSME supports a LCTL Summer Workshop for Trainers administered by NALRC. MELC offers graduate-level courses “Introduction to Arabic Pedagogy” and “Teaching Less Commonly Taught Languages.” CEUS language faculty receive training and certification in online teaching from IU. In 2020, CSME and

IAUNRC jointly sponsored Modified Oral Proficiency Interview training conducted by ACTFL attended by 10 LW instructors. CSME proposes to sponsor another ACTFL training workshop in Y1 of the upcoming cycle for language faculty with a goal of OPI certification for participants. (Budget 8.B.8). Ongoing pedagogical training of all language instructors is addressed regularly by DLIs, standardized class observation with feedback, mid-term and end-of-semester evaluations, methodological “share fairs” conducted by CeLT, and individual consultation.

* + 1. **Quality of Performance-Based Instruction.** Students are assessed in the four language skills based on ILR proficiency guidelines across all CSME languages. Two types of assessment are utilized: 1) systematic and frequent measures of achievement, including assignments, quizzes, tests, class projects, and final exams; 2) proficiency-based assessment that utilizes standardized, nationally recognized measures such as the OPI; Arabic students take an OPI annually to determine proficiency. The AF basic curricular plan consists of 3 tiers. Tier 1 allows students to finish the equivalent of four years of Arabic in two years and reach a proficiency level of ILR 2 to 2+. Tier 2 consists of one summer at the AF Program in Morocco in addition to two semesters of content classes at IU, which allows students to reach ILR 2+ to 3. Tier 3 represents the Capstone year in Morocco. During the Capstone year abroad, they spend 20 hours/week in class in the fall learning about Arabic language, literature, history, politics, and culture and are expected to reach ILR 3. In the spring they are required to complete a part-time internship in addition to time spent in class.
    2. **Resources for Language Teaching.** At IU, the multimedia technology classroom is standard. IU’s CeLT oversees the Language and Computer Labs, which provide technical expertise and training in language teaching, including CSME LCTLs. CeLCAR is an important pedagogical resource for Persian and Kurdish. All language programs offer various cultural activities designed to maximize language and cultural learning and are fully incorporated into the

curriculum; students receive credit for participation. In addition, the AF offers bi-weekly Arabic lectures presented by members of the Arabic MELC faculty or outside invited speakers.

* + 1. **Language Proficiency Requirements.** For all Arabic students, the goal is to reach ILR level 2+ to 3 after four years of study. Persian and Turkish students are expected to reach the equivalent of ILR 2 at the end of three years of study. In Hebrew, after four years, the goal for students is to reach the equivalent of 2+. Kurdish students should reach ILR 1+ to 2 after 2 years.

# Quality of Non-Language Instructional Program

* + 1. **Non-Language Disciplines and Countries Covered.** CSME faculty in COLL teach in the fields of anthropology, art history, communication, comparative literature, Egyptology, ethno- musicology, fashion design, film studies, folklore, history, Iranology, theoretical and applied linguistics, philosophy, political science, religious studies, sociology, and the area studies units ASP, CEUS, JSP, and MELC; and in the professional schools LAW, BUS, OSPEA, ED, MSCH, LUD, Public Health, and Music. CSME courses cover Muslim and non-Muslim populations in MENA countries. Our faculty offer specialized courses on Turkey, Iran, Israel, Afghanistan, Iraq, and Syria, and on Muslim and Jewish communities in the Balkans, Africa, Central and South Asia, and the West.
    2. **b. Availability of MES Courses in Professional Schools.** Courses in the professional schools relevant to MES or which contain ME content in internationally or globally oriented courses since 2018 include: 44 BUS; 33 SoE; 4 MSCH; 15 LAW; 4 LUD; and 2 OSPEA. MES courses in all schools are open to IU professional school students.
  1. **Interdisciplinary MES Course Offerings.** CSME is highly interdisciplinary by design, as are its constituents offering a wide variety of courses from diverse perspectives. Virtually all MES faculty have at least one other joint/adjunct appointment, so interdisciplinary courses are the rule,

not the exception. Examples include COLL-C 104 “Oil, Islam and Geopolitics” (business, religion, political science); ANTH-E 251 “Post-Taliban Afghanistan and the War on Terror” (anthropology, security studies); CEUS-R 621 “Constitutionalism in the Middle East” (area studies, law, ethics); BUS-D 270 “Global Business Environments” (business, international studies); MELC-M 305 “Race and Ethnicity in Arabic Literature” (ethnic studies, literature, area studies); CEUS-R 322/522 “Jews of the Muslim East” (Jewish studies, history, religion); CEUS-R 351 “Prophets, Poets, and Kings: Iranian Civilization” (religion, literature, history); JSTU-J 204 “Israel, Gender, and Difference” (gender studies, anthropology, area studies).

* 1. **a. Non-Language Faculty.** Of CSME’s 98 affiliated faculty, approximately 28, who are assigned no more than 2 courses each semester, plus a handful of advanced GR students, taught non-language 100% MES courses in 2019-2021; about 38 taught courses with partial MES content. CSME faculty-to-student ratios show the sufficiency of faculty numbers: in AY19-20 and AY20- 21, GR courses averaged 3.83 students per course and UG courses averaged 16.46.

**C.3.b. Pedagogical Training for AIs.** Almost all CSME non-language courses are taught by full- time faculty. When AIs are employed, they are mentored by faculty and are required to attend workshops on pedagogy, diversity, sexual harassment, basic policies, and common challenges. They receive pedagogical training through their home departments. AIs are encouraged to utilize various easily accessible resources, including group workshops, individual consultations, language technology, and teaching materials. The Center for Innovative Teaching and Learning at IU provides mandatory workshops for new AIs and additional pedagogical resources and training.

* 1. **Depth of Specialized Courses.** In the 2 AYs 2020-2022, 11 IU departments and multiple schools will offer 119 different non-language courses relevant to MES, 49 of which are 100% MES; some are offered annually or semi-annually. These include 50 courses in history and political

science; 25 on religion, 8 of which focus exclusively on Islam; 13 on literature, art, and film; 11 in the fields of anthropology, sociology, and folklore. BUS offers 9 courses with partial MES content, ED 7, LAW 6, and LUD 4. In addition, directed readings classes and Capstone and thesis courses allow students to undertake highly focused study in their areas of interest.

# Quality of Curriculum Design

* + 1. **Undergraduate Degree Programs.** Students can earn a BA major or minor in each of CSME’s principal departments: MELC (Arabic, Hebrew, Persian, ancient Egyptian, Islamic Studies, Middle Eastern Civilizations), CEUS (Persian, Turkish, Central Eurasian Studies), JSP (Hebrew). Other departments and programs allowing a focus on ME include Anthropology, Cybersecurity & Global Policy, Folklore, History, Political Science, Religious Studies, JSP (certificate), and ISP (certificate). Many students with an International Studies major also double- major or minor in MES. In AY20-21, MELC had 46 UG majors and 28 minors; CEUS had 14 UG majors and 17 minors; JSP had 14 majors, 8 Hebrew minors, 12 Jewish Studies minors, and 11 certificate students. MES courses fulfill distribution requirements in other departments and schools, including requirements in cultural studies, foreign language, international studies, intensive writing, and arts and humanities. MELC, CEUS, and JSP students normally take ME- related courses from several departments. Many MELC and CEUS students double-major in disciplinary departments.
    2. **Appropriateness and Rigor, Undergraduate Curriculum.** The four MELC and CEUS language-track majors each require 3 years of the relevant ME language. The MELC Islamic Studies and Civilization tracks and CEUS Central Eurasian track require 2 years of language courses plus an additional 7 content courses. JSP majors must take at least one year of Hebrew or Yiddish and 9 additional courses. The Islamic Studies Certificate requires 8 relevant courses with

geographical distribution requirements. See Table D1 for details. A C- GPA must be maintained for good standing for both majors and minors. Most MES majors complete a second major in a disciplinary department or International Studies. The Cybersecurity & Global Policy degree requires area studies including language study. IU general education core undergraduate requirements include 2 years of a foreign language with an alternative of 6 credits of “international experience,” satisfied by study abroad or other options.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table D1: Undergraduate Degree Requirements for Departments Specializing in Middle East Studies** | | | |
| Degree | Language requirements | Other courses | Other reqs. |
| CEUS major: CES | 2 years | 30 hours |  |
| CEUS major: lang. and civ. | 3 years | 30 hours |  |
| CEUS minor |  | 15 hours |  |
| CEUS minor with lang. cert. | 6 hours above intro. | 15 hours |  |
| Islamic Studies Certificate |  | 24 hours |  |
| Jewish Studies major, Hebrew | 1 year | 30 hours |  |
| Jewish Studies Certificate |  | 24 hours |  |
| Jewish Studies Hebrew minor | 3 years | 15 hours |  |
| MELC major: Arabic, Hebrew, Persian, ancient Egyptian | 3 years to 3rd yr. | 15 hours | Honors thesis optional |
| MELC BA: ME Culture | 2 years to 2nd yr. | 31 hours | Honors thesis optional |
| MELC minor |  | 15 hours, 1st year lang. not counted |  |

