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| **Application for a Comprehensive National Resource Center (NRC)**  **and**  **Foreign Language and Area Studies Fellowships (FLAS) 2022-2026** |
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| **U.S. Department of Education Office of Postsecondary Education**  **International and Foreign Language Education Title VI Programs**  **Assistance Listing Number 84.015A (NRC), 84.015B (FLAS) Federal Funding Opportunity Numbers:**  **ED-GRANTS-121621-001 (NRC), ED-GRANTS-121621-002 (FLAS)** |
|  |
| **February 9, 2022** |

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| **North Carolina Consortium for Middle East Studies** | |
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| **North Carolina Consortium for Middle East Studies** | | | |
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| **Acronyms and Abbreviations** | | | |
|  | | | |
| Text  Description automatically generated with low confidence |  |  | Durham Tech logo |
| North Carolina Consortium for  Middle East Studies | Duke University | The University of North Carolina at Chapel Hill | Durham Technical Community College |
| The Consortium | Duke | UNC | Durham Tech |

North Carolina Consortium for Middle East Studies

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| **North Carolina Consortium for Middle East Studies** |
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| **Project Narrative** |

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| **Narrative Section A (NRC/FLAS). Commitment to the Subject Area** |
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| *A1. The extent to which the institution provides financial and other support to the operation of the Center, teaching staff for the Center's subject area, library resources, linkages with institutions abroad, outreach activities, and qualified students in fields related to the Center.* |

The **North Carolina Consortium for Middle East Studies** is a partnership between the Duke University Middle East Studies Center and the Center for Middle East and Islamic Studies Center at the University of North Carolina at Chapel Hill. This partnership, **formerly known as the Duke-UNC Consortium for Middle East Studies**, is expanding its activities to serve Middle East studies faculty and students across the state of North Carolina, and the new name reflects the statewide scope of our mission.

Duke and UNC share a half-century of pioneering cross-campus collaboration in Middle East studies (selected highlights are listed in Table A1), with extensive integration of Middle East studies at the two universities, including a joint graduate certificate program, coordinated library collections, co-taught and coordinated course offerings, free cross-campus enrollment,

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| **Table A1. Highlights of Duke-UNC Middle East Studies Collaboration** |
| Co-taught courses in Islamic Civilizations, 1971-2000 |
| Jointly developed American Council of Learned Societies Islamic History Teaching Materials Project, 1977-1986 |
| Founded and organized Middle East Studies Association Film Festival, 1983-2002 |
| Hosted Annual Meeting of the Middle East Studies Association, 1993 |
| Carolina Seminar in Comparative Islamic Studies, 1994-present: joint faculty-student lecture and discussion series |
| Jointly organized conferences on “The Global Middle East,” “Marketing Muslim Women,” etc., 2000-present |
| Triangle Center for Middle East Studies, 2005 (now known as the N.C. Consortium for Middle East Studies) |
| Annual Graduate Student Middle East and Islamic Studies Research Conference, 2005-present |
| Coordinated Middle East library collection development plan, 2007-present |
| National Resource Center recognition by the Department of Education “Title VI” program, 2010-present |
| Duke-UNC Graduate Certificate in Middle East Studies, 2011-present |
| Transcultural Islam Project and IslamiCommentary partnership, 2011-2016 |
| Co-led Study Abroad in Turkey, 2012-present |
| Joint language programs in Turkish (beginning 2014), Persian (beginning 2018), and Urdu (beginning 2019) |
| Joint editorship of the *Journal of Middle East Women’s Studies*, 2014-2018 |
| Statewide expansion of Consortium to serve Middle East studies faculty and students across North Carolina, 2022 |

and joint event-planning that makes use of the express bus running nine miles between the two campuses every half-hour.

The Consortium defines its geographic region to include North Africa, the Levant, Arabia, Turkey, Iran, Afghanistan, and Pakistan.1

*Financial and other support to the operation of the Center*: Duke and UNC provide

course release and stipends for the Consortium’s faculty directors on each campus, as well as

funding for an associate director  Text  Description automatically generated with low confidence at UNC, a program coordinator

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| **Table A2. Institutional Support for Middle East Studies, 2021-2022** | | | |
| Category |  |  |  |
| Core faculty | 38 | 29 | 67 |
| Affiliated faculty | 20 | 18 | 38 |
| Graduate students | 30 | 43 | 73 |
| Undergraduates | 43 | 180 | 223 |
| Courses offered, 2020-21\* | 104 | 101 | 205 |
| Enrollment, 2020-21\* | 1,347 | 4,114 | 5,491 |
| Languages taught | 6 | 6 | 6 |
| Library volumes | 215,722 | 131,725 | 347,447 |
| Institutional linkages | 7 | 9 | 16 |

at Duke, an outreach director

supported jointly by Duke and UNC who manages the

\*The most recent year for which complete data are available.

Consortium’s K-12 and community college programs,

and a new program coordinator position at UNC to manage the Consortium’s statewide initiative. The universities provide 100 percent funding for business managers at Duke and UNC (shared with other area studies centers), student assistants, and office space on both campuses.

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| **Table A3. Institutional Financial Support for Middle East Studies, 2021-2022** | | | |
| Category |  |  | Text  Description automatically generated with low confidence |
| Faculty | $4,917,766 | $3,339,330 | $8,257,096 |
| Administration | $328,787 | $232,357 | $561,144 |
| Student support | $4,690,979 | $3,358,946 | $8,039,925 |
| Events | $101,100 | $115,392 | $216,492 |
| Library | $563,308 | $493,461 | $1,056,769 |
| Outreach | $13,400 | $111,378 | $114,778 |
| **Total:** | **$10,605,339** | **$7,650,864** | **$18,256,204** |

*Institutional support for teaching staff:* Duke and UNC’s commitment to Middle East studies remains strong despite

1Pakistan is included because of the historic and contemporary linguistic, cultural, and political ties that link Pakistan to Afghanistan, Iran, and the Arabian Peninsula. The study of these linkages is a particular strength of the Consortium faculty. With approval from Title VI program officers, the Consortium included Pakistan in the previous three funding cycles.

pandemic-related budget pressures (Table A3). The Consortium operates joint Duke-UNC language programs in Persian, Turkish, and Urdu, and has developed a broad array of curricular programs, most recently the master’s program in Middle East studies at UNC, which welcomed its first cohort of students in Fall 2021.

*Institutional support for libraries:* Table A3 demonstrates significant support for Middle East subjects in the Duke and UNC libraries; for more detail, please see Narrative Section F.

*Institutional support for linkages with institutions abroad:* Duke and UNC have supported Middle East studies through extensive linkages with institutions in the Middle East. In addition to Study Abroad agreements (Narrative Section D3), the Consortium has memoranda of understanding, including exchange agreements, with 16 universities in the region. It also has research and other partnerships with the Arab Council for the Social Sciences (a nonprofit association based in Lebanon), and with dozens of universities. Title VI support will help the

Consortium’s directors and staff manage and add to these linkages through administrative travel to visit current and potential institutional partners in the Middle East (Budget Section 3).

*Institutional support for outreach:* Table A3 demonstrates significant institutional support for Middle East outreach activities; for more detail, please see Narrative Section H.

*Institutional support for qualified students in Middle East studies:* Duke and UNC provide $8 million in financial support for students in Middle East studies (Table A4), an increase of 14 percent since 2017-2018. At the graduate level, both institutions provide teaching

assistantships and tuition remission for   Text  Description automatically generated with low confidence doctoral students, amounting to $4

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| **Table A4. Institutional Financial Support for Students in Middle East Studies, 2021-2022** | | | |
| Category |  |  |  |
| Teaching assistantships | $837,150 | $764,239 | $1,601,384 |
| Tuition remission | $1,857,000 | $536,941 | $2,393,941 |
| Financial aid | $1,309,829 | $1,518,846 | $2,828,675 |
| Merit scholarships | $677,000 | $538,920 | $1,215,920 |
| **Total:** | **$4,690,979** | **$3,358,946** | **$8,039,925** |

million in 2021-2022. At the undergraduate level, both institutions

are national leaders in providing financial aid. Duke has a need-blind admission policy for U.S. citizens and permanent residents; the admissions office does not consider applicants’ financial status or the ability of their family to pay for a college education. Duke commits to provide 100 percent of a student’s demonstrated financial need for all four years of the student’s undergraduate education, and more than half of Duke students receive financial aid grants averaging $48,351 per year. For Duke’s Middle East studies undergraduates, this amounts to

more than $1 million of support. In addition, Duke offers a half-dozen merit scholarships that the Middle East program’s high-quality students have had disproportionate success in winning in recent years (17 awards over the past four years). UNC was the first major public university in the U.S. to guarantee debt-free financial aid for low-income undergraduates through the Carolina Covenant, which was established in 2003. For Middle East studies undergraduates, this and other programs amount to more than $1.5 million in financial support. In addition, Middle East studies students have won numerous merit-based fellowships, including 15 students holding the most prestigious award at UNC, the Morehead-Cain Scholarship, over the past four years.

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| **Narrative Section B (NRC/FLAS). Quality of the Center’s Language Instructional Program** |
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| *B1. The extent to which the Center provides instruction in the languages of the Center’s subject area and the extent to which students enroll in the study of the languages of the subject area through programs or instruction offered by the Center or other providers.* |

*Instruction in Middle East languages:* Duke and UNC were the first universities in the Southeast to teach modern Middle Eastern languages on a regular basis, with UNC offering its first Arabic classes in 1959. The Consortium now offers three or more years of language instruction in Arabic, Modern Hebrew, Persian, Turkish, and Urdu. The Consortium offers two years of Biblical Hebrew, as well as courses on demand in Akkadian, Aramaic, Coptic, Syriac,

and Ugaritic. All of the modern language programs cooperate across the two campuses.