* + 1. **c. Graduate Programming and Professional Schools.** Graduate students may earn an MA or PhD in MELC, CEUS, and departments or professional schools with MES content. In AY20- 21, there were 79 graduate students in MELC, 38 graduate students in CEUS, and 5 Masters students in JSP (with an additional 17 PhD students in other departments with a JSP minor). MELC and CEUS PhD students complete an external disciplinary minor and may assume a second major in another department. Current and recent MELC and CEUS PhD students have second majors in Anthropology, Comparative Literature, History, History & Philosophy of Science, Linguistics, Philosophy, Political Science, Religious Studies, and Second Language Studies. PhD students can also minor in MELC, CEUS, or JSP. MES students can earn a joint PhD in Law & Democracy and MELC through CCD, while MELC and CEUS each offer joint MA/MPA degrees with OSPEA,

and CEUS with BUS, Informatics, and Library Science. All MELC MA degree students must gain 4th-year proficiency in Arabic, Hebrew, Persian, or Turkish. The MELC PhD requires proficiency in three languages: 5th-year standing in the major ME language with 12 hours beyond the MA requirement; 3rd-year standing in another ME language; and reading proficiency in a European research language. The CEUS PhD requires advanced-level content courses in the language of specialization (Persian or Turkish) plus two European research languages, including Russian. See Table D2 for details. CSME seeks to deepen existing ties with LAW and MED, respectively, to

|  |  |  |  |
| --- | --- | --- | --- |
| **Table D2: Graduate Degree Requirements for Departments Specializing in Middle East Studies** | | | |
| Degree | Language requirements | Other courses | Other reqs. |
| CEUS PhD: Persian, Turkish | 4.5 yr., 2 Eur. research  langs. | 90 hrs. total, including  language | External minor,  exams, thesis |
| CEUS Ph.D. minor |  | 12 hours |  |
| CEUS MA: Persian, Turkish | 2nd yr., 1 Eur. res. lang. | 30 hours | Thesis |
| CEUS/OSPEA jt. MA/MPA | 2nd yr., 1 Eur. res. lang. | 60 hours. | Thesis |
| CEUS/BUS jt. MA/MBA | 2nd yr., 1 Eur. res. lang. | 66 hours | Thesis |
| CEUS/Informatics jt. MA/MIS | 2nd yr., 1 Eur. res. lang. | 54 hours | Thesis |
| CEUS/Lib. Sci. jt. MA/MLS | 2nd yr., 1 Eur. res. lang. | 60 hours | Thesis |
| MELC PhD: Arabic, Hebrew, Persian, Turkish | 5th yr. with 12 hrs. beyond MA; 3rd yr. of 2nd ME lang.; European  res. lang. | 90 hours total, including language | Outside disciplinary minor; exams; thesis |
| MELC/Law jt. PhD in Law and  Democracy | Demonstrated  proficiency | 84 hours | In-country fieldwork;  exams; thesis |
| MELC PhD minor |  | 12 hours |  |
| MELC MA: Arabic, Hebrew,  Persian, Turkish | 4th yr., 12 hrs. using  language | 36 hrs. total, including  language | Exam; paper |
| MELC MA: Egyptology | 3rd yr. Ancient  Egyptian; 1 Eur. res. lang. | 36 hrs. total, including language | Exam; thesis |
| MELC/OSPEA Jt. MA/MPA | 3rd yr., 1 Eur. res. lang. | 66 hours. | Thesis |
| Jewish Studies Ph.D. minor |  | 15 hours |  |
| Jewish Studies MA | 2nd year | 32 hours incl. language | Exam and thesis |
| Jewish Studies/History Dual MA | Proficiency | 52 hours incl. language | Exam or thesis |
| Double Ph.D., any two depts. | Requirements of both programs | Reqs. of both programs | 90 hours course- work; double exams;  thesis |

expose their students to MENA experts in legal and biomedical issues (see sections I.1.G1.3.a; I.1.G1.3.b). CSME participates with BUS in a variety of programs (see section I.1.G1.3.c), including a 2-week summer language, culture, and business program for high school students

called Business is Global (BIG). BIG includes Arabic and Turkish among its languages.

**D.2. Academic and Career Advising for Students.** All CSME departments have a faculty DUS. Departmental academic advisors assist in course selection, career counseling, credit transfers, and study abroad, acting as liaisons between students and all university resources. The faculty DGS advises graduate students. PhD students have individual faculty advisors and graduate committees. HLS itself has an academic counseling office that assists in choosing the right major, minor, and courses for their interests and career goals. HLS maintains robust career advising services including the newly created Global Career Cabinet, the Emerging Leaders Council, the Professional Mentor Program, and a dedicated 1 credit hour course “Global Leaders & Professionals Program,” all of which aim to help establish professional networks as well as internship and career opportunities for HLS students. HLS UGs have at their disposal the Walter Center for Career Achievement located in COLL. These services aid students in finding internships and careers in government, education, NGOs, and the private sector.

**D.3.a. Research and Study Abroad Opportunities.** Despite the pandemic, the 2021 IIE Open Doors Report ranked IU second in the nation for semester-long study abroad programs and, in AY19-20, sixth for the number of students studying abroad. Current IU ME overseas study programs include: Amman-CIEE; Hebrew University, Jerusalem; Meknes, Morocco (for Arabic Flagship students). Credit from other overseas programs/universities is transferrable. Instability in the ME and the pandemic reduced overseas study possibilities during the last cycle. Nonetheless, 184 IU students studied in MENA 2017-2021 including Egypt (1), Iraq (1), Israel (78), Jordan

(13), Morocco (29), Oman (1), Turkey (1), and UAE (60).

**D.3.b. Facilitating Access to Overseas and Summer Language Programs.** IU and CSME have successfully enabled overseas study in a variety of ways. The OOS provides advising on programs,

curriculum integration, and financial aid to students. In AY18-19 (i.e., before the pandemic) OOS provided nearly $14 million in financial aid. MELC, CEUS, JSP, and International Studies all encourage overseas study and provide information, advising, and financial support. AF has both summer study and Capstone year abroad programs in Meknes, Morocco. The Big 10 Academic Alliance, a consortium of 14 universities, broadens the scope of study abroad programs available to IU students through the Shared Program Abroad.

# Quality of Staff Resources

**E.1.a Qualifications of Teaching Faculty and Professional Staff.** CSME’s affiliate faculty are prominent specialists and experienced teachers in their fields. All TT faculty hold doctorates, many from the world’s most prestigious universities. They have received awards and fellowships from the MacArthur, Guggenheim, Rockefeller, Woodrow Wilson, Mellon, and Wenner-Gren Foundations and from Fulbright-Hays, SSRC, ACLS, IREX, NEH, AAAS, the Australian Ministry of Education, and the American Research Centers in Egypt, Turkey, and Pakistan. Faculty traveled frequently (before the pandemic) to the region for professional development and to conduct field research, including Afghanistan, Azerbaijan, Bahrain, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Morocco, Oman, Qatar, Saudi Arabia, Turkey, and UAE. Two affiliated faculty, Istrabadi and Ganguly, are elected fellows of the American Academy of Arts and Sciences, and a third, J. Choksy, served on the National Council on Humanities overseeing NEH, a presidential appointment requiring Senate confirmation. CSME faculty belong to both COLL and the professional schools. OSPEA is ranked 2nd nationally among 284 public affairs schools in the U.S. BUS, LAW, LUD, and SoE all rank highly in their respective fields. Many CSME affiliates also have practical experience as consultants for governmental, non-governmental, and private organizations, including the Departments of State and Defense, the National Security Council, and

other governmental entities. Teaching-intensive NTT faculty have advanced degrees in their fields, usually doctorates, and are entitled to long-term contracts after six years. Part-time adjuncts are rare.

* + 1. **Professional Development Opportunities.** Faculty receive a paid sabbatical every 7th year; pre-tenure faculty receive similar leave prior to tenure review. COLL, the professional schools, and IU itself offer support for professional travel. Faculty with major research fellowships are eligible for funds to compensate for lost salary. Most MES faculty have extensive research experience in the ME and the Islamic world. CSME requests matching funds for faculty travel for research and conferences. (Budget 3.A.2; 3.B.2). CSME also requests research funding for the new TT CEUS position in Persian Literature and Linguistics. (Budget 8.D.6.).
    2. **c. Commitment to Students.** Most faculty spend at least half of their time teaching and advising students, including regular office hours. While typical teaching loads are two courses each semester, they routinely conduct directed readings for students and advise each GR student once per semester. Teaching is a major factor in hiring decisions, and teaching is a major evaluative factor for tenure and promotion. Every department retains professional advisors to help UGs with course choice, requirements, and other advising services. Nearly all CSME faculty advise UG and/or GR students on academic matters, whether by serving on doctoral or masters’ committees, serving as advisors to UGs on Capstone projects, or informally.

**E.2. Center Staffing and Oversight.** There are three levels of CSME oversight. The director and full-time AD divide day-to-day responsibilities over CSME operations, projects, and a staff of two GAs and two UG hourlies. An executive committee, which meets regularly, consists of the director and faculty—currently from MELC, CEUS, JSP, Political Science, BUS, OSPEA, MED—and has immediate oversight over the director and sets policies and procedures. CSME is also under the

oversight of the Dean and associate and assistant deans of HLS. HLS pays 100% of the director’s and AD’s salary. The current AD holds a PhD and coordinates outreach activities and assists in cultural programming. CSME staff includes a GA, paid for by HLS, responsible for maintaining the website, newsletter, and social media presence. T6 funding is sought for a GA primarily responsible for outreach and in assisting with programming, as well as for UG hourly employees to assist with various projects. (Budget 1.B.1; 1.B.2).

**E.3. Non-Discriminatory Employment.** The Office of Institutional Equity is responsible for monitoring overall employment practices at IU and driving initiatives to recruit applicants from underrepresented groups including women, racial and ethnic minorities, veterans, and individuals with disabilities. IU is dedicated to providing equal access to our employment environment while at the same time taking affirmative actions to recruit and retain outstanding female faculty and staff as well as those of historically underrepresented racial and ethnic groups, veterans, and persons with disabilities in compliance with its Non-Discrimination/Equal Opportunity/ Affirm- ative Action Policy, Executive Order 11246 (as amended by 11375), Section 402 of the Veterans Readjustment Act, and Section 503 of the Rehabilitation Act. IU policy prohibits discrimination based on age, color, disability, ethnicity, sex, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sexual orientation, or veteran status. Moreover, IU adheres to the requirements of the Americans with Disabilities Act, making reasonable accommodations to eliminate discrimination in the hiring of persons with disabilities. All current and future CSME hiring will strictly honor these guidelines. In September 2021, IU President Pamela Whitten announced a $30 million fund to accelerate IU’s efforts to hire a more diverse mix of faculty, including researchers. The seven-year Presidential Diversity Hiring Initiative will focus on hiring from groups traditionally underrepresented in higher education, with

the ambition of increasing their representation among faculty.

# Strength of Library

The IU Libraries are highly ranked nationally and hold over 250,000 MES items. The collections are open to the public and are available through interlibrary loan. Funds are being requested to support acquisitions by the professional school libraries and for special purchases.

|  |  |
| --- | --- |
| **Table F1: Estimated MES Library Holdings** | |
| **Language and Region** | **Volumes** |
| Arabic | 86,709 |
| Hebrew | 29,624 |
| Persian | 9,405 |
| Turkish | 13,259 |
| Kurdish | 205 |
| Other ME languages, incl.  Aramaic, Syriac, Albanian, ancient languages | 2,273 |
| Other MES | 110,000 |
| Film and video | 700 |
| Music and audio | 750 |
| **Total Items** | 252,925 |

* 1. **Relative Strength of Library Holdings.** The IU Libraries are [ranked as one of the top North American](http://www.arl.org/stats/index/index.shtml) [research libraries](http://www.arl.org/stats/index/index.shtml) according to the Association of Research Libraries. In 2010, the IU libraries received the "[Excellence in Academic Libraries Award](http://www.arl.org/stats/index/index.shtml)" from the Association of College and Research Libraries. It includes more than 11.5 million items in over 500 languages. The

materials support every academic discipline on campus, with an emphasis on the humanities and social sciences. Collections also include journals, maps, films, and sound recordings. Users can access more than 1,870 databases, 269,000 electronic journals, and 2.28 million electronic books, as well as locally developed digital content. The IU Libraries house outstanding MES resources in the Wells (Central) Library. But it is very difficult to quantify precisely Library holdings relevant to ME Studies. Its collection of 86,709 volumes in Arabic is one of the largest in the United States. Our online library management system provides a count of titles and volumes held by language and an approximate count of titles and volumes by relevant topics and geographic regions (Table F1). The category “Other MES” includes English and other Western language materials that focus on MES topics.

The Wells Library holds over 250,000 items relevant to MES. The librarian for MES also provides

access to collection information, online resources, and reference tools through an IU Libraries website. In addition to these resources, the Wells Library maintains more than 300 serial subscriptions directly relevant to MES. The Library also provides access to all major online resources. IU was among the earliest libraries to make these databases available to its users, and in some cases the first. ME-specific databases are supplemented by an abundance of supporting general research tools*.* The IU Libraries have been a U.S. government document depository since 1878 and are a depository for United Nations and European Union publications. We collect publications from major international organizations. The IU Libraries are a member of the Center for Research Libraries (CRL) consortium, including their Middle Eastern Microfilm Project, which has acquired microform copies of unique and rare research material. The MES collection is also supported through exchange agreements with institutions in Iran, Jordan, and Saudi Arabia, and through private donations. The IU Library system contains several specialized libraries with significant ME materials. The Lilly Library, IU’s rare book library, contains a representative collection of Islamic manuscripts, rare printed books, and a complete set of the first books printed by Muslims. The Archives of Traditional Music and the Jacobs Music School library contain significant collections of ME music. The world-famous Kinsey Institute has both art and printed material dealing with the ME. The libraries of the professional schools—LAW, BUS, SoE, and others—all contain MES materials, as does the reference collection of the Denis Sinor Research Institute for Inner Asian Studies. Finally, the IU Art Museum has a sizeable collection of art and artifacts from the ME that is available for teaching and research.

* + 1. **Support for Acquisitions and Staff**
       1. **Acquisitions.** The library-funded acquisitions budget for MES serials is $34,591 and for monographs is $70,058 in FY 2022, representing respectively a $3,764 and $2,756 increase over

the 2018 budget. Several general-purpose library funds and approval plans also support the acquisition of core English-language materials in all subjects and multi-disciplinary electronic resources. Subject and area specialists in fields such as African Studies, Comparative Literature, Folklore, Global Studies, History, Linguistics, Political Science, and Religious Studies purchase materials that supplement the MES collection. These supporting funds allow the ME bibliographer to focus on vernacular titles and other hard-to-obtain resources.

* + - 1. **Staff.** The IU Libraries MES collections are selected and managed by two professional librarians: a full-time bibliographer and reference librarian for ME, Islamic, and Central Eurasian Studies (Khabibullaev), and a part-time (25% FTE) bibliographer for Jewish Studies (Scott Libson). A half-time Senior Collections Reference Assistant works directly with the ME librarian. In addition, two other ME languages catalogers work in the Technical Services Department to acquire, catalog, and provide access to materials. In total, 4.0 FTE personnel are devoted to MES collections.
      2. **Request for Acquisitions Funding.** With new IU support for monographs in the central library, the MES bibliographer is requesting funding to build up library collections in the professional schools and to support special purchases that cannot be accommodated within the normal purchasing budgets. Priority in this cycle will be given to building up the Law Library collection ($10,000/year). Additional funds ($5,000/year) will be available on a competitive basis to other professional schools, and $5,000/year will be allotted for special purchases through the ME and Central Asian bibliographer.
      3. **Purchasing trips.** Funding is requested for purchasing trips to the ME in Y1 and Y3 to buy materials and establish vendor relations. (Budget 3.A.1.).

**F.3. Accessibility and Cooperative Agreements with Other Libraries.** Material held by any IU

library is delivered in 1–4 days to any other IU library. IU actively participates in cooperative exchange agreements with other research libraries. The IU Libraries are members of the Center for Research Libraries (CRL) and the Committee on Institutional Cooperation (CIC); each gives IU library users convenient access to scarce or unique resources elsewhere. We also participate in OCLC (WorldCat), a nonprofit organization serving more than 72,000 libraries in 171 countries and territories around the world. IU students, faculty, and staff may request materials held by other WorldCat libraries directly through the IU Libraries web pages. IU is one of the top net lenders in the Interlibrary Loan program. In 2020-21 patrons borrowed 20,762 items through ILL and IU Libraries received 12,629 loan requests from other institutions. Interlibrary loan is free to other CIC libraries; non-Indiana libraries pay a modest charge.

During the global pandemic IU faculty, students, and staff had full remote access to all e-resources that Libraries own. Additionally, users were able to log into Hathi Trust under Emergency Temporary Access Service (ETAS) to read books IU libraries own in print format. This made 1.73 million additional items available when the collection of print materials was closed for circulation. From April 2020 when ETAS became available, through early December 2020, more than 30,000 items were accessed by IU users.

The web-based catalog offers the public centralized access to the IU collections. Through the library’s web page, IU students and faculty enjoy online access to the catalogs of other institutions and major citation indexes, full-text periodical articles, statistical databases, and reference materials, including over 500 online databases and 30,000 journal titles. Associates of other institutions can use IU print and electronic resources by obtaining a special borrower’s card and a temporary network password. CSME, NELC, and other MES-related departments facilitate the use of IU library resources by hosting visiting scholars from other countries, including recent visitors

from universities in Egypt, Iran, Turkey, Jordan, and other ME countries. Such visitors have full access to IU Library collections and other university resources without charge.

# Impact and Evaluation

* 1. **Impact on University, Community, Region, and Nation.** CSME has had meaningful impact as an NRC over the course of this cycle. Enrollments in all MENA-content courses were 22,746 GRs and UGs, with more than 200 MENA-related sections. CSME faculty—through scholarship, outreach, and media appearances—have enhanced IU’s scholarly reputation and reach nationally and internationally. CSME graduates enjoy high placement rates in jobs devoted to the region. With respect to the impact CSME has on our students, see section G.2. below. CSME events disseminating information about MENA were attended by 8,908 people during the current cycle, including 2667 attendees at 63 lectures and panels held mostly at IUB. IU faculty, staff, and students, as well as members of the broader community, attended other CSME-sponsored cultural activities including a major annual global arts and music festival, an annual ME music concert, and outreach at local and regional schools. CSME is actively engaged in K-16 outreach. A wide variety of workshops, institutes, and webinars target K-12 teachers and students. For example, the Bridges program, which provides LCTL and cultural instruction to K-6 students taught Arabic, Persian, and Turkish to 76 children and engaged 26 IU UG language learners as instructors. Parents overwhelmingly responded that the Bridges program increased their children’s interest in language learning and cultural knowledge in the most recent survey, and 100% of parents indicated that they planned to continue to enroll their children. Professional development programs for K-12 teachers—conducted by CSME in collaboration with other NRCs and SoE—enrolled 545 teachers during the current cycle. 1,911 children participated in Lotus Blossoms, a multi-cultural arts and education program for which CSME provides MENA content; during the pandemic, in lieu of in-

person events, Lotus Blossoms distributed 3,600 outreach kits developed by CSME to children. CSME Director is a frequent guest on national and international media outlets, which reach millions of individuals. UGs and GRs of IU with MENA-region qualifications found placement in universities, government service, non-profit organizations, graduate schools, the private sector, and international organizations. (See G.2 & G.3 for placement information).

* 1. **Student Placement in Areas of National Need.** As a public institution, IU has an obligation to serve the public interest. Since the ME languages we teach are all demanding LCTLs, most students who enroll in our classes hope to use the skills and knowledge they gain here professionally. Additionally, their studies open them to professions in areas of national need: government service, the military, higher education, NGOs, and international business. 100% of our students receive training in USG-designated Priority Languages. Graduates of CSME programs over the current cycle are employed by DoS, FBI, 1st Special Forces Command, and the US Army. According to a survey of CSME alumni conducted by TPMA, roughly 40% of respondents work in higher education, 20% in US government positions, 20% in non-profits, and 10% in international organizations. 60% of respondents rated the language skills they acquired at IU “moderately important” or “very important” in securing their current jobs, while 80% reported that the cultural knowledge and area studies skills acquired at IU were “moderately important” or “very important” in finding their current positions. CSME aims to build on these strong numbers in placements in areas of national need by continuing to develop language instruction, supporting career fairs and workshops both at IU (e.g., in international law, see section I.1.G1.2.d) and beyond, supporting K-12 internationalization in Indiana and the nation, and collaborating with IU ROTC, BUS, LAW, MED, and SoE.

A survey of CSME alumni conducted by TPMA found that 90% of respondents hold positions that

require international competency, and that 72% either hold positions or expect to hold positions that make use of their area studies education. Undergraduates during the current cycle report holding positions in education, international business, NGOs, think tanks, the UN, and the US government. Recent CSME-related program graduates hold academic appointments at IU, Old Dominion University, University of Arizona, Columbia University, Ivy Tech Community College, and Österreichische Akademie der Wissenschaften, and at universities in Kuwait, Kyrgyzstan, Lebanon, Saudi Arabia, Turkey, and UAE. MELC UG and Master’s graduates have pursued advanced degrees at Columbia, UCLA, Brown, Harvard, Baruch College CUNY, George Washington, University of Pennsylvania, Temple, and Georgetown. 90% of the respondents to the alumni survey report that their current positions require international competency. 50% of respondents report at least annual language-skills usage and 20% report daily language-skills usage. Joint degree recipients from MELC and CEUS with Linguistics have gone on to work for the US government as linguists. The breadth and depth of MES at IU guarantees that we will continue to produce highly skilled specialists.