The Duke and UNC programs in Persian and Turkish have been fully integrated, with Duke taking the lead for Turkish and UNC taking the lead for Persian. Both programs are led by full-time instructors, Dr. Shahla Adel for Persian and Dr. Didem Havlioğlu for Turkish. Both positions were initially seeded with 50 percent support from Title VI awards and are now fully funded by Duke and UNC. As of last year, the Consortium’s Turkish language courses are also offered virtually to students at the University of Virginia and Vanderbilt University. In 2019, the Consortium added Urdu instruction alongside the Hindi program at Duke, in coordination with the long-standing Hindi-Urdu program at UNC. Based on assessment of these cross-campus programs, the Consortium requests funds for overload instruction to maintain in-person introductory-level courses in Persian on both campuses, as pandemic conditions permit, and to support joint courses in advanced-level Turkish (Budget Section 1B). The Persian and Turkish language programs also benefit from content courses on Turkey offered by Professors Erdağ Göknar and Mustafa Tuna (Duke), and by content courses on Iran taught by Professors Claudia Yaghoobi and Waleed Ziad (UNC), whose positions were supported by private donations in 2014 and 2018 in recognition and support of the Consortium’s growing Persian studies program.

In addition, the Consortium’s partnership with Durham Tech (see also Narrative Sections G4, H-NRC-1b, J) includes support for third-semester Arabic language courses (Budget Section 8A), as part of the Consortium’s efforts to broaden the training of minorities who are historically underrepresented in Middle East studies (**NRC Competitive Preference Priority 1**). The Consortium also requests continued funding for pedagogical training for Durham Tech’s Arabic language instructors, in addition to funding for pedagogical training for Middle East language instructors at Duke and UNC. As part of the Consortium’s statewide initiative, the Consortium

also requests funds for pedagogical training for two Middle East language instructors per year at institutions across North Carolina. Seven schools in the state, in addition to Duke and UNC, currently offer Arabic; two offer Modern Hebrew; and one each offer Persian and Urdu.

*Enrollment in Middle East languages:* Student interest in Middle Eastern languages remains strong at Duke and UNC, with more than 1,000 enrollments in 2020-2021, the most recent year for which complete data are available (Table B1), a 13 percent increase since 2017- 2018. The Consortium’s Urdu enrollment has long been the highest in the nation, according to

the Modern Language Association’s  Language Enrollment Database. In

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| **Table B1. Student Enrollment in Middle East Language Courses, 2020-2021\*** | | | |
| Language |  |  | Text  Description automatically generated with low confidence |
| Arabic | 228 | 325 | 553 |
| Hebrew (Biblical) | 58 | 56 | 114 |
| Hebrew (Modern) | 36 | 50 | 86 |
| Persian | 13 | 46 | 59 |
| Turkish | 13 | 23 | 36 |
| Urdu | 12 | 231 | 309 |
| **Total:** | **360** | **731** | **1,091** |

\*The most recent year for which complete data are available.

2016, the most recent year with complete data, the Consortium’s

Arabic and Turkish enrollments were among the top 10 in the nation, and

Persian among the top 20. According to unpublished data from the MLA’s partial-sample survey in Fall 2020, which the MLA shared with the Consortium for this grant application, the

Consortium’s Urdu enrollment was again highest of all participating colleges and universities, Arabic enrollment was 9th highest, Persian was 10th highest, and Turkish was 5th highest. In addition to courses at Duke and UNC, the Consortium encourages language instruction through Study Abroad and summer language programs (Narrative Section D3). The Consortium also offers courses in the Levantine, Egyptian, and Moroccan dialects of Arabic and a specialized

course on “media Arabic” on a regular basis. Furthermore, the Consortium has funded the development of an online introductory-level course in Modern Hebrew for UNC’s “Language Exchange” program, which allows students at the 16 campuses of the UNC system to enroll.

The Consortium offers “language tables” for students to practice conversation; cultural events in the target language, including events involving student performances, such as Arabic- Hebrew Night; foreign-language film series; and an annual scholarly lecture for students in Arabic. These events have been recently tailored to pandemic guidelines, with many activities continuing online. During this period, faculty and advanced-level students in the Arabic program at Duke produced and launched an online resource, Anamel (“Fingertips”), providing authentic Arabic texts and videos with Arabic-language explanatory notes and study questions.

A decade ago, the Consortium introduced a service-learning component to Arabic language instruction, in which students work with Arabic-speaking refugees who have settled in North Carolina. The students teach English and assist with acclimation to life in the United States while practicing their Arabic language skills, developing an ear for dialectical variants, and gaining career experience through collaboration with local nonprofit organizations. This program has continued with virtual meetings during the pandemic. In support of this program, students established a student organization, Injaz, in 2013, which has produced a free, 66-page electronic book, *Kalam: An Adult ESL Handbook for Arabic Speakers*. The book includes an Arabic-English lexicon, sample conversations, exercises, original audio recordings, and links to relevant online videos. It is designed both to teach English and provide information about cultural, social, and legal matters in the United States. Service-learning language instruction has expanded to incorporate Arabic-language students into research with faculty and refugee communities. At Duke, the Arabic program works closely with the Kenan Institute for Ethics and Durham Public Schools to identify community needs and assist with refugee families’ access to school resources. At UNC, the Arabic program works with the Refugee Wellness Program at the School of Social Work to offer translation assistance and mental health screenings.

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| *B2. The extent to which the Center provides three or more levels of language training and the extent to which courses in disciplines other than language, linguistics, and literature are offered in appropriate foreign languages.* |

*Three or more levels of language training:* The Consortium offers four levels (eight semesters) of language training in Arabic and three levels (six semesters) of Modern Hebrew, Persian, Turkish, and Urdu, with majors or minors in all of these languages (see Table D1).

*Foreign language courses:* In addition to language, linguistics, and literature courses, advanced reading courses in religious studies and other fields are offered as graduate seminars. For undergraduates, the Consortium has long been a national leader in Language Across the

Curriculum (LAC) courses in Middle Eastern languages. UNC’s LAC program was one of the first in the country to introduce Arabic LAC sections, and the first to offer LAC sections in Persian and Urdu. UNC’s recent Arabic LAC courses have focused on refugee issues and public health, supporting coursework and research projects in Social Work, the School of Public Health, and other units; Duke’s Arabic LAC is linked with the university’s program in Global Health. In all LAC courses, the target language is the vehicle of instruction, and students receive language credit for participating. The Consortium requests Title VI funding to support Arabic LAC courses at Duke and UNC (Budget Section 1B). The Consortium also requests Title VI funding to support the administration of the LAC program at UNC (Budget Section 1B), in partnership with other international and area studies centers, to recruit and train LAC instructors.

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| *B3. Sufficient numbers of language faculty are available to teach the languages and levels of instruction described in the application and language teaching staff (including faculty and instructional assistants) have been exposed to current language pedagogy training appropriate for performance-based teaching.* |

*Numbers of language faculty:* The Consortium has 21 faculty members in Middle Eastern languages (Table B2), allowing the Consortium to provide the levels of language instruction

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| **Table B2. Middle East Language Faculty, 2021-2022** | | | |
| Language |  |  | Text  Description automatically generated with low confidence |
| Arabic | 5 | 4 | 9 |
| Hebrew (Biblical) | 2 | 1 | 3 |
| Hebrew (Modern) | 1 | 2 | 3 |
| Persian\* | - | 1 | 1 |
| Turkish\* | 1 | - | 1 |
| Urdu | 1 | 3 | 4 |
| **Total:** | **10** | **11** | **21** |

\*Note: Persian and Turkish language faculty serve both campuses.

described in Narrative Section B1. Seven are tenure-track faculty who combine language teaching with language-related content courses; these faculty members teach four courses per

year. Eleven are permanent employees on the teaching track, who teach four to six language courses per year; and three are on renewable short-term contracts or are visiting instructors filling in for vacancies. In addition, the Consortium hosts two Fulbright Foreign Language Teaching Assistants, who serve as facilitators in Arabic and Turkish. As described in the next section, all language faculty have been trained in performance-based pedagogies.

In 2021, the Consortium launched the North Carolina Arabic Teacher Council, as part of the Consortium’s initiative to promote the study of Middle Eastern languages around the state. An inaugural conference, hosted in-person at UNC just before the Omicron variant reached the state, brought together 30 Arabic language instructors from 18 universities, community colleges, K-12 schools, community language programs, and military language programs. The two-day conference featured multiple presentations on performance-based language pedagogy techniques and provided a venue to share best practices in addressing ongoing challenges of language instruction in the midst of a pandemic. The Consortium requests funds for continued support of this initiative (Budget Section 8A).

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| *B4. The quality of the language program as measured by the performance-based instruction being used or developed, the adequacy of resources for language teaching and practice, and language proficiency requirements.* |

*Performance-based instruction:* Instructional design in the Consortium’s language programs follows an interactive, performance-based, communicative approach with an emphasis

on grammar and cultural competency. Instructors employ authentic textual and visual materials to encourage language acquisition in specific cultural contexts. Although grammar is systematically taught, the goal in all courses is to improve communicative skills in context and language proficiency in written, oral, and comprehension skills. Middle East language classes at both universities maintain a target-language-only classroom, make extensive use of authentic texts, and include an oral proficiency section in all exams. Textbooks are supplemented with films and videos, art, music, websites, literary texts, and material on current events. The language programs incorporate new media and technology applications, and language students regularly create videos to demonstrate proficiency. Students also organize performances of poetry and music, including a virtual Arabic poetry competition during the pandemic. The

Consortium’s approach to language education is discussed in *The Arabic Classroom: Context, Text and Learners* (2019), edited by Mbaye Lo, director of Duke’s Arabic program. The quality of the Consortium’s language program has been recognized with teaching awards in each of the past two years (Doria El Kerdany and Bud Kauffman, Sitterson Awards for Teaching First-Year Students, 2021, 2022, UNC).