* 1. **Address National Needs, Disseminate Information.** IU is committed to regularly teaching CSME’s five languages (Arabic, Hebrew, Kurdish, Persian, Turkish), each an LCTL of national need, and for each of which CSME grants FLAS fellowships. With CeLCAR, CSME has developed or is developing Sorani Kurdish and Kurmanji Kurdish curricula (Sorani Y1 textbook submitted to publishers in January 2022). CSME focuses on a world region identified as critical to national needs. NELC and CEUS PhDs and MAs are employed by the CIA, NSA, DoD, DoS, DoL, FBI, the US Army, and the NSC. Others work for non-profits and international agencies. One recent graduate serves as a translator for new Afghan immigrants at Camp Atterbury and HLS as a whole has committed significant resources to recent Afghan immigrants in the state. CSME

collaborates closely with the Naval Postgraduate School and IU ROTC in developing MENA competence and informing policy (see I.1.G1.2.a). CSME has a significant impact on disseminating information about MENA through its activities and events. Surveys of participants found, for instance, that 89% of participants in our events reported “increased knowledge and understanding of the Middle East.” 100% of instructors (K-16 teachers, faculty, graduate students) reported that they “could incorporate information gained from the event in their classroom.” CSME-sponsored conferences contribute directly to scholarship and policy debates, producing four publications—two books and two special edition journal editions—since 2012, with another publication planned for a conference to be held in March 2022, with a total of 16 IU contributors from HLS, LAW, and COLL. Public events are recorded and made available via the CSME YouTube channel.

* 1. **Evaluation Plan.** The proposed evaluation plan will allow CSME to use qualitative and quantitative outcomes data for continuous improvement of programs and activities. Internal, cooperative, and external components—including surveys and outcomes reviews—will provide valuable insight into key grant-funded programming progress and successes and will be shared with the CSME executive board annually. Specialists at IU’s Social Science Research Commons, which provides research consultation, infrastructure, support, and training, will work with CSME staff to develop internal survey instruments and measurement of outcomes. This feedback will allow CSME to refine practices based on the findings gathered throughout the formative and summative evaluation.

Thomas P. Miller & Associates (TPMA) will act as the third-party evaluator for CSME’s Title VI grant and will measure progress toward key goals that are specific and measurable. TPMA employs a Utilization-Focused Evaluation (U-FE) framework to build a highly functional

relationship between the Evaluation Team, CSME, and other stakeholders in the process, including institutional leadership and staff. While the Evaluation Team considers evaluation to be a tool for continuous improvement, technical assistance, and stronger project implementation, TPMA will also prioritize delivering independent and objective findings. They will employ a mixed- methods approach, using qualitative data to substantiate and contextualize quantitative data col- lected throughout the evaluation. The evaluation will answer CSME’s four evaluation questions outlined below. The overarching goal is to collect and analyze quantifiable, outcome-measure- oriented data to use for continuous improvement. The methodology includes stakeholder surveys to measure satisfaction and gather feedback, as well as collecting and analyzing outcomes data. These evaluation activities, together with CSME’s ongoing collection of institutional data and other outreach data, will measure progress towards CSME’s goals and priorities annually and longitudinally over the four years of the grant. TPMA will also conduct evaluations and analyses of joint-NRC activities, including the Bridges program (see I.1.G3.1.b), the Global Workforce Initiative (see I.1.G3.1.f), the Global Indigeneity project (see I.1.G1.2.e), Internationalizing the IU Heartland (see I.1.G2.1.d), Global Deliberations (see I.1.G3.1.a), and collaborative work with NTU (see I.1.G2.1.a). In addition, internal evaluation instruments will include surveys, peer observation and reports, enrollment data, student course evaluations, and solicited reports from program participants and stakeholders. Building on data collection and lessons learned during the current cycle, CSME will conduct rigorous, ongoing data collection and analysis throughout the grant period to measure program impact and implementation. The evaluation for CSME will concentrate on the following 4 priority areas.

|  |  |
| --- | --- |
| **Table G1** | |
| **Evaluation Questions** | **Data Collection** |
| 1. To what extent is CSME meeting its target data indicators, as identified below? | Annual data review |

|  |  |
| --- | --- |
| 2. To what extent are efforts to promote the internationalization of curriculum and the dissemination of information of the MENA region reported as relevant and useful to our collaborators at MSIs, CCs and other institutes of  higher learning? How many students do participants reach with the knowledge gained through our programming? | Surveys to faculty and administrative participants in workshops and other activities |
| 3. To what extent do CSME’s K-16 teacher training activities meet the needs and expectations of the participants, and are the methods and content being used in the classroom? How many students do participants reach with the knowledge gained through our programming? | Post-workshop surveys to participants |
| 4. To what extent do CSME alumni utilize the language skills and cultural knowledge gained through their experiences with CSME in their careers or further educational endeavors? | Alumni survey |

***Evaluation Question 1*** will be addressed through an annual review of data collected by TPMA and by CSME. Data will be utilized to help quantify the extent to which measurement indicator goals and outcomes are met.

***Evaluation Question 2*** will be addressed through surveys administered to audiences at various institutions with which CSME collaborates, including NTU, FVSU, IUN, and members of the International Studies Consortium of Georgia, attendees at ICCI, and students and faculty attending exchange lectures at NPS. Surveys to MSI faculty will be used to measure the extent to which the knowledge and methodologies gained at professional development activities are implemented in classrooms. The survey to ICCI participants will gauge the degree to which ICCI has equipped faculty and administrators to enhance internationalization efforts at their institutions. NPS exchange lecture surveys will be administered following the events and seek to measure knowledge gains of the topical content presented. TPMA will develop an annual progress summary of findings from the surveys for Y1-3 and provide full information from these surveys across all years in Y4.

***Evaluation Question 3*** will be addressed through post-workshop surveys administered to K-12 teachers to determine content relevancy and usefulness for classroom deployment as well as calculate the total number of students reached through curriculum implementation. The results will inform continuous improvement of ongoing workshop series such as the Global Deliberations

project and GLI. TPMA will develop an annual progress summary of findings from the surveys for Y1-3 and provide full information from these surveys across all years in Y4.

***Evaluation Question 4*** will be addressed through annual alumni surveys. The alumni survey will measure the extent to which CSME students have matriculated into advanced language and area or international studies or related professional programs and will determine the utilization of language and other cultural skills in alumni’s subsequent studies and careers. TPMA will conduct descriptive analyses; results will be disaggregated by different alumni characteristics, such as cohort, employment sector, degree level, language studied, etc. Increased knowledge of how these variables affect education and career placement will guide future CSME programming.

To address these questions, CSME will chart progress using the following rubric of specific, measurable, and time-bound data measurements. This table summarizes CSME’s goals, activities, and data points for measurement during the grant period.1

|  |  |
| --- | --- |
| **Table G2: Project Goals, Activities, and Measurement Indictors** | |
| **Project Goal 1: Build capacity in the LCTLs and area studies of MENA at IU and other institutions of higher education.** | |
| **Goals** | **Key Activities & Measurement Indicator** |
| 1. Increase the number of students, faculty and public participating in courses and programming related to MENA by engaging 3000 participants by the end of the grant. | * Offer Y1 & Y2 Sorani Kurdish during academic year and Y1 in LW and pilot Y2. Number of students enrolled in Sorani Kurdish courses. * Provide support to the Conference on Central Asian Languages and Linguistics (ConCALL). Number of attendees. * Sponsor and co-sponsor lectures and panel discussions on MENA to faculty, students and general public. Number of attendees. |
| 2. Expand the Sorani Kurdish and Turkish language materials through the development of 3 new curricula, textbooks, and teaching materials during the grant period (with CeLCAR). | * Create curriculum and teaching materials for Y2 Sorani Kurdish. Curriculum developed. * Create curriculum and teaching materials for Kurdish high school instruction. Curriculum developed * Develop communicative competencies Turkish Textbook. Curriculum developed. |

1 For a timeline of CSME activities, see Table I.2, pp. 47-48.

|  |  |
| --- | --- |
| 3. Increase student, faculty & practitioner awareness of contemporary MENA issues related to their fields of study, by tailoring MENA content knowledge to the needs of 400 symposia and lecture attendees during grant period. | * Partner with Naval Postgraduate School to offer a faculty exchange lecture series for students and Gulf Security Forum for scholars and practitioners. Number of attendees. * Partner with IU Professional Schools (LAW, MED, BUS) to engage students on contemporary issues confronting professions in the MENA region. Number of attendees. |
| **Project Goal 2: Internationalize MSI and CC curricula through significant and sustained building of faculty and student expertise in the contemporary MENA** | |
| 1. Increase internationalization efforts at Minority Serving Institutions (MSI) by engaging 500 event attendees during the course of the grant. | * Offer professional development to MSI educators to create or enhance courses and curriculum, which include global perspectives. Number of   attendees |
| 2. Develop internationalization efforts at IU Northwest (an HSI) | * Offer international career workshops to students. Number of attendees * Provide course development grants. Courses developed or enhanced |
| 3. Develop internationalization efforts at Ivy Tech Community College | * Provide grants to internationalize CC courses. Number of courses enhanced or developed |
| **Project Goal 3: Integrate international and global learning into K-12 schools by promoting knowledge of LCTLs and area studies of MENA in collaboration with IU School of Education and others** | |
| 1. Provide opportunities for 6500 K-12 students and their families to learn about MENA through participation in events and instruction aimed at K-12 students during the life of the grant. | * Contribute content knowledge and/or materials for events such as Lotus Blossoms Festival to introduce K-12 students to the MENA region and its cultures. Number of attendees. * Contribute content knowledge to Business is Global summer program to provide rising high school seniors with international business concepts and MENA content. Numbers of attendees. * Offer LCTL instruction (Arabic, Persian, Turkish) through the Bridges program to K-6 students. Number of children enrolled; number of UG   instructors. |
| 1. Develop global workforce skills through Career & Technical Education (CTE) and STEM internationalization by collaborating to provide 6 professional development workshops. 2. Develop 6 micro-credentials for high school students to demonstrate skill proficiencies with   international component. | * Provide professional development for CTE teachers and school counselors. Number of workshops; number of attendees. * With IDOE, develop high school diploma micro-credentials with international component. Number of micro-credentials developed. |
| 4. Provide 400 K-12 teacher & administrator workshop attendees with professional development opportunities related to MENA and global perspectives. | * Provide professional development through summer institutes to K-12 teachers related to internationalizing their courses in collaboration with the SoE. Number of teacher attendees; number of students reached. * Offer Global Deliberations workshops to secondary teachers integrating MENA topics and developing conflict resolution skills. Number of teacher attendees; number of students reached. |

|  |  |
| --- | --- |
|  | * Offer K-6 teacher training and provide materials for Global Literacy Invitations (GLI) to introduce MENA content into elementary education.   Number of teacher attendees; number of students reached. |

*Methodology*: The methodology for the evaluation of CSME programming includes both formative and substantive data gathering and analysis through an annual review of the program’s progress toward the measurement indicator goals, an annual survey of alumni, surveys of partner institutions’ faculty who participate in professional development, surveys of K-12 teachers who attend summer Institutes, Global Deliberations, and GLI, surveys of parents of children attending Bridges, and surveys of event attendees. TPMA will provide data analysis and reports for alumni surveys, outreach and professional development surveys, and shared IU NRC outreach activities (including K-12 and MSI programs).

* 1. **Equal Access and Treatment.** IU has a proud record of openness to minorities and underrepresented groups dating to its abolitionist roots in the 19th century. In compliance with the Americans with Disabilities Act, IU programs and facilities are accessible to the disabled, and IU provides alternative accommodations as needed. Recruitment and advertising include recruitment fairs, regularly published IU materials, and the website, all of which are programmed for accessibility. (On non-discriminatory hiring, see Section B.3 and GEPA Statement.) IU policies prohibit discrimination in participation in CSME activities and admissions based on considerations of age, color, disability, ethnicity, sex, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sexual orientation, or veteran status. The religious, national, and cultural diversity of our students and faculty give us considerable skill in such matters. IU is a prestigious university in a largely rural state, so we are sensitive to the needs of students who have not had optimal educational opportunities, whether minorities, first-generation college students, or students from small, rural counties. We have had

success in identifying intelligent and motivated students for our GR programs, students who might not otherwise have studied MES.

# H-NRC. Outreach Activities

**H-NRC. Outreach Scope.** CSME regards outreach as a paramount *raison d’être* of the center and has engaged communities beyond IU since CSME’s founding. Through this cycle, we have engaged in outreach at the local, state, regional, and national levels, resulting in 8,908 people attending our activities. In Y1, CSME engaged in 30 events attended by 4,401 people; in Y2, 41 activities with 2,764 attendees; in Y3, 38 activities with 1,288 attendees; and in fall Y4, 12 activities with 455 attendees. In addition, during the pandemic, CSME distributed 3,600 outreach kits in lieu of in-person activities to children and families in Monroe County, IN. 24 CSME faculty drawn from COLL, LAW, OSPEA, HLS, SoE and BUS participated in 71 CSME-sponsored lectures and panels in addition to 21 outside speakers, including visitors from Iraq, Afghanistan, and Australia. A silver lining of the pandemic has been the use of Zoom for CSME events, increasing attendance, including attendees from Poland, Lebanon, and the UK. Public activities at CSME now regularly use Zoom, whether there is an in-person option or not. Recordings of our lectures and panels are available on the CSME YouTube channel. Zoom has allowed CSME to expand its coverage, by co-sponsoring events with other ME T6 centers across the country.

**H-NRC.1.a Elementary and Secondary Schools.** CSME supports a broad range of activities, including languages, history, cultures, music, and art of MENA aimed at K-12 teachers and students, all of which are undertaken with SoE and other IU faculty and staff.

**H-NRC.1.a.1 Bridges: Children, Languages, World. (AP2).** Bridges teaches LCTLs to K-6 students with IU students serving as instructors. Over the current cycle, 102 students have attended courses in Arabic, Turkish, and Persian, and 29 UG instructors have gained classroom experience

while improving their LCTL skills. In summer 2021, Bridges piloted summer day-camp language programs, including Turkish. Parents, school principals, and UG instructors have uniformly responded positively to Bridges success in raising interest in foreign language and culture among the children attending. CSME proposes to continue support for Bridges. (See I.1.G3.1.b).

**H-NRC.1.a.2 Lotus Blossom World Bazaar. (AP1(1)).** LBWB is a free multicultural arts and education event for fourth graders and their families. CSME presents MENA cultural, geographical, and language activities. 1911 students participated in Y1. Because of restrictions on gathering due to the pandemic, LBWB instead enlisted CSME with the development of take-home language and culture outreach kits which were distributed to 3600 students and families. CSME proposes to continue this activity in the upcoming cycle. (See I.1.G3.1.d).

**H-NRC.1.a.3. K-12 Teacher and Administrator Training. (AP2).** CSME collaborates with SoE and all other IU NRCs on a wide variety of training and professional development opportunities for K-12 pre- and in-service teachers and administrators to introduce international perspectives into curricula. Programs have included high school social studies workshops, Genocide in the Middle East Curriculum Development workshops, Global Literacy Invitations (for K-6 internationalization), Teaching in Times of Crisis webinar (connecting teachers globally during the pandemic), and UN Sustainable Development Goals curriculum development workshops. 657 teachers have been involved in teacher training activities during the last cycle. CSME proposes to continue to support MENA content for these training programs. (See I.1.G3.1.a).

**H-NRC.1.a.4. Global Competencies in Career and Technical Education (CTE). (AP2).** The Global Employability Project focused on developing and promoting a new community college credential, the Global Workforce Skills Certificate. The IN Commission for Higher Education approved the Certificate in August 2020 and at present, 25 students are enrolled in the relevant

course. Workshops on Global Competencies through CTE were offered across IN in Y2 & Y3. A Global Employability Coordinator was hired in Y2 to develop these programs. CSME proposes to continue to support the internationalization of CTE as well as expand into STEM education in the upcoming cycle through the Global Workforce Initiative: Indiana and the World. (See I.1.G3.1.f.). **H-NRC.1.a.5. International Outreach Council (IOC) (AP1(1), AP2, CPP).** IOC is a joint effort by IU NRCs, Flagships, CIBER, IU Museum of Archaeology and Anthropology, OVPIA, and SoE to educate the public and Indiana educators and students and integrate outreach activity across various IU units. It shares area information and expertise at 1) Indiana Foreign Language Teachers Association; 2) Indiana Council for the Social Studies; 3) Lotus Blossoms Festival. The IOC also coordinates the Great Decisions series and facilitates the integration of international content into Indiana’s Academic Standards. CSME proposes continued support to IOC.

**H-NRC.1.b Postsecondary Institutions.** CSME supports education initiatives in MENA subjects and internationalization at IU, community colleges, and HBCUs and MSIs.

**H-NRC.1.b.1. Summer Institutes for Higher Education (MSI and CC focus) (AP2, CPP).** The Institute for Curriculum and Campus Internationalization (ICCI) is a premier institute coordinated by CGC to internationalize colleges and universities. ICCI ran in Y1 of the current cycle and will be held in Y4; it was canceled in Y2 & Y3 due to the pandemic. It is scheduled for Y2 & Y4 in the upcoming cycle. In Y1 & Y3, the Global Community-Engaged Learning Course Development Institute promotes the creation of new, high-quality community-engaged learning courses with a global learning focus. The pilot in 2021 was attended by 13 faculty. CSME seeks funding to continue to support these institutes. (See I.1.G2.1.g.).

**H-NRC.1.b.2. Internationalization at Navajo Technical University (NTU) (AP2, CPP):**

CSME, CGC, CLACS and NTU have a long-standing collaboration with NTU to internationalize

their curriculum and faculty. A federally designated Tribal University, NTU has grown from a technical college to, now, a university, offering MA and PhD programs in Diné Studies. Through workshops, professional development opportunities, and travel support, CSME has provided paths toward the internationalization of the campus. CSME proposes to build on past success by developing new initiatives and by expanding the number of IU NRCs involved. (See I.1.G2.1.a & I.1.G2.1.b). We will also incorporate NTU faculty and students into the new cross-center Global Indigeneity Project. (See I.1.G1.2.e). Building on its experience with other MSIs, CSME will expand its internationalization efforts to Fort Valley State University (an HBCU) and Indiana University Northwest (an HSI). (See I.1.G2.1.c & I.1.G2.1.d)

**H-NRC.1.b.4. CSME Lecture Series.** CSME leverages cross-center expertise, NRC, and other funds to sponsor lectures and panel discussions on MES attended by 2,610 people this cycle. For impact assessment of this series, see section G.2. CSME seeks funding to continue these events. (See I.1.G1.2.g).

**H-NRC.1.b.5. CSME Collaboration with CCD in LAW.** CSME’s ongoing collaboration with CCD brings together scholars and judges from the US with judges from Constitutional Courts in the Middle East addressing rule of law issues. CSME seeks NRC funding to strengthen this international collaboration. (See I.1.G1.3.a.).**H.1.b.6. CSME and MED.** CSME provides speakers on biomedical issues in MENA annually to the MED Grand Rounds continuing education program. We propose to expand this program to regional medical schools. (See I.1.G1.3.b.).

**H-NRC.1.b.6. Model Arab League.** CSME proposes to continue to sponsor a delegation of UG and GR students attending the annual Ohio Valley Model Arab League in all four years, as it has done for 11 of the past 12 years (2021 event canceled due to the pandemic). (Budget 3.B.5).

**H-NRC.1.c. Business, Media, General Public.** CSME works closely with CIBER to integrate MENA content into various projects for both BUS and high school students. Responding to state business and governmental needs, CSME has worked with other IUB T6 centers to internationalize CTE. The CSME lecture series and cultural programming (concerts, films) are open to the public, and it supports the Lotus World Music Festival. CSME faculty regularly appear on local, national, and international media. An external survey showed that, in one month alone, CSME’s director appeared on programming reaching 500 million people worldwide. Given the general public interest in MENA, CSME faculty receive invitations to universities and think tanks throughout the world. CSME maintains an active website, Facebook page, Twitter feed, and YouTube channel. Our public presentations are recorded and made available on YouTube. Since the beginning of the pandemic, CSME has maintained an active collection and dissemination of Covid in MENA news and analysis which is posted to social media. We also post Muslim Voices content on social media; the Muslim Voices Twitter feed has more than 128,000 followers. The production of a web portal called Access Global for all IU NRC materials and other teaching tools is ongoing. (Budget 8.D.8). CSME faculty have always been actively engaged with agencies in the US Government**.** Over the past three cycles, CSME has co-sponsored three roundtables with the US National Intelligence Council to assist its preparation of the *Global Trends* quadrennial reports for incoming presidents. Two CSME faculty, including the director, participated in a fourth roundtable. Our faculty have also participated in simulations by CENTCOM, JSOC, and other government agencies. They also have regular interactions at fora involving US and allied policymakers.