*Adequacy of resources for language teaching and practice:* At both Duke and UNC, classroom language study is supported by state-of-the-art language learning centers. Both universities also maintain significant holdings of audio and visual materials in Middle East

languages, available through the language centers and the libraries’ media collections, including online databases. All language classrooms have multi-media capabilities. Middle East language instructors coordinate with Duke and UNC centers for instructional technology, digital media labs, and distance-learning facilities to create course-specific exercises. In terms of non- technological resources, language tables meet on a regular basis (virtually during the pandemic),

and each language program organizes cultural events that bring language students from Duke and UNC in touch with each other and with local communities who speak these languages. The Consortium also supports annual distinguished lectures in Arabic by visiting scholars.

*Language proficiency requirements:* The Consortium’s language programs determine proficiency through ACTFL guidelines. UNC has also implemented a policy of standardized proficiency testing at the end of the sixth semester. To that end, the Consortium has trained full ACTFL-OPI testers in Arabic and Persian and requests Title VI funding to support additional language pedagogy training (Budget Section 1B). In addition, Middle East language instructors from across North Carolina will be eligible to apply for language pedagogy training support through the Consortium’s new statewide initiative.

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| **Narrative Section C (NRC/FLAS). Quality of the Center’s Non-Language Instructional Program** |
|  |
| *C1. The quality and extent of the Center’s course offerings in a variety of disciplines, including*  *the extent to which courses in the Center’s subject matter are available in the institution’s professional schools.* |

In 2020-2021, the Consortium offered 155 non-language courses on the Middle East in 27 departments. These courses range from large introductory lecture-based courses to discipline- specific courses on the Middle East by accomplished scholars in anthropology (Fadi Bardawil, Engseng Ho, Rebecca Stein, Ana Vinea); archaeology (Benjamin Arbuckle, Jennifer Gates- Foster); art history (Annabel Wharton); documentary studies (Nancy Kalow); early Christianity (Stephen Chapman, Ellen Davis, Bart Ehrman, Hugo Méndez, Zlatko Pleše, Anathea Portier- Young, Brent Strawn, Daniel Stulac); economics (Timur Kuran); environmental studies (Lincoln Pratson, Avner Vengosh, Erika Weinthal); gender studies (Frances Hasso); geography (Banu Gökarıksel); history (Cemil Aydin, Malachi Hacohen, Adam Mestyan, Sarah Shields, Mustafa

Tuna); Islamic studies (Carl Ernst, Julianne Hammer, Mona Hassan, Mohsen Kadivar, Bruce Lawrence, Omid Safi, Waleed Ziad); Jewish studies (Yaakov Ariel, Marc Zvi Brettler, Joseph Lam, David Lambert, Laura Lieber, Jodi Magness); linguistics (Elabbas Benmamoun); literature/cultural studies (Miriam Cooke, Shai Ginsburg, Erdağ Göknar, Ellen McLarney, Negar Mottahedeh, Yaron Shemer, Nadia Yaqub); music (Michael Figueroa); political science (Ashley Anderson, Navin Bapat, Alexander Kirshner, Abdeslam Maghraoui); public policy (Abdullah Antepli, Bruce Jentleson, David Schanzer, Mehdi Shadmehr); sociology (Mary Hovsepian,

Charles Kurzman, Jen’nan Read); and others. Advanced undergraduate courses are offered on specialized themes such as “Islam and Human Rights,” “9/11 in World History,” and “Modern Israeli Music.” A full Course List can be found in Appendix 1, and biosketches in Appendix 3. During the COVID-19 pandemic, when remotely taught classes were approved at UNC,

the Consortium launched a new initiative to hire Middle East specialists from non-governmental organizations, the United Nations, and other backgrounds to teach courses offering practical perspectives on the region and provide career mentoring. Pending the availability of university and other sources of funds, the Consortium plans to continue this initiative over the next four years; in Fall 2022, an expert from the United States Institute of Peace is scheduled to teach a course on peace and conflict in Afghanistan.

At the graduate level, the Consortium offers advanced seminars on Middle East subjects throughout the humanities and social sciences as part of the Duke-UNC Graduate Certificate in Middle East studies. These seminars train graduate students in research techniques, academic writing, and curriculum development, and have produced papers published in numerous scholarly journals, including, recently, articles in *Cultural Anthropology* (on families of Tunisian jihadists) and *Social Media + Society* (on coronavirus risk perceptions in Turkey).

*Professional schools:* Middle East studies students in Duke and UNC’s professional schools are enrolled in the Consortium’s Graduate Certificate in Middle East Studies, as well as in the Consortium’s language, humanities, and social-science courses. Within the professional schools, UNC’s business school offers an elective course on business in the Middle East in conjunction with study-abroad experiences in Israel and the United Arab Emirates, averaging 50 students per year. The public health programs on both campuses participate in Arabic Language

Across the Curriculum courses, with Title VI support (Narrative Section B2, Budget Section 1B). The Gillings School for Global Public Health at UNC offers its required practicum for master’s students in Amman, Jordan, in addition to locations in other world regions. Consortium faculty lead Middle East units for courses on conflict management, human rights, and other subjects in the joint Duke-UNC Rotary International Program in Peace and Conflict Resolution, one of six

Rotary centers worldwide that offer master’s degrees in peace and conflict resolution. In addition, Consortium faculty participate in educational activities at Duke and UNC professional schools, including workshops held by the Duke Law School’s Program in International and Comparative Law and Middle East and by the North African Law Students Association.

Professional-school students also work on Middle East research projects with health affairs, legal, and other professional school faculty (several examples are noted in Narrative Section E1).

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| *C2. The extent to which the Center offers depth of specialized course coverage in one or more disciplines of the Center’s subject area* |

In addition to the Consortium’s broad offerings, Duke and UNC offer specialized course coverage in the field of Islamic studies, for which the Consortium has long been internationally renowned. (See, for example, the extended case study of the Duke-UNC collaboration in the Higher Education Funding Council for England’s report, *International Approaches to Islamic*

*Studies in Higher Education*.) The Consortium offers specialized undergraduate and graduate- level courses on aspects of Islamic studies such as Islamic philosophy, Qur’anic studies, and Sufism (Carl Ernst, Mona Hassan, Mohsen Kadivar, Omid Safi, Waleed Ziad); Islam and gender (Juliane Hammer, Didem Havlioğlu, Claudia Yaghoobi); Islam and media (Ellen McLarney, Negar Mottahedeh); and Islam and race (Youssef Carter, Mbaye Lo); and courses with social- scientific approaches to topics such as Islamic economic history (Timur Kuran), Islamic militancy (Adam Mestyan), the sociology of Islam (Charles Kurzman), and Islam and modernity (Mustafa Tuna).

Another area of deep course coverage is Jewish and Israeli studies, ranging from ancient times (Marc Brettler, Pratima Gopalakrishnan, Joseph Lam, David Lambert, Laura Lieber, Jodi Magness) to contemporary Judaism and Israeli culture (Yaakov Ariel, Michael Figueroa, Shai Ginsburg, Malachi Hacohen, Yaron Shemer, Eli Sperling, Rebecca Stein). The Consortium also offers courses in environmental studies that draw on the instructors’ expertise on Israel and the Eastern Mediterranean (David Katz, Aaron Salzberg, Avner Vengosh, Erika Weinthal).

At Duke, the Consortium introduces first-year students to intensive study of the Middle East through the nationally recognized Focus Program, through which students apply to take an interdisciplinary cluster of courses, live in a designated dormitory, and meet for weekly dinner seminars. The program introduces students to scholarship that transcends the boundaries of a single classroom, incorporating community service and research into the learning experience.

Many Focus students have developed ongoing commitments to Middle East studies, including leadership in the Injaz service-learning program (Narrative Section B1), the Anamel online Arabic-language resource (Narrative Section B2), and an undergraduate journal of Middle East studies, *Juhood*, which has been published regularly since 2018.

*Number of teaching faculty:* The Consortium has 46 core non-language faculty members in 16 disciplines, all of whom teach, plus 38 affiliated faculty in 22 disciplines who teach some Middle East content (see Appendix 3). These numbers allow the Consortium to offer a wide array of Middle East courses; supervise undergraduates and graduate student research in Middle East studies; maintain a high profile in Middle East-related research; and perform outreach to local, national, and international communities (Narrative Section H).

As a baseline for the Consortium’s initiative to build Middle East studies across North Carolina, the Consortium has identified and corresponded with 93 Middle East studies faculty members in 17 disciplines at 15 colleges and universities across the state (listed in Appendix 3).

*Pedagogy training:* The Graduate Schools and individual departments at Duke and UNC emphasize pedagogical training of graduate students, with required teaching courses in each discipline and campus-wide training opportunities. At Duke, such opportunities include the Preparing Future Faculty program, which provides a year-long experience to prepare for teaching and other faculty roles; an ongoing workshop series called “Teaching Ideas” (Instructional Development for Excellence and Success); the Bass Instructional Fellowship Program, which trains selected students for traditional and online teaching; and an array of courses and a graduate certificate track in college teaching. Duke Learning Innovation offers workshops and resources for both graduate instructors and faculty to adopt learning technologies effectively. At UNC, the Center for Faculty Excellence assists departments in developing graduate teaching assistant training programs and offers pedagogical training and resources for both graduate student instructors and faculty members. The UNC Graduate School also offers special workshops for international teaching assistants; training through the Center for the Integration of Research, Teaching and Learning, a nationwide network for graduate student pedagogy; and an associate

dean for professional development, who develops training programs and acts as a resource for graduate students. To supplement these resources, the Consortium incorporates teacher-training into the semester-long practicum required for the Graduate Certificate in Middle East Studies, including the preparation and discussion of syllabi. On both campuses, faculty members mentor teaching assistants and provide preparation, supervision, and feedback, and Consortium faculty offer models of award-winning teaching, such as Sarah Shields at UNC, who won the Middle East Studies Association’s Undergraduate Education Award in 2021; Banu Gökarıksel (Royster Distinguished Professor for Graduate Education, 2018-2021, UNC); Bruce Jentleson (Alumni Distinguished Undergraduate Teaching Award, 2020, Duke); Jen’nan Read and Rebecca Stein (Johnson Teaching Awards, 2020 and 2021, Duke); and Claudia Yaghoobi, (Sitterson Award for Teaching First-Year Students, 2020, UNC).