# H-FLAS. FLAS Awardee and Selection Procedures

For the 2020 cycle, CSME seeks support with an annual goal of: AY 6 GR, 4 UG; summer 4 GR, 4 UG FLAS awards in its five LCTLs: Modern Arabic (all dialects), Modern Hebrew, Kurdish

(Kurmanji, Sorani), Modern Persian, and Turkish. CSME and HLS are jointly responsible for publicizing the competition and our languages. CSME will give preference to UG and GR students demonstrating financial need as indicated by the applicant’s expected family contribution without reference to other financial aid. (F1)

**H-FLAS.1. Advertising.** HLS and CSME provide FLAS information on their websites year- round. HLS in consultation with the IU NRCs have developed a uniform FLAS application for both AY and summer awards. The school-wide comprehensive advertising campaign includes: 1) hard copy and digital advertisements in COLL units and professional schools; 2) targeted electronic notifications to students at the university, including master’s students, potential graduate students, and to relevant listservs; 3) information sessions on campus; 4) announcements on the HLS and Center’s website; 5) in-class announcements in language courses; and 6) an ad in the *Indiana Daily Student* newspaper.

**H-FLAS.2. Application Procedures.** HLS has created a new position, Assistant Director of Graduate Student Services and FLAS Administrator, to serve as the primary point of contact and provide school-wide coordination for the FLAS competition and communications. The FLAS Administrator will coordinate the information session and manage FLAS marketing and outreach. The FLAS Administrator will coordinate all FLAS-granting centers to assure an efficient application and review process, working with hourly and full-time staff. The FLAS Manager will oversee the FLAS online application and the overall submission process, responding to issues and queries from applicants.

**H-FLAS.3 Application.** HLS has standardized the AY and summer FLAS application process across all Title VI centers. The online application opens by November each year and has a deadline of February 1 for the following summer/AY. Applicants are required to provide a Statement of

Purpose that describes in detail how the proposed language and area studies training will contribute to their academic and career goals. In addition, the applicant must submit transcripts, GRE scores, and two letters of recommendation. Applicants must also submit a FAFSA to determine financial need.

**H-FLAS.4.** *Merit criteria:* In this order: GPA, statement of purpose, letters of recommendation, the relevance of language to career objectives, quality of previous training. *Distribution criteria:* balance of languages, departments, disciplines, professional schools, and regional interests; minority candidates. *Preferential criteria:* financial need based on expected family contribution will be prioritized as outlined in H.5. below.

**H-FLAS.5. Selection Procedures.** The director will appoint a FLAS selection committee of 3-5 faculty members from across disciplines, including from at least three schools. The associate director will serve as chair. Each committee member reviews the applications and all are ranked from first to the level of unqualified. Students deemed qualified for financial need will be elevated 3 positions in the rankings. Selections are made before February 28; recipients are notified by mid- March and must respond in 2 weeks so that alternates may be notified. IU FLAS-granting centers coordinate their award selections to ensure funding is distributed to maximum effect.

**H-FLAS.6. Professional Schools:** HLS partners with IU professional schools to collectively share additional tuition expenses (if and when tuition exceeds $9,000.00 per semester) incurred by professional school graduate students who are awarded FLAS fellowships. These partnerships allow the Center to diversify its applicant pool and provide opportunities for high-quality professional school graduate students to receive FLAS funding**.**

**H-FLAS.7. Correspondence to Competitive Preference Priority.** CSME prioritizes financial need for both UG and GR FLAS candidates who rise through a merit-based review and who exhibit

need as shown in their current FAFSA application. At the conclusion of the merit-based selection, candidates with financial need are elevated 3 positions in the rankings, beginning with the lowest- ranked applicant (F1). 100% of CSME’s FLAS awards will be for a LCTL. (CPP).

# Program Planning and Budget

# 1. Quality and Relation to Purpose of NRC Program

## GOAL 1. Build Capacity in LCTLs and area studies of MENA at IU and other institutions of higher education (Priority: AP1(2), AP2, F2)

* 1. **G1.1. ME LCTL Pedagogy (AP1(2), AP2, F2)**
  2. **G1.1.a. Sorani Kurdish Materials Development and Language Education (AP1(2), AP2, F2).** Using T6 funds, CSME is piloting the country’s first sustained Sorani Kurdish program, focusing on teaching and materials development emphasizing the four language skills. Kurdish remains the ME LCTL spoken by the largest number of people in the ME only sporadically taught in the US. Sorani is the language of some 6 million people in Iraq and Iran, two countries where vital US national interests continue to be engaged. IU is committed to developing this US government priority language and DoD critical needs LCTL. Anyone in government service wishing to complete graduate studies with a Sorani language component would consider matriculating at IU implicating Absolute Priority 1. (AP1(2)). Using Title VI funds CSME has developed Y1 four-skills curricula for Sorani in collaboration with IU’s CeLCAR, an LRC; Y2 curriculum development has begun. Y1 and Y2 have been continually offered since AY 15-16 and Y1 is offered every summer through the IU LW. CSME will support the visiting faculty position to teach Sorani both AY and at LW. (Budget 1.A.1 & 1.A.2; see Priest CV in app. 1.2). CSME will also work with CeLCAR to provide Sorani instruction at Nashville State Community College and to develop curriculum and teach Sorani at Nashville-area high schools; the Nashville area is

home to the largest Kurdish population in the US. (See section I.1.G2.1.f; Budget 8.B.6 & 8.B.7). **I.1.G1.1.b. Language Materials Development Projects with CeLCAR (AP1(2), AP2, F2).** CSME has developed Y1 four-skills curriculum for Sorani in collaboration with IU’s CeLCAR; the textbook will be submitted for publication to Georgetown UP in early 2022. CSME seeks funding to develop Y2 curriculum during the upcoming cycle. (Budget 1.A.1.). In addition, Georgetown UP has requested the development of a communicative competencies-focused textbook for Turkish; while numerous Turkish textbooks for English speakers exist, none center on communicative competencies, the pedagogical model preferred by most language instructors, or target a North American learner base. Working with CeLCAR, CSME requests funding for a GA to help fill this gap in the pedagogical literature for Turkish. (Budget 1.A.6.).

* 1. **G1.1.c. Arabic Instruction at Language Workshop (LW) (AP1(2)).** CSME proposes to fund summer language instructors for Y4 Arabic at LW, cementing IU as a premier institution for summer Arabic language study. (Budget 1.A.3.).
  2. **G1.1.c. Tutoring for Arabic and Turkish at LW (AP2, F2).** For each level of Arabic and Turkish offered in each summer of the cycle, tutors are provided for LW students to help build student capacity in these MENA LCTLs. (See PDs in app. 1.10). (Budget 1.A.4.).
  3. **G1.1.d. ACTFL OPI Training for IU Language Instructors (AP2).** Conduct ACTFL OPI training for 10 language instructors at IU with the goal of OPI certification. (Budget 8.B.8).
  4. **G1.1.d. ME LCTL Speakers for Conference for Central Asian Languages and Linguistics (ConCALL) (AP2).** Working with CeLCAR, we propose to help fund speakers for its ConCALL conference in Y2 and Y4 of the cycle. (Budget 8.B.1.).
  5. **G1.1.e. LCTL Summer Workshops for Trainers (AP2, F2).** CSME seeks $500 annually for registration fees to train trainers of MENA LCTLs at the annual 2-week pedagogy workshop for

post-secondary LCTL instructors coordinated by NALRC. (Budget 8.A.4).

* 1. **G1.2. ME Area-Studies Programs.**
  2. **G1.2.a. Naval Postgraduate School (NPS) and Gulf Security Forum (GSF). (AP2).** NPS, part of DoD, asked CSME to host an annual forum on the Persian Gulf. GSF, piloted in 2021 with T6 funds, is the result of this collaboration, bringing together scholars, policy analysts, and practitioners to consider political, economic, and security issues in the Gulf, including implications for policy beyond the region itself. T6 funds are sought to continue the GSF, as well as funds allowing NPS and CSME to continue a faculty exchange to share expertise on national and global ME security issues. The exchanges benefit students at both institutions and include special seminars for IU ROTC cadets. (Budget 3.B.6 & 8.D.2.).
  3. **G1.2.b Conference on India’s ME Foreign Policy (AP1(1)).** The academic literature is silent on how India simultaneously maintains diplomatic, commercial, and/or strategic relations with the Gulf States, Iran, and Israel, whose own interests often clash, while also maintaining strategic relations with the US. This international conference, using T6 to leverage private funds and to be convened in Y3, invites leading international scholars of India/West Asian relations to fill this gap in the published literature. (Budget 8.E.1).
  4. **G1.2.c Jewish and Shia Islamic Legal Reasoning in Dialogue (AP1(1)).** Conceived as a series of interactive seminars in the style of Islamic and Jewish houses of religious learning, senior and junior scholars in both Shia Islamic and Jewish Studies will arrive at IU yearly to discuss carefully selected texts of law and legal philosophy in translation which touch on contemporary issues related to political and religious authority in Judaism and Shia Islam that impact religion- state relations in Israel, Iran, Lebanon and Iraq. Each seminar will include the participation of approximately 12 scholars, evenly divided between the faith traditions. Scholars who join the first

seminar will commit to attending 4 such seminars over the 4-year grant period. A publication is planned at the end of the cycle. To extend the project to students, a course, “Shia Islam and Judaism: Theological, Intellectual, and Historical Encounters,” will be offered to advanced UG and GR students in Fall 2022. (see Asghari CV, app. 1.8; Budget 1.A.5; 8.D.1).

* 1. **G1.2.d. Reconceiving Engagement with International Law in a Populist Era (AP1(1), AP1(2)).** This initiative seeks to enhance civic leadership and professional development opportunities for students and foster multilateral engagement with diverse perspectives on global governance. The focus will be a two-part program in AY23-24: (1) workshop including distinguished international scholars and practitioners—including Turkey—with outputs including scholarly publications and programmatic initiatives; (2) a student-focused career and professional development week featuring workshops, sessions, webinars, and panels led by the conference participants. This will be supported by a grant from the Australian Ministry of Education (Discovery Project Grant), HLS, the IU Maurer School of Law, as well as additional IU partners. **(**Budget 8.D.10).
  2. **G1.2.e. Global Indigeneity Project. (AP1(1), AP2, CPP).** Through collaborations with the IU First Nations Educational and Cultural Center as well as NTU, the HLS NRCs work towards increasing awareness of endangered languages and peoples across the world by organizing workshops and seminars on questions of indigeneity. Leveraging these T6-supported activities, CSME intends to apply for external funding to co-host an annual two-day Global Indigenous Studies conference with NTU from 2024 with the participation of national and international scholars, policymakers, activists, NGOs, and UNESCO representatives. These efforts coincide with UNESCO’s upcoming Decade of Indigenous Languages (2022-2032) to focus on Indigenous language users’ human rights. (Budget 8.E.4.).
  3. **G1.2.f. Eskenazi Museum of Art Pathways Project. (AP1(1)).** CSME and other NRCs will collaborate with the IU Eskenazi Museum of Art to enhance patron experiences at the museum by developing audio tours, called “Pathways.” Graduate Students will be hired to research and develop the Pathways, each of which will provide depth and context for a series of objects on display relevant to each Center and be made available via a phone app. Graduate students will gain professionalization in research, writing, and curation in a public-facing context. Faculty and Museum staff will vet Pathways content. Funding will also be provided for technological support. (Budget 1.B.6. & 8.D.5).
  4. **G1.2.g. CSME Lecture Series (AP1(1)).** We propose to continue CSME’s highly successful lecture series, inviting 5-7 lecturers per year on topical ME issues. CSME acts as a source of diverse and expert information for students, faculty, and the community on a range of subjects. Lectures are recorded and posted to CSME’s YouTube channel and webpage for wider dissemination. (Budget 8.D.3).
  5. **G1.2.h. Authority in Islam Speaker Series with Islamic Studies Program (AP1(1)).** In collaboration with ISP, CSME invites speakers for lectures, supplemented with other funding, to explore the fragmentation of religious authority in Islam and its implications in the modern world. CSME seeks funding for MENA representation to continue in this series. (Budget 8.D.4.).
  6. **G1.2.i. Muslim Voices (AP1(1)).** Coordinated by CGC, Muslim Voices offers information and transnational stories about Islam and Muslims through a blog site and active social media platforms, providing diverse perspectives, current news, research, and personal experiences. (Budget 8.D.7).
  7. **G1.2.j. MENA Cultural Programming (AP1(1)).** As part of its outreach to the local community to increase comprehension of and exposure to ME culture, CSME requests funds to

support cultural events that attract over 12,000 people annually. Such programming includes: 1) cultural events sponsored by the non-profit Lotus Education Arts Foundation; 2) ME concerts by the Silk Road Ensemble held annually; 3) screening of ME films; 4) cultural events sponsored by student-run organizations; etc. (Budget 8.D.11.). With IAUNRC, CSME proposes to produce a CD compilation of regional music from ME through central Asia including regional artists and the Silk Road Ensemble based at IU. (Budget 8.D.9.).

* 1. **G1.3. Collaborations with IU Professional Schools.** (**AP1(1), AP2**). These projects engage professional school faculty and students on current issues facing MENA, giving them a greater understanding of diverse perspectives and approaches to common problems in the professional sphere.
  2. **G1.3.a. MENA Constitutional Courts Symposia with IU Maurer School of Law (LAW) (AP1(1), AP2).** Several MENA states have relatively new Constitutional Courts which face challenges such as legitimacy, functionality, and independence. This project engages IU LAW Center for Constitutional Democracy faculty and students with members of MENA courts in an annual symposium to seek solutions to the problems they face. Participating LAW students will be required to enroll in relevant courses such as Constitutional Design, Constitutionalism in the Middle East, and Islamic Law, and to assist faculty in drafting papers on topics covered in the symposia. CSME requests funds for travel to these symposia, whether bringing MENA justices to Bloomington or sending LAW faculty to MENA. (Budget 8.E.3.).
  3. **G1.3.b. Medicine in MENA Grand Rounds Lectures with IU School of Medicine (MED). (AP1(1), AP2).** CSME proposes to fund lectures at MED Grand Rounds lecture series, an ongoing professional development/continuing education program. Lecturers will present on medical, biotechnical, and bioethical issues as encountered by medical practitioners in MENA. Building on

this already existing program, CSME seeks to engage additional regional medical schools with Grand Rounds speakers. (Budget 8.E.2.).

* 1. **G1.3.c. IU Kelley School of Business (BUS) (AP1(2), AP2).** CSME proposes a variety of programs with BUS’s CIBER. CSME will introduce MENA content to each.
  2. **G1.3.c.1. Business in Language Learning Plans Workshop (AP2, CPP).** CSME will partner with CIBER, NALRC, and other IU NRCs to bring foreign language faculty and PhD students to campus each summer for a week-long training developing learning plans using the World Language Curriculum Framework that Incorporates Business. The developed learning plans will be used by participants in their classrooms as well as shared with colleagues. Participation from MSIs and community college faculty will be encouraged through travel support. (Budget 8.B.3.). **I.1.G1.3.c.2. International Symposium on Languages for Specific Purposes (LSP). (AP1(2)).** All funded CIBER centers across the US plan to continue collaboration with LSP to conduct a bi- annual LSP Conference. CSME seeks $1000 to sponsor one person from IU to attend in Y2 and Y4 for professional development to develop an LSP course at IU. (Budget 8.B.5.**).**
  3. **G1.3.c.3. Business Language Case Competition. (AP1(2)).** CSME and CIBER seek funding to co-sponsor an Arabic team for the Brigham Young University Business Language Case Competition. Title VI funds will cover team registration Y2-Y4. (Budget 8.B.4.).

***Goal 2: Internationalize MSI and community college curricula through significant and sus- tained building of faculty & student expertise in the contemporary MENA (Priority: AP2, CPP)* I.1.G2.1.a. Indigenous Global Studies at Navajo Technical University (NTU) (AP2, CPP):** Building on past success, CSME proposes to collaborate with NTU on initiatives to internationalize the curriculum and build capacity in Global Indigenous Studies. In the past two cycles, CSME has integrated international content into UG and GR programs. Together with other

IU NRCs, CSME will co-facilitate educator professional development workshops at NTU with global Indigenous scholars, introduce week-long global Indigenous seminars to take place at the annual Smithsonian Folklife Festival, and support other internationalization opportunities. In addition, again with other NRCs, CSME will introduce an arts-based summer globalization program for rising high school seniors—developed in the current cycle for under-represented students in Indiana—to high schools on the Navajo reservation. NTU internationalization activities are coordinated through the Roadwork Collective, a 501(3)(c) non-profit, with experience and expertise in Navajo educational programming. (Budget 3.B.3; 8.C.1; 8.F.2.).

* 1. **G2.1.b. Remembrance and Healing after Mass Traumas. (AP1(1), CPP).** Faculty and students at NTU are actively engaged in assessing a history of trauma experienced by the Navajo and other US native tribes. As an independent component of internationalizing NTU’s curriculum, CSME seeks T6 funds, together with other IU NRCs, in collaboration with LAW faculty, for NTU/IU faculty exchanges involving student seminars at the respective institutions to explore how traumatized societies throughout the world—including in Afghanistan, Iraq, Lebanon, Libya, Syria, and Yemen—have dealt with issues of remembrance and healing, whether through international mechanisms in the former Yugoslavia and Rwanda, hybrid mechanisms in Lebanon, or national mechanisms in Latin America, ME, and South Africa. (Budget 3.B.3; 8.F.2.).
  2. **G2.1.c. Internationalization of Fort Valley State University (FVSU) (AP2, CPP).** Working with CGC and ASP, CSME proposes to collaborate with FVSU toward a broad internationalization that is in its early stages. CSME and our partners will support professional development travel (including international experiences), course development grants, and internationalization workshops. FVSU is a member of the International Studies Consortium of Georgia, which will

also offer at least one annual professional development conference for faculty. (Budget 8.C.2.; 8.C.4).

* 1. **G2.1.d. Internationalizing the IU Heartland: Indiana University Northwest (IUN) and Other Regional Campuses (AP2, CPP).** With other IU NRCs, CSME proposes building international and area studies capacity at IUN—a newly designated HSI—by advancing existing campus strategic goals as a pilot for internationalization at other IU regional campuses. CSME will provide course development/enhancement grants to faculty, develop international career workshops for students, work with OVPIA on Study Abroad development and international research for faculty, and provide other professional development opportunities. HLS has committed to hiring—without T6 funds—a Public, Regional, and Global Initiatives Manager to coordinate between IU NRCs, OVPIA, IUN, and other regional IU campuses as they join the project. (Budget 8.C.3.).
  2. **G2.1.e. International Studies Consortium of Georgia (AP1(1), AP2, CPP).** CSME and other IU NRCs will partner with the International Studies Consortium of Georgia and its director, Rajgopal Sashti, for a series of day-long workshops and other programs seeking to enhance the internationalization and area studies capacities of faculty from the 17 consortium schools and other guest institutions across the U.S. south. Consortium schools are predominantly teaching focused institutions and almost all MSIs or eligible for Title III funding, including HBCUs and HSIs. IU has piloted several virtual workshop formats including “The Modern Middle East” (2022) and “The New Industrial Revolution” (2021). (Budget 8.C.4.).
  3. **G2.1.f. Kurdish Instruction at Nashville State Community College (NSCC) and Nashville Area High Schools with CeLCAR (AP2, CPP).** Nashville, TN has the largest Kurdish population in the U.S. In collaboration with CeLCAR, CSME seeks funding to provide Kurdish

language instruction at NSCC building on a pilot program developed by CeLCAR in the current cycle. The program targets both Kurdish heritage speakers and non-heritage students. CSME and CeLCAR will also develop high-school Kurdish curricula and integrate them into Nashville- area high schools. (Budget 8.B.6; 8.B.7).

* 1. **G2.1.g. Summer Institutes for Higher Education (MSI & CC focus) (AP2, CPP).** Two summer institutes will be facilitated by CGC with the collaboration of CSME and other IU NRCs. The Institute for Curriculum and Campus Internationalization (ICCI) is a premier institute for faculty and staff of higher education institutions (annually 60 participants) to learn how to internationalize their home campuses, departments, programs, curricula, and courses through intensive training in global education. Although curtailed by the pandemic, ICCI will resume in Y4 of the current cycle, and will be offered in Y2 & Y4 of the upcoming cycle. In the past nine institutes, participants have hailed from 39 US states and territories and 15 non-US countries; of the 474 participants, 217 were from community colleges and MSIs. In Y1 & Y3, the Global Community-Engaged Learning Course Development Institute promotes the creation of new, high- quality community-engaged learning courses with a global learning focus. The pilot in 2021 was attended by 13 faculty. CSME seeks funding to continue to support these institutes. (Budget 8.C.5.).