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| *C4. The extent to which interdisciplinary courses are offered for undergraduate and graduate students.* |

Interdisciplinary instruction is highly valued and encouraged by the leadership at both Duke and UNC. At the undergraduate level, the Consortium’s core courses were jointly developed a half-century ago through interdisciplinary collaboration between the departments of Religious Studies and History on both campuses. Co-teaching across departments, course clusters that span units and schools, and the cross-listing of courses testify to the thriving practice of interdisciplinarity at both institutions, as students are trained to think across disciplines and methodologies when studying issues related to the region. Interdisciplinarity is also a major feature of the Middle East Focus program at Duke, which include courses from Anthropology, Documentary Studies, Jewish Studies, International Comparative Studies, Literature, Middle East Studies, Public Policy, and Religious Studies. More than one third of the Consortium’s non-

language courses in 2020-2022 are cross-listed in multiple departments (see Appendix 1).

At the graduate level, the Consortium’s Graduate Certificate in Middle East Studies (Narrative Section D1) is structured around interdisciplinarity, with the required core course and practicum team-taught by faculty from contrasting disciplinary backgrounds, one each from Duke and UNC -- most recently, anthropology/music (Rebecca Stein and Michael Figueroa) -- with guest-lecturers and readings from other fields. Further interdisciplinarity is incorporated into the Graduate Certificate through the requirement that students take at least one additional

course outside of their home discipline. Interdisciplinarity is built into the new master’s program in Middle East studies at UNC through required courses that span the breadth of the humanities.

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| **Narrative Section D (NRC/FLAS). Quality of Curriculum Design** |
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| *D1. The extent to which the Center’s curriculum has incorporated undergraduate instruction in the applicant’s area or topic of specialization into baccalaureate degree programs (for example, major, minor, or certificate programs) and the extent to which these programs and their requirements are appropriate for a Center in this subject area and will result in an undergraduate training program of high quality; and the extent to which Center’s curriculum provides training options for graduate students from a variety of disciplines and professional*  *fields and the programs and requirements (including language requirements) are appropriate for the Center and will result in graduate training of high quality.* |

*Undergraduate instruction:* Duke and UNC have incorporated Middle East studies into 21 undergraduate degree programs serving a variety of specializations, including language, culture, religious studies, and the social sciences (Table D1). The Consortium offers a Middle East Studies major and minor (Duke), a minor in Middle East and Islamic Studies (UNC), and a minor in Middle East languages (UNC). In recognition of the growth of Middle East studies at UNC, the Department of Asian Studies renamed itself the Department of Asian and Middle Eastern Studies in 2020, equivalent to Duke’s long-standing Department of Asian and Middle Eastern Studies. Both departments offer Arabic, Hebrew and Persian degrees; Duke also offers a

minor in Turkish. Both campuses offer minors or certificates in Islamic studies and Jewish studies that include Middle East studies coursework. Middle East concentrations are also offered in cross-regional curricula such as Global Studies at UNC and International and Comparative Studies at Duke that emphasize social-scientific issues and approaches. A total of 214 students are registered in these programs, plus hundreds more who have taken multiple courses in Middle East studies but have not yet declared a Middle East-related major, minor, or concentration.

In addition to these programs, the Consortium offers a wide variety of Middle East courses within numerous departments (see Narrative Sections B and C and Appendix 1). The Consortium’s faculty lines are held in many departments and programs across the two universities, ensuring that Middle East studies is integrated throughout the curriculum. The faculty offer both introductory survey courses and advanced courses, combining breadth in general education requirements with depth in specialized programs. Faculty also work with

students on Middle East-related independent study projects and honors theses. Title VI funds will expand offerings further through course development grants (Budget Section 1C).

As a baseline for the Consortium’s statewide initiative to build Middle East programs around North Carolina, the Consortium has identified 10 Middle East studies minors and 5 certificate programs at 11 colleges and universities aside from Duke and UNC.

*Undergraduate program requirements:* The Consortium’s language majors require the completion of two or more courses at the third-year level or above and five or more content courses; the religious studies majors require 8-10 courses, including 4-5 semesters of language courses; the Middle East studies concentration requires 4-6 semesters of language and 4-6 additional courses (see Table D1). Beyond the number of courses required, these programs involve thoughtful and intellectually rigorous course sequences.

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| **Table D1. Undergraduate Degree Programs in Middle East Studies, 2021-2022** | | | |
| Degree program | Language requirements | Other requirements | Current students |
|  | | | |
| Arabic major | 3-6 semesters, including  2 advanced | 3-7 literature and culture courses | 3 |
| Arabic minor | 2-4 semesters, including  2 intermediate/advanced | 1-3 literature and culture courses | 11 |
| Hebrew major | 3-6 semesters, including  2 advanced | 3-7 literature and culture courses | - |
| Hebrew minor | 2-4 semesters, including  2 intermediate/advanced | 1-3 literature and culture courses | 1 |
| Islamic Studies certificate | None | 6 courses, including required course and capstone | - |
| Jewish Studies certificate | 3 semesters | 5 additional courses | 6 |
| Middle East concentration  (Asian & Middle Eastern Studies) | 4 semesters | 2 global issues courses, 4 Middle East courses,  4 cross-regional courses | 7 |
| Midde East concentration (International/Comparative Studies) | 4 semesters, including  2 intermediate/advanced | 4 regional courses | 7 |
| Middle East major | 3-6 semesters, including  2 advanced | 3-7 literature and culture courses | 3 |
| Middle East minor | 2-4 semesters, including  2 intermediate/advanced | 1-3 literature and culture courses | 5 |
| Turkish minor | 2-4 semesters, including  2 intermediate/advanced | 1-3 literature and culture courses | - |
| **Total:** | | | 43 |
|  | | | |
| Arab Cultures major | 3 semesters, advanced level | 5 literature and culture courses | 11 |
| Arabic minor | 3 semesters beyond 3rd semester | 1 literature and culture course | 52 |
| Hebrew minor | 3 semesters beyond 3rd semester | 1 literature and culture course | 12 |
| Hindi/Urdu minor | 3 semesters beyond 3rd semester | 1 literature and culture course | 14 |
| Islamic & Middle Eastern Studies minor | 5 semesters | 5 courses from at least 2  departments, including 2 required core courses | 19 |
| Jewish Studies major | 4 semesters | 8 courses from at least 2 departments, including required  core and capstone | 2 |
| Jewish Studies minor | None | 5 courses from at least 2  departments, including 1 required course | 7 |
| Middle East Languages minor | 3 semesters 3rd third semester, 2 semesters in second language | None | 6 |
| Middle East Studies concentration (Global Studies) | 6 semesters | 4 area studies courses, 2 thematic courses | 46 |
| Persian minor | 3 semesters beyond 3rd semester | 1 literature and culture course | 11 |
| **Total:** | | | 180 |

*Quality of undergraduate training program:* The high quality of undergraduate training is

reflected in the large number of national awards won by Middle East studies undergraduates at

Duke and UNC over the past four years, including four Critical Language scholarships and two Rangel fellowships from the Department of State, three Fulbright scholarships, two Boren awards, one Rhodes scholarship, and one fellowship from the Carnegie Endowment for International Peace, as well as admission to numerous graduate programs, among other honors.

*Graduate training options:* In addition to the master’s program in Middle East studies at UNC and the joint Duke-UNC Graduate Certificate in Middle East Studies, the Consortium offers training in Middle East studies across many disciplines – the Consortium’s 73 current graduate students are enrolled in 25 fields, including eight students in five professional schools.

*Graduate program requirements:* The master’s program in Middle East studies at UNC requires two interdisciplinary core courses, three additional courses in Middle East studies, and five other courses selected in consultation with the student’s advisor, including language study through the third-year level. A master’s program in Middle East studies at Duke is in the planning stage. The Consortium’s graduate certificate requires one interdisciplinary core course, three additional courses, a bi-weekly one-semester workshop on professional training, a thesis or comparable research paper, and language competence demonstrated by advanced-level coursework or the use of a Middle Eastern language in the thesis. Graduate students in the certificate program also fulfill the requirements of their home department, which are vetted on a regular basis along with other departmental policies by a university-mandated departmental review process, including self-assessment and external review committees.

*Quality of graduate training program:* The high quality of graduate training is reflected in the many awards won by the Consortium’s graduate students in the past four years, including two Fulbright-Hays fellowships, two ACLS Emerging Voices fellowships, one National Science Foundation fellowship, and fellowships from 13 other national and international organizations.

In the past four years, the Consortium’s students have won the dissertation award from the American Institute of Pakistan Studies (Ahsan Kamal, UNC Sociology) and book awards from the Middle East Studies Association (Attiya Ahmad, Duke Cultural Anthropology), the Association for Research on Nonprofit Organizations and Voluntary Action (Catherine Herrold, Duke Public Policy), and the Law and Society Association, World History Association, and American Society for Legal History (all for Fahad Bishara, Duke History).

The quality of the graduate training is visible also through the vibrancy of the Duke-UNC Graduate Student Middle East and Islamic Studies Research Conference, which Consortium graduate students have organized on a different interdisciplinary theme each year since 2005; recent themes include race and religion, religious authority, and minority groups. This conference is a major site for graduate students studying the Middle East to present their work, learn about other graduate students’ research, and acquire professional skills. Duke and UNC plan to continue to support the conference, along with Title VI funds (Budget Section 8B).

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| *D2. The extent to which the applicant provides academic and career advising for students.* |

The Consortium’s directors and staff routinely offer advising for current and prospective students in Middle East studies, including reviewing resumes and providing connections for Middle East-related positions, to complement the well-established academic advising and career counseling offices at Duke and UNC, which offer on-line resources, workshops, internship programs, and other services. Each academic department also has staff members with advising duties and faculty members who serve as Director of Undergraduate Studies and Director of Graduate Studies, who assist students with academic planning. For graduate students, Duke and UNC have centralized offices that assist with career counseling and grant-writing. In addition,

the Consortium maintains an online listing of academic positions for Middle East specialists.

The Consortium holds annual global career fairs in collaboration with other international and area studies centers, as well as events with Duke and UNC diplomats in residence about careers in the Foreign Service (in keeping with **NRC Absolute Priority 1** on encouraging government service). The Consortium leads annual student visits to the Pentagon for discussions with military and foreign service officials who work on U.S. foreign policy in the Middle East; these connections have led to a number of internship opportunities. In 2021-2022, UNC launched a mentorship program in partnership with the American College for National Security Leaders, connecting students with five senior-level foreign affairs practitioners for career advice in government service, including specific opportunities related to the Middle East (**NRC Absolute Priority 1**); as part of its statewide expansion, the Consortium requests funds for a sixth mentor to extend this program to students at minority-serving institutions around North Carolina (Budget Section 8A; **NRC Competitive Priority 1**).

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| *D3. The extent to which the Center has established formal arrangements for students to conduct research or study abroad and the extent to which these arrangements are used; and the extent to which the institution facilitates student access to other institutions’ study abroad and summer language programs.* |

*Research and study abroad:* Despite public health and security concerns that have limited student travel to the Middle East, the Study Abroad offices at Duke and UNC continue to work with the Consortium to develop research and study opportunities in the region. The Consortium currently runs four faculty-led credit-bearing Study Abroad programs in the Middle East (Israel, Morocco/Tunisia, Turkey, United Arab Emirates), with another in preparation (Oman), in addition to programs run by seven third-party organizations in five countries in the region, and exchange programs with 10 universities in four countries. In addition to credit-bearing study abroad, Duke and UNC provide opportunities for student research in the Middle East through

research partnerships with universities in the region and undergraduate fellowship opportunities. Title VI funding (Budget Section 3) will help support administrative travel to expand institutional linkages in the region.

*Use of these arrangements:* According to data from the Institute of International

Education, 47 percent of

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| **Table D2. Student Participation in Study Abroad in the Middle East, 2018-2022** | | | |
| Country |  |  |  |
| Egypt | - | 11 | 11 |
| Israel | 11 | 44 | 55 |
| Jordan | 10 | 16 | 26 |
| Lebanon | 19 | - | 19 |
| Morocco | 13 | 7 | 20 |
| Morocco/Tunisia | 12 | - | 12 |
| Tunisia | - | 2 | 2 |
| Turkey | 9 | 6 | 15 |
| United Arab Emirates | - | 39 | 39 |
| **Total:** | **74** | **125** | **199** |

  Text  Description automatically generated with low confidence undergraduates at Duke and 43 percent of undergraduates at UNC studied abroad before the pandemic, among the highest rates among private research and public universities, respectively.

As shown in Table D2, 199 Consortium students participated in Study Abroad in the Middle East over the past four years, almost all of them in the two years before the pandemic.

During the height of the pandemic, the Consortium funded and helped to organize five collaborative online international learning (COIL) classes with 115 students, which were offered jointly with five universities in the Middle East, holding synchronous class sessions online and assigning projects that paired students from both countries, in order to offer students academic exposure to the region that could not be had in person. These co-taught courses also provide the benefit of serving students whose circumstances make it difficult to study abroad even in non- pandemic conditions. The Consortium plans to support additional COIL classes through course development grants (Budget Section 1C).

*Access to other institutions’ programs:* Other institutions’ study abroad, exchange, and summer language programs are vetted by the Duke and UNC Study Abroad offices through site visits and review by Consortium faculty and staff to ensure that each program meets Duke and

UNC academic criteria. The Consortium advertises these programs through global education events, listservs, flyers, and advising. Consortium staff also encourage and help students to apply for fellowships, including FLAS awards (Narrative Section H-FLAS), especially students with financial need (**FLAS Competitive Preference Priority 1**). After language study abroad,

Consortium instructors evaluate students’ language proficiency for appropriate course placement.

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| **Narrative Section E (NRC/FLAS). Quality of Staff Resources** |
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| *E1. The extent to which teaching faculty and other staff are qualified for the current and proposed Center activities and training programs, are provided professional development opportunities (including overseas experience), and participate in teaching, supervising, and advising students.* |

*Qualified faculty and staff.* The Consortium’s faculty and staff are nationally recognized in the field of Middle East studies. Evidence of the quality of the faculty can be found in the leadership positions they hold in a variety of Middle East studies professional organizations (Table E1). The Consortium has had three faculty on the board of the Middle East Studies Association in the past decade and more chairs and co-chairs of the American Academy of

Religion’s Study of Islam Unit than any other university or consortium (as well as four additional co-chairs who earned their doctorates at Duke and UNC). In the past four years, Consortium faculty have served as board members of the American Institute for Iranian Studies,

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| **Table E1. Faculty Leadership Highlights, 2018-2022** |
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| Laura Lieber, religious studies, co-editor, *AJS Perspectives* (Association for Jewish Studies), 2015-2018 |
| Ellen McLarney, Middle East studies, co-editor, *Journal of Middle East Women’s Studies*, 2018-2022 |
| Timur Kuran, economics, founder and president, Association for Analytic Learning about Islam and Muslim Societies (AALIMS), 2010-present |
| Sean Swanick, librarian for North Africa, Middle East and Islamic Studies, chair, Center for Research Libraries’ Middle East Materials Project, 2018-2020 |
|  |
| Carl Ernst, religious studies, president, American Society for the Study of Religion, 2017-2020 |
| Juliane Hammer, religious studies, co-chair, Study of Islam Section, American Academy of Religion, 2013-2018 |
| Jodi Magness, religious studies, president, Archaeological Institute of America, 2017-2020 |
| Nadia Yaqub, Middle East studies, board member, Middle East Studies Association, 2019-2021 |

American Institute of Pakistan Studies, Association for Middle East Women’s Studies, Middle East Outreach Council, Turkish Studies Association, and other scholarly associations,

as well as earning numerous other honors (Curriculum Vitae, Appendix 3).

In the past year alone, Consortium faculty have published more than 100 scholarly articles and books, including Michael Figueroa, *City of Song: Music and the Making of Modern Jerusalem* (Oxford, January 2022); Frances Hasso, *Buried in the Red Dirt: Race, Reproduction and Death in Modern Palestine* (Cambridge, 2021); Mohsen Kadivar, *Human Rights and Reformist Islam* (Edinburgh, 2021); Bruce Lawrence, *Islamicate Cosmopolitan Spirit* (Wiley Blackwell, 2021) and *The Bruce B. Lawrence Reader: Islam beyond Borders* (Duke, 2021); Adam Mestyan, *Primordial History, Print Capitalism, and Egyptology in Nineteenth-Century Cairo* (Institut français d’archéologie orientale, 2021); Rebecca Stein, *Screen Shots: State Violence in Front of the Camera in Israel and Palestine* (Stanford, 2021); Annabel Wharton, *Models and World Making: Buildings, Bodies, Black Boxes* (Virginia, 2021); and Waleed Ziad, *Hidden Caliphate: Sufi Saints Beyond the Oxus and Indus* (Harvard, 2021).

The quality of the faculty is also visible in the numerous grants and fellowships that the Consortium has encouraged and assisted in an ongoing effort to leverage Title VI support by extending institutional capacity in Middle East studies. Current grants include the “Arab Public Data Initiative,” a data archiving partnership with the Arab Council for the Social Sciences supported by the Carnegie Corporation of New York (Charles Kurzman); “Endangered Archives from Sufi Shrines of the Afghan-Pakistan Frontier,” a digitization project supported by the Modern Endangered Archive Program at UCLA with funding from the Arcadia Foundation (Waleed Ziad and Rustin Zarkar); and “Jara’id: A Chronology of Arabic Periodicals (1800- 1929),” an online bibliographic database (Adam Mestyan). Consortium faculty have won

numerous Middle East-related research and training grants, including awards in the past four years from the National Endowment for the Humanities, National Institutes of Health, National Science Foundation, and other sources, and recent fellowships from the European Research Council, Fulbright Program, Guggenheim Foundation, Institute for Advanced Studies, National Humanities Center, Woodrow Wilson Center, and other organizations.

The Consortium also facilitates research and training in the Middle East by Duke and UNC faculty across the professional schools, including – in the past four years – Fouad Abd-el- Khalick (UNC School of Education), who assists science education in Qatar; Gregory Gray (Duke Global Health Institute), who tracks human-animal virus transmission in Egypt and Iraq; Joanna Maselko (UNC Gillings School of Public Health), who examines perinatal depression interventions in Pakistan; Aunchalee Palmquist (UNC Gillings School of Public Health), who studies mental health among displaced persons in Iraqi Kurdistan; and Jeannie Sowers and Erika Weinthal (Duke Nicholas School of the Environment), who study humanitarian challenges to infrastructure in the Middle East.

The Consortium’s professional staff is highly qualified. The associate director at UNC, Shai Tamari, holds M.A. degrees in Near and Middle Eastern Studies from the School of Oriental and African Studies in London and in global history from UNC, where he was a Rotary Fellow in Peace and Conflict Resolution; he established and runs the UNC Conflict Management Initiative. Program assistant Griffin Orlando at Duke has a master’s degree in international relations from Central European University, focusing on Turkish foreign policy; outreach director Emma Harver has a master’s degree in international education from UNC and serves on the boards of national and regional Middle East studies organizations (see Narrative Section H).

Consortium faculty and staff have considerable experience managing the activities

proposed in this application, including competitions for language-pedagogy training subsidies (Budget Section 1B), course development grants (Budget Section 1C), travel grants (Budget Section 3), and FLAS awards (Narrative Section H-FLAS); outreach to elementary, secondary, and postsecondary instructors (Narrative Section H-NRC); and evaluation (Narrative Section G).

*Professional development opportunities.* Consortium faculty and staff make use of Duke and UNC professional development opportunities, including programs listed in Table E2.

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| **Table E2. Professional Development Opportunities for Faculty and Staff** |
| ۞ Travel funds of $500 to $1,500 per year, depending on the department, for conferences, research, or training. The Consortium requests Title VI support to supplement this with research travel grants to which faculty may  apply (Budget Section 3). |
| ۞ Registration and travel funds for language instructors to attend professional training in language pedagogy,  supplemented with Title VI support (Narrative Section B1; Budget Section 1B). |
| ۞ Duke Learning Innovation and UNC’s Center for Faculty Excellence offer extensive services for professional  development in teaching (Narrative Section C3). (No Title VI support is requested.) |
| ۞ Competitive research leave. Tenure-track faculty are eligible for competitive research leave every sixth year.  (No Title VI support is requested.) |
| ۞ Support for external research leave, identified and assisted by Duke and UNC’s research offices. (No Title VI  support is requested.) |

*Teaching, supervising, and advising students.* All of the Consortium’s faculty members teach, supervise, and advise students. The base rate is four courses per year for tenure-track professors, five courses per year for professors of the practice at Duke, and six courses per year

for teaching professors at UNC. The associate director at UNC also teaches regularly.

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| *E2. The adequacy of Center staffing and oversight arrangements, including outreach and administration, and the extent to which faculty from a variety of departments, professional schools, and the library are involved.* |

The Consortium’s staff has ably managed Consortium activities during the trying period of adjustment to the pandemic. In Spring 2020, Consortium staff were among the first at Duke and UNC to shift from in-person to online scholarly events, managing what was then the relatively unfamiliar technology of Zoom. The Consortium’s outreach activities, described more fully in Narrative Section H, pivoted to virtual formats, including two year-long seminars that

brought together K-12 teachers in the United States and the Middle East.

In keeping with Duke and UNC personnel procedures, the directors of the Consortium’s constituent centers are responsible for ongoing oversight of staff and evaluation each spring. The Consortium itself operates with four sets of oversight arrangements. The first involves the university administrators to whom the Consortium’s directors report. Second are the Graduate Schools of Duke and UNC, which oversee the master’s program in Middle East studies at UNC and the Duke-UNC Graduate Certificate in Middle East Studies. Third are the Consortium’s advisory boards -- one on each campus -- which combine core faculty members and representatives from professional schools, libraries, and Study Abroad offices. These advisory boards meet annually to review the Consortium’s progress and chart new directions. The Consortium reports also to its faculty and student affiliates, who are invited to help set the

Consortium’s agenda each year.

In 2019, the Consortium took on an additional level of accountability in response to public criticism of insensitive comments by a visiting musical performer, which led to coverage in national news outlets. Duke and UNC convened a joint committee of high-level administrators from both campuses to review the Consortium’s procedures and programs on an annual basis, and the Consortium plans to continue this arrangement. As a result of this event, the Consortium has redoubled its commitment to the presentation of diverse perspectives (in keeping with **Absolute Priority 1** on diverse perspectives; please see Supplemental Information on Diverse Perspectives and Wide Range of Views in Funded Activities), and is taking extra care in vetting and briefing speakers and performers at Consortium programs.

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| *E3. As part of its non-discriminatory employment practices, the applicant encourages applications for employment from persons who are members of groups that have been*  *traditionally underrepresented, such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly.* |

Duke and UNC offer equal opportunity to all employees and applicants for employment without regard to race, color, religion, national origin, disability, veteran status, sexual orientation or preference, sex, or age. These policies are followed in recruiting, hiring, appointment, and promotion into all academic and non-academic positions, and are overseen by the Duke Office for Institutional Equity and the UNC Office of Equal Opportunity and Compliance. Both campuses have made considerable strides to improve the diversity of their faculty and staff, and are committed to further improvement through recruitment and thorough consideration of applications from members of underrepresented groups, training for hiring committee members, and initiatives to promote an equitable campus climate. Over the past four years, the Consortium’s 13 core faculty hires have included six women, three scholars of Middle Eastern descent, two of South Asian descent, one identifying as African-American, and one

identifying as Hispanic.

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| **Narrative Section F (NRC/FLAS). Strength of Library** |
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| *F1. The strength of the institution’s library holdings (both print and non-print, English and foreign language) in the subject area and at the educational levels (graduate, professional, undergraduate) on which the Center focuses; and the extent to which the institution provides financial support for the acquisition of library materials and for library staff in the subject area of the Center.* |

*Library holdings:* The Duke and UNC libraries have collaborated since 1935 in order to minimize duplication of resources and facilitate cross-campus library access. This collaboration, now known as the Triangle Research Library Network, has resulted in integrated systems for acquisitions, cataloging, on-line searching, and borrowing. The libraries share a state-of-the-art storage facility in Durham, North Carolina, and provide two- or three-day delivery service of all materials to borrowers on each campus. Together, the Duke and UNC libraries’ collection consists of 12,993,421 titles and ranks among the top university libraries nationwide. Both

\*Overlap in the two libraries’ holdings is approximately 15 percent.

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| **Table F1. Library Holdings in English and Middle Eastern Languages** | | | |
| Language |  |  | Text  Description automatically generated with low confidence |
| Arabic | 64,623 | 25,623 | 90,246 |
| Hebrew | 28,975 | 5,980 | 34,955 |
| Persian | 3,102 | 8,803 | 11,905 |
| Turkish | 19,059 | 2,761 | 21,820 |
| Urdu | 13,113 | 5,277 | 18,390 |
| Other Middle Eastern languages | 810 | 620 | 1,430 |
| **Middle Eastern languages:** | **129,682** | **49,064** | **178,746** |
| English | 86,040 | 82,661 | 168,701 |
| **Total:\*** | **215,722** | **131,725** | **347,447** |

universities also leverage their membership in the NC Live library consortium, the NorthEast Research Libraries Consortium, and the Center for Research Libraries to make

consortial purchases, negotiate better prices for major electronic databases, exchange duplicates, and share information in the complex area of Middle East studies collection development.

In 2009, Duke and UNC libraries established a cooperative collection-development plan for Middle East material, with Duke assuming primary responsibility to develop research-level collections in Arabic and Turkish, and UNC taking the lead for Persian and Urdu. Collecting in Hebrew is shared by both libraries. Over the past four years, holdings in Persian have increased by 47 percent, benefiting from endowments funded by the local Iranian-American community for Persian-language materials. The endowments also support a speaker series and a student- paper prize in Persian studies. Holdings in Arabic, Hebrew, and Urdu have seen a 20 percent increase; holdings in Turkish increased by 15 percent. The Consortium has also begun focused collection of materials from underrepresented countries and communities, such as Arabic books published in Mauritania and South Sudan, Hebrew publications focusing on Sephardic and Mizrahi Jews, and Iranian materials related to the history, languages, and folklore of Kurdish, Gilani, Azeri, Luri, and other ethnic minorities. Recent significant library acquisitions include a research collection of more than a thousand Ottoman postcards, a collection of rare Syrian literary publications, and materials published in the Arab region on COVID-19.

*Library financial support:* Duke and UNC have increased their Middle East-related

library staff exponentially since mid-2001, when the Duke University Library hired its first librarian in Middle East and Islamic studies. The position has been held since 2016 by Sean E. Swanick, a librarian with master’s degrees in both Middle East studies and library science and a working knowledge of Arabic, Persian, and Turkish. Swanick is a past president of the Middle

East Librarians Association (as was his

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| **Table F2. Library Funding for Middle Eastern Collections, 2021-2022** | | | |
| Category |  |  |  |
| Collection development | $371,591 | $236,961 | $608,552 |
| Personnel | $190,717 | $254,000 | $444,717 |
| Professional travel | $1,000 | $2,500 | $3,500 |
| **Total:** | **$563,308** | **$493,461** | **$1,056,769** |

  Text  Description automatically generated with low confidence predecessor at Duke), and serves as elected executive board member of the Middle East Materials Project of the

Center for Research Libraries, a major national repository. Duke also has a librarian for Jewish Studies and Israeli Studies, Rachel Ariel, who is a native speaker of Hebrew; and a full-time paraprofessional cataloguer, Fouzia el-Gargouri, who is a native speaker of Arabic and is training to become an original cataloguer.

The UNC library hired its first librarian for Middle East and African studies in 2010, and recently expanded this role into two separate positions, one in Middle East and Islamic studies and another in African studies. Rustin Zarkar, the Middle East and Islamic studies librarian, holds a master’s degree in Middle East and Islamic studies from Harvard University and is currently completing his Ph.D. in Middle Eastern and Islamic studies at New York University.

He works in Persian, Tajik, Russian, Arabic, and Sorani Kurdish. Zarkar was recently elected to the executive board of the Center for Research Libraries’ Middle East Materials Project, and received a grant with UNC professor Waleed Ziad to preserve and digitize at-risk materials from Sufi shrines along the Afghanistan-Pakistan border (Narrative Section E1). Joanneke Elliott, who assumed the position of African and West European studies librarian in 2019, holds a master’s degree in information and library studies and a master’s degree in cultural anthropology,

specializing in the study of West Africa, and is actively collecting French-language materials from North Africa. UNC also has a Middle East cataloguing librarian, Denise Soufi, who holds a Ph.D. in Near Eastern studies and a master’s in library and information science; and an assistant to the Middle East librarian, Hiva Kadivar, who holds a master’s in library science, as well as two paraprofessional staff positions and student assistants to support the librarians.

Title VI support will contribute to acquisitions and Middle East librarians’ travel for collection development in the Middle East (Budget Sections 3, 5A). A special focus for library acquisitions is Middle East documentary films for the unique collection developed at UNC by the late Ellen-Fairbanks (Taffy) Bodman, the founder and longtime organizer of the Middle East

Studies Association’s annual Film Festival.

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| *F2. Research materials at other institutions are available to students through cooperative arrangements with other libraries or on-line databases and teachers, students, and faculty from other institutions are able to access the library’s holdings.* |

Duke and UNC libraries operate efficient interlibrary borrowing offices and participate in interlibrary consortia such as the NorthEast Research Libraries Consortium and the Center for Research Libraries, allowing students access to research materials at other institutions.

With funding from the Carnegie Corporation of New York, the Consortium is currently partnering with the Arab Council for the Social Sciences to create a data archive for research in and on the Arab region. Duke also co-hosts Jara’id, an international partnership to identify and document Arabic periodicals from the late 19th and early 20th century (Narrative Section E1).

At both Duke and UNC, paper holdings are heavily supplemented by digital material, including documents, journals, newspapers, and e-books, which have become particularly important for students and faculty during the COVID-19 pandemic. UNC was the first American university to subscribe to online periodical databases from Iran; the most recent of these

subscriptions is Magiran, a database of thousands of Iranian magazines.

Since the beginning of the pandemic, the Consortium has collaborated with Duke and UNC’s Middle East librarians to host online events to introduce digital resources on important subjects in Middle East studies, including the Armenian genocide and family history, open- access databases for Arabic books, Turkic and Turkish digital collections, photo archives from the Middle East, oral histories of the 1947 partition of India and Pakistan, and an audio archive of music produced by North African Jewish musicians. The Consortium plans to continue to work with the Duke and UNC libraries to organize events on digital resources in coming years.

Teachers, students, and faculty from other institutions may access the Consortium’s library holdings through in-person visits and interlibrary borrowing by reciprocating institutions. North Carolina residents can access a large portion of the UNC library’s digital subscriptions through the NC Live library network. Scholars sponsored by Duke and UNC faculty or staff are eligible for remote access to electronic library resources.

Title VI funding will expand access to Middle East library materials by arranging consultations with Duke and UNC Middle East librarians for community college instructors, and through partnership with Durham Tech, including support for Middle East collection development at the Durham Tech library (Narrative Sections H-NRC-1b, I-NRC-1, Budget Section 5A). These partnerships support **NRC Competitive Preference Priority 1**, which encourages collaboration with minority-serving institutions and with community colleges.

As part of the Consortium’s statewide initiative, the Consortium will offer three small grants per year to libraries at colleges and universities across North Carolina, along with consultation from the Duke and UNC Middle East librarians, to help them build their Middle East-related material in vernacular languages and in English, in support of their Middle East

studies courses (Budget Section 5A).

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| **Narrative Section G (NRC/FLAS). Impact and Evaluation** |
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| *G1. The extent to which the Center’s activities and training programs have a significant impact on the university, community, region, and the Nation as shown through indices such as enrollments, graduate placement data, participation rates for events, and usage of Center resources.* |

The productivity of the Consortium has had a significant impact on the Duke and UNC campuses and beyond. Some indicators of this impact are listed in Table G1, which identifies the growth in Consortium activities over the past 16 years. Beyond the numbers, the impact on campus is most visible in the institutionalization of the Consortium itself, which has grown from its founding in 2005 (then called the Triangle Center for Middle East Studies) to become a central partner with other units at Duke and UNC in the planning of the universities’ internationalization efforts, including assessing and improving access to international education by underrepresented groups (Narrative Section G5).

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| **Table G1. Impact of Consortium Activities, 2005-2006 to 2020-2021** | | | | | |
| **Category** | **2005-2006** | **2009-2010** | **2013-2014** | **2017-2018** | **2020-2021\*** |
| Courses | 88 | 158 | 192 | 221 | 205 |
| Course enrollment | 3,564 | 4,165 | 6,544 | 6,791 | 5,547 |
| Public events (sponsored) | 15 | 26 | 48 | 84 | 128 |
| Attendance | \*\* | 836 | 2,962 | 4,032 | 8,940 |
| Public events (advertised) | 102 | 206 | 249 | 254 | 186 |
| Attendance | \*\* | 10,000 (est.) | 12,000 (est.) | 12,200 (est.) | 13,020 (est.) |
| K-12 teachers trained | 111 | 157 | 1,516 | 2,565 | 2,893 |
| Community college instructors trained | 0 | 0 | 128 | 187 | 200 |

\*The most recent year for which complete data are available

\*\*Comparable data not available.

Regionally, the Consortium conducts more Middle East-related public events and teacher-training activities than any other university or consortium in the Southeast, reaching thousands of teachers and community members over the past four years (Narrative Section H- NRC-1). Beyond the Southeast region, Consortium faculty provide leadership in national

professional associations (Narrative Section E1) and have a significant presence in national and global media (Narrative Section H-NRC-1c). Over the past four years, 13 Consortium undergraduates have won national awards for further study of the Middle East (Narrative Section D1). The Consortium’s most recent placement survey (Table G2), conducted in Fall 2021 in conjunction with other international and area studies centers, found that 58.5 percent of Consortium graduates used a Middle East language they studied at Duke or UNC at their current or a recent job, and 89.4 percent of respondents indicated that Middle East regional knowledge

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| **Table G2. Survey of Middle East Studies Graduates** | | |
| **Category** | **Number** | **Percent** |
| **Type of employer:** | | |
| Higher education\* | 22 | 34.9% |
| Private sector | 21 | 33.3% |
| Government | 8 | 12.7% |
| International organization | 6 | 9.5% |
| Other | 6 | 9.5% |
| **How often do you use the Middle East language(s) you studied in your current or a recent job?** | | |
| At least once a week | 9 | 17.0% |
| Less than once a week | 22 | 41.5% |
| Less than once a year | 22 | 41.5% |
| **How important has Middle East regional knowledge been for your career?** | | |
| Very important | 25 | 53.2% |
| Moderately important | 7 | 14.9% |
| Important | 10 | 21.3% |
| Slightly/Not important | 5 | 10.6% |

had been important for their career. The survey identified three Consortium graduates in Middle East-related positions at the State Department and one in the Department of Defense. Two Consortium graduates currently teach at the

\*Including graduates pursuing further education.

U.S. Military Academy; others work at the U.S. Naval Academy, the National Endowment for Democracy, International Organization for Migration, UNICEF, United Nations

Development Programme, and many Middle East-related businesses and nonprofit organizations.

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| *G2. The Center provided information to demonstrate its record of placing students into post- graduate employment, education, or training in areas of national need and the applicant’s stated efforts to increase the number of such students that go into such placements.* |

All of the Consortium’s curricular activities (Narrative Sections B-D) aim to increase the supply of specialists on the Middle East and Middle Eastern languages (Arabic, Modern Hebrew, Persian, Turkish, and Urdu) -- which are designated as a priority region and priority languages in the Secretary of Education’s FY 2022 “Consultation with Federal Agencies on Areas of National

Need” -- with the goal of placing students into post-graduate employment or further education that makes use of this training. The Consortium’s advising offers encouragement and information about Middle East-related opportunities, including a website listing academic positions in Middle East studies and career mentoring by senior officials in diplomatic and national security fields (Narrative Section D2).

The Consortium has trained hundreds of Middle East specialists through its

undergraduate and graduate programs (see majors and minors in Table D1 and course enrollment in Appendix 1). Among FLAS award recipients surveyed in Fall 2021 (Table G3), 75 percent use their language training at work, including 33.3 percent using this language at least once a week; 70 percent report that their Middle East studies training was very

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| **Table G3. Survey of Middle East FLAS Recipients** | | |
| **Category** | **Number** | **Percent** |
| **Type of employer:** | | |
| Higher education\* | 12 | 44.4% |
| Private sector | 10 | 37.0% |
| Government | 4 | 14.8% |
| International organization | 2 | 7.4% |
| **How often do you use your FLAS language in your current or a recent job?** | | |
| At least once a week | 8 | 33.3% |
| Less than once a week | 10 | 41.7% |
| Less than once a year | 6 | 25.0% |
| **How important has Middle East regional knowledge been for your career?** | | |
| Very important | 14 | 70.0% |
| Moderately important | 4 | 20.0% |
| Important | 1 | 5.0% |
| Slightly/Not important | 1 | 5.0% |

\*Including recipients pursuing further education.

important for their career. Almost half of FLAS

survey respondents work in higher education, and 37 percent work in the private sector.

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| *G3. The activities of the Center address national needs and generate information for and disseminate information to the public.* |

All of the Consortium’s activities, including FLAS fellowships, address areas of national need -- the Middle East region and Arabic, Modern Hebrew, Persian, Turkish, and Urdu language instruction -- as identified by the Secretary of Education (see Narrative Section G2).

Consortium members have generated information for and disseminated information to the public through more than 100 public events last year, with combined in-person and virtual attendance

over 8,000 (Narrative Section G1); expertise provided to local, national, and international news media, as well as trainings for journalists and government officials (Narrative Section H-NRC- 1c); web pages with curated Internet resources (Narrative Section H-NRC-1a); presentations on Middle East subjects to more than a dozen community groups around North Carolina and the Southeast each year; and other activities described in Narrative Section H-NRC-1c. The Consortium requests funding for in-person, virtual, and hybrid public events over the next four years to present diverse perspectives and inform public debate on issues related to the Middle East (Budget Section 8B).

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| *G4. The applicant provided an evaluation plan that is comprehensive and objective, is likely to produce quantifiable, outcome-measure-oriented data, and shows that recent evaluation plans*  *have been used to improve the applicant’s program.* |

In collaboration with other international and area studies centers at UNC and Duke, the Consortium is working with a team of experienced scholars and practitioners of educational evaluation, led by Dr. J. Montana Cain, an independent evaluation and learning consultant who earned her Ph.D. in measurement and evaluation from the UNC School of Education, and who also has considerable experience in international education, including a master’s degree in Second Language Acquisition from SUNY-New Paltz and seven years’ experience as a K-12 Spanish and ESL teacher. Dr. Cain has also taught a variety of courses to pre-service teachers at the postsecondary level. Dr. Cain and colleagues developed the Globally Competent Teaching Continuum, which is currently used by educators and schools of education across the United States. In her role as Director of Evaluation with Children’s Trust of South Carolina, she led the evaluation of all programs, including federally funded statewide initiatives. She is an active member of the American Evaluation Association, serving on several leadership boards, including

the association’s working group on Multiethnic Issues in Evaluation. Her research has been

published in *The International Journal of Critical Pedagogy*, *Teaching Education*, and other peer-reviewed journals.

Over the past four years, the Consortium has engaged in systematic evaluation of its activities, focusing each year on one Consortium program and one collaborative program with other international and area studies centers (Table G4). Joint evaluation of K-12 outreach programs by the Teacher Advisory Council led to a series of new programs, including the

Consortium’s Teachers Collaborating Across Borders program (Narrative Section H-NRC1a); evaluation of that program in 2020-2021 led to adoption of a new video interface that is easier

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| **Table G4. Consortium Evaluation Activities, 2018-2022** | | |
| **Year** | **Joint international/area studies evaluations** | **Consortium-specificevaluations** |
| 2018-2019 | K-12 Teacher Advisory Council | Consortium oversight structures |
| 2019-2020 | [Evaluation disrupted by onset of the COVID-19 pandemic] | Cross-campus language programs |
| 2020-2021 | Minority-Serving Institutions Global Research Symposium; Collaborative Online International  Learning | K-12 Teachers Collaborating Across Borders Program |
| 2021-2022 | World View Community College Global Distinction Program | Statewide Middle East studies faculty and programs |

for non-native speakers of English to navigate, an expanded roster of joint sessions, and more intensive student collaborations. Evaluation of the global research symposium held in 2020-2021 with colleagues from minority-serving institutions has informed plans for the next research symposium and demonstrated the desire for further statewide collaborations (Narrative Section I- NRC-1). Evaluation of the Consortium’s oversight structures led to additional accountability and improved event-planning procedures (Narrative Section E2); evaluation of the Consortium’s cross-campus language programs led to plans for in-person introductory Persian courses on each campus (Narrative Section B1); evaluation of statewide faculty and programs in Middle East studies set a benchmark to measure future growth and documented support for statewide activities (Narrative Section I-NRC-1).

Over the next four years, the Consortium plans to focus its evaluation efforts on the four major priorities that grew out of the Consortium’s quadrennial strategic review (Narrative Section I-NRC-1): Cross-campus language programs (Year 1), Middle East curricula (Year 2), participation in Middle East studies by members of underrepresented groups (Year 3), and the Consortium’s statewide initiative (Year 4). In addition, the Consortium will collaborate with other international and area studies centers at Duke and UNC to focus evaluation on the Foreign Language and Area Studies program (Year 1), the K-12 Teacher Advisory Council (Year 2) (**NRC Absolute Priority 2**), the minority-serving institution global research symposium (Year 3) (**NRC Competitive Preference Priority 1**), and career advising (Year 4) (**NRC Absolute Priority 1**). Details for evaluations in Year 1 are presented in Table G5, along with data sources for each indicator. Qualitative feedback will be collected along with quantitative indicators.

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| **Table G5. Details of 2022-2023 Evaluation Plan** | |
| **Indicators** | **Data Sources** |
| **Foreign Language and Area Studies (FLAS) program evaluation:** | |
| Number of FLAS applicants and awardees, by year | Consortium records |
| Financial need among FLAS applicants and awardees, by year (**FLAS Competitive Preference Priority 1**) |
| Demographic characteristics of FLAS applicants and awardees, by year |
| Awareness of FLAS program among students in foreign language courses | Student survey |
| Awareness of FLAS program among students in area studies courses |
| Awareness of FLAS program among Directors of Graduate Studies | Survey of departments |
| Language learning achieved by FLAS awardees | Instructor evaluations |
| Area studies learning achieved by FLAS awardees | Survey, focus group of FLAS awardees |
| Satisfaction with application procedure among FLAS applicants. |
| Satisfaction with language training among awardees |
| Satisfaction with area studies training among awardees |
| Satisfaction with program administration among awardees |
| Academic progress facilitated by FLAS awards |
| Career outcomes facilitated by FLAS awards |
| **Cross-campus Middle East language program evaluation:** | |
| Enrollment in language courses, by course, campus and semester | Registrar |
| Student satisfaction with course content | Student survey |
| Student satisfaction with cross-campus program administration |
| Student language learning achieved in courses | ACTFL testing |
| Instructor satisfaction with cross-campus program administration | Interviews with instructors |
| Departmental satisfaction with cross-campus program administration | Interviews with dept. chairs |

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| *G5. The applicant provided a clear description of how the applicant will provide equal access for and treatment of eligible project participants who are members of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly.* |

Both Duke and UNC emphasize equal access and treatment for students, faculty, and staff from traditionally under-represented groups, and both universities have established oversight offices and training programs to ensure that these standards are met. The universities are committed to making campus programs and facilities accessible to people with disabilities through building design and the provision of special assistance by designated offices. Access to global education is a crucial component of the strategic plans at both Duke and UNC. Duke pledges to provide students with “ever-deepening exposure to global cultures and challenges.” UNC “remain[s] committed to the Global Guarantee, our promise to make a transformative global education available to all students.”

The Consortium is committed to the ideals of equal access and treatment, consistent with Strategic Goal 2.1 of the U.S. Department of Education’s Annual Performance Plan for Fiscal Year 2022 (“increase access and completion of college, lifelong learning and career, technical

and adult education”). As part of its evaluation efforts, the Consortium has collaborated since 2010 with other international and area studies centers at UNC to measure and promote participation in global education by members of groups that have been traditionally underrepresented. Before the COVID-19 pandemic, this initiative regularly convened a task force representing more than two dozen offices, many of which had not previously interacted with Middle East and international studies, to identify barriers to participation in international education opportunities by students from underrepresented groups, design interventions to overcome these barriers, and track progress through systematic data gathering. Interim results

have been presented to the Association of International Education Administrators, the Association of International Educators (NAFSA), and global programs at numerous universities. The COVID-19 pandemic has shifted this effort to address equity and access in virtual learning. Beginning in Fall 2020, the Consortium and other international and area centers have monitored participation by students from underrepresented groups in collaborative online international learning (COIL) classes (Narrative Section D3). In collaboration with other units, the Consortium is also planning to prioritize course development grant applications from faculty who propose to teach a Middle East studies course in North Carolina prisons though UNC’s long-standing Correctional Education Program (Budget Section 1C).

The results of this initiative are visible in the diversity of students in Middle East language and non-language courses, which the initiative has worked with UNC’s Office of

Institutional Research and Analysis and Duke’s Office of Assessment to track. The percentage of Middle East studies undergraduates at UNC receiving financial aid, for example, rose from 44 percent in 2020-2011 to more than 50 percent in the past four years, outpacing the percentage of financial aid recipients in the undergraduate population as a whole, which peaked at 48 percent in 2017-2018 and has declined since then.

Further broadening participation by underrepresented groups in Middle East studies forms one of the Consortium’s focus areas for concerted effort and evaluation in the coming grant cycle (Narrative Sections G4, I-NRC-4), including preference for FLAS applicants with financial need (**FLAS Competitive Preference Priority 1**).

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| **Narrative Section H (NRC only). Outreach Activities** |
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| *H-NRC-1. The Center demonstrates a significant and measurable regional and national impact of, and faculty and professional school involvement in, domestic outreach activities that involve the following:* |

The Consortium’s outreach activities are led by outreach director Emma Harver, whose position is funded jointly by Title VI, Duke, and UNC. In recognition of these activities, Ms.

Harver was selected in the past four years to the boards of the Middle East Outreach Council (a national organization affiliated with the Middle East Studies Association), the Southeast Regional Middle East and Islamic Studies Society, and the North Carolina Council for the Social Studies, and to the Middle East Studies Association’s Committee on Undergraduate Middle East Studies (the only non-faculty member of the committee).

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| *H-NRC-1a. Outreach to elementary and secondary schools.* |

The Consortium’s outreach to teachers at elementary and secondary schools (Table H- NRC-1) reflect a data-driven approach to designing and implementing outreach programs,

integrating feedback from surveys conducted after each program as well as direction obtained from the UNC-Duke Area Studies Teacher Advisory Council, a representative body of 15 educators and school

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| **Table H-NRC-1. Consortium Outreach to Elementary and Secondary Schools, 2018-2022** | |
| **Activities:** | **Educators reached:** |
| Consortium workshops | 1,513 |
| Co-sponsored workshops | 1,380 |
| Culture Kit curricular assistance | 694 |
| Consortium listserv | 1,339 |
| **Total:** | 4,926 |

administrators from across North Carolina that advises the Consortium on its outreach efforts (Narrative Section G4). Guided by teacher feedback, the Consortium has developed a robust set of outreach programs that engage with varying teacher needs and interests.

*Educator professional development*. The