## Goal 3: Integrate international and global learning into K-12 schools by promoting knowledge of LCTLs and area studies of MENA in collaboration with IU’s School of Education and others (Priority: AP2).

* 1. **G3.1. CSME and IU School of Education (SoE) (AP2).** In collaboration with other IU centers and SoE, CSME will contribute MES content in each of the following activities.
  2. **G3.1.a. Global Education Initiatives (AP2).** The Coordinator of Global Education Initiatives (cf. V. Dimitrieska, app. 1.7)—in collaboration with IDOE, SoE, HLS, CSME and other NRCs— will work to internationalize further K-12 education by providing training for pre-service and in- service elementary- and secondary-school teachers and leaders. These projects include: 1) Global Literacy Invitations which provides K-6 teachers with world region-specific picture books and engages in professional development to create globally competent curricula for use in classrooms;

2) Global Deliberations which will train teachers to integrate deliberation into classes and show career relevance by having students research multiple perspectives on regional issues and create a consensus plan of action concerning the issue; 3) Principals Academy on Internationalizing Schools which brings principals and administrators together to create a global project to establish *Global Schools* recognition; 4) Global Readiness in Indiana Towns which is a collaboration between NRCs, SoE, and the Center for Rural Engagement to internationalize rural schools and communities with engagement from foreign exchange students. (Budget 1.B.5; 8.A.1.). **I.1.G3.1.b. Bridges: Children, Languages, World (AP2).** Bridges is an award-winning program that provides high-quality language and culture instruction to K-6 students while offering professional development opportunities for IU language students of LCTLs, who serve as Bridges volunteer instructors (see N. Hainsworth CV, app. 1.8). CSME proposes to continue to support Arabic, Persian, and Turkish languages to which over 100 children were introduced in the current cycle. Both instructors and students improve skills in their ability to engage in LCTL learning/teaching, in the process becoming more internationally minded citizens. (Budget 1.B.4.). **I.1.G3.1.c. Summer Institutes for K-12 Teachers (AP1(2), AP2).** In collaboration with NRCs, HLS, and SoE, CSME will host annual multi-day summer institutes for K-12 teachers with MENA-content sessions presented from diverse perspectives. Institutes will include lesson plan

development and follow-up assistance. Examples of proposed Institutes for 2022-26: Internationalizing STEAM through Indiana Academic Standards, Teaching in Times of Crisis/ International Teacher-to-Teacher Collaboration, Sustainable Development Goals as Foundation for Internationalizing Curriculum. (Budget 8.A.1).

**I.1.G3.1.d. Lotus Blossoms World Bazaar (AP2).** CSME proposes to continue to participate in this annual global fair for fourth graders and their families, disseminating knowledge of the peoples, history, cultures, music, religions, art, and languages of the ME. (Budget 8.D.11).

* 1. **G3.1.e. Business is Global (BIG) with CIBER (AP1(2), AP2).** BIG, conducted annually by CIBER, CSME, and other centers, introduces high school students from across IN and beyond to international business concepts while introducing them to world cultures and LCTLs. CSME proposes to continue to contribute to this successful program by providing Arabic language and culture programming geared toward future business leaders. (Budget 8.B.2).
  2. **G3.1.f. Global Workforce Initiative: Indiana and the Nation (AP1(2), AP2).** This project aims to strengthen the Indiana and U.S. workforce by integrating global skills and competencies across the education/career pipeline of Indiana, with a particular focus on technical and STEAM programs. This initiative includes faculty and educator professional development and international exchange, working with the IDOE to develop career-focused micro-credentials for secondary school students, support for the development and implementation of project- based virtual exchange initiatives, and collaboration and support for education and work- force administrators and staff including high school counselors. (Budget 1.B.3; 8.A.3.).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table I.2 Development Plan** | | **Y1** | **Y2** | **Y3** | **Y4** |
| **4-Year Budget** | **Program Components (and Partners)** | **D = Develop**  **I = Implement** | | | |
| *LCTLs Materials Development and Language Education* | | | | | |
|  | Y2 Sorani curriculum | D | D | D | I |
| Turkish communicative competencies textbook, w/ CeLCAR | D | D | D | I |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table I.2 Development Plan** | | **Y1** | **Y2** | **Y3** | **Y4** |
| **4-Year Budget** | **Program Components (and Partners)** | **D = Develop**  **I = Implement** | | | |
| $388,143 | Offer Y1 & Y2 Sorani Kurdish in AY and at LW | I | I | I | I |
| Offer Y4 Arabic at LW | I | I | I | I |
| ACTFL OPI training |  |  | I |  |
| Kurdish instruction at Nashville State Community College, w/ CeLCAR | I | I | I | I |
| Kurdish curriculum development and instruction at Nashville-area high schools, w/ CeLCAR | D | D | I | I |
| Business is Global summer high school institute, w/ CIBER | I | I | I | I |
| Bridges: Children, Languages, World | I | I | I | I |
| *Area Studies Conferences, Workshops, and Other Activities* | | | | | |
| $108,100 | Gulf Security Forum | I | I | I | I |
| Conference on India’s ME foreign policy | D | D | I |  |
| Reconceiving Engagement with International Law | D | I |  |  |
| Global Indigeneity Project (Y2-Y3: CSME-specific workshops; Y4 HLS-wide Indigeneity conference) | D | I | I | I |
| Jewish-Shia Legal Dialogue project | I | I | I | I |
| Eskenazi Museum of Art Pathways project | D | D | D | I |
| Music of the Middle East & Central Asia CD | D | D | D | I |
| *Collaborations with IU Professional Schools* | | | | | |
| $36,100 | MENA Constitutional Courts Symposia w/ IU Center for Constitutional Democracy | I | I | I | I |
| Medicine in MENA Grand Rounds lectures w/ IU School of Medicine | I | I | I | I |
| Business in Language Learning Plans workshop w/ IU CIBER | I | I | I | I |
| Business Language Case Competition, Arabic team, w/ IU CIBER | D | I | I | I |
| *Internationalize MSI and Community College Curricula and Faculty* | | | | | |
| $82,300 | Indigenous Global Studies at NTU | D&I | D&I | I | I |
| Fort Valley State University | D | I | I | I |
| Internationalizing the IU Heartland: IU Northwest and other regional campuses | D | D&I | I | I |
| International Studies Consortium of Georgia | I | I | I | I |
| Summer Institutes for Higher Education | I | I | I | I |
| *Integrate International and Global Learning, LCTLs, and MENA Area Studies into K-12 Schools* | | | | | |
| $68,475 | Global Literacy Invitations w/ SoE | I | I | I | I |
| Global Deliberations w/ SoE | D | I | I | I |
| Principal’s Academy w/ SoE | I | I | I | I |
| Global Readiness in Indiana Towns, w/ CRE and SoE | D | I | I | I |
| Summer Institutes for K-12 Teachers w/ SoE | I | I | I | I |
| Global Workforce Initiative | D&I | D&I | D&I | I |

* 1. **Development Plan for a Strengthened Program.** This proposal strengthens MES at IUB first by making language pedagogy its centerpiece. CSME spent the last cycle developing Y1 Sorani Kurdish curriculum, the first of its kind at a university in the US. We propose to develop Y2 curriculum this cycle. Tapping into the vast experience of CeLCAR, an LRC, we also propose to put both Sorani and Kurmanji curricula online and to develop a new communicative competencies-based Turkish language textbook. IU has well-established programs in Arabic (including a Flagship), Hebrew, Persian, and Turkish; with CSME’s support, Kurdish courses strengthen IU’s position as a leader in MENA LCTL instruction. Second, this proposal enhances MES on campus by expanding relationships between CSME and SoE, BUS, LAW, and MED. Students and faculty from across IU will have extensive opportunities for exposure to MES through sustained and in-depth collaborations with CSME faculty and with practitioners and experts from MENA. This proposal builds on IU’s sustained commitment to MES. In the past 20 years, IU has made a total of 39 hires in MES. These hires are also a testament to the sustained and continued student interest, which promises a fecund future of MES at IU for the long term.
  2. **Reasonableness of Costs.** The costs for CSME’s 2022-2026 Title VI proposal are *reasonable* and *appropriate* for the scope and scale of our proposed grant activities. The budget addresses all absolute and competitive priorities and spreads those costs judiciously over a broad array of programmatic initiatives and administrative tasks. The funding effectively targets our three primary goals of building capacity in LCTL and area studies, internationalizing partner MSI and CC institutions, and integrating international and MENA content into K-12 education. Where possible, CSME leverages institutional support, NRC collaboration, and outside funding to supplement the initiatives proposed. As noted, HLS provides 100% funding for core CSME staff plus a GA, allowing NRC funds to be spent on CSME programming. The IU purchasing system

and HLS oversight of all financial arrangements assure fiscal responsibility. Most curricular and other materials developed will be available online for free long after the grant expires in 2026.

* 1. **Long-Term Impact on UG, GR, and Professional Training.** Currently, our students have access to the Arabic Flagship, and four-year curricula in Hebrew, Persian and Turkish, and Y1 & Y2 in Kurdish. These language courses form an indispensable foundation for UG and GR students as they proceed through the wide variety of area and international studies courses available to them. Equally, we propose to expose professional school students—whether teachers, lawyers, physicians, or those with careers in business and public affairs—to issues concerning MENA which they would not otherwise encounter, in the certainty that such exposure will inform them as they proceed through their professional lives.

**J-NRC/I-FLAS. Competitive Preference Priority.** CSME’s commitment to supporting MSIs

and CCs is evident in the proposal. The center has a long-standing relationship with NTU, a federally designated Tribal College or University, and has been a partner as it grew from a technical college into a university conferring advanced degrees. During the course of the current cycle, CSME, with other IU NRCs, has helped develop the Global Workforce Skills Certificate at Ivy Tech Community College, a credential which was approved by the Indiana Commission on Higher Education in August 2020; we will continue to work with Ivy Tech, the statewide community college system, on course internationalization in the coming cycle. Also during the current cycle, the IU NRCs have developed a partnership with the International Studies Consortium of Georgia to offer professional development to faculty at institutions belonging to the Consortium; this collaboration will also continue into the next cycle. CSME also proposes to work with two more MSIs in the coming cycle, Fort Valley State University in Georgia, an HBCU, and with IU Northwest, a recently designated HSI. The breadth of these partnerships demonstrates

CSME’s continued commitment to using Title VI funding to support MSI internationalization across the country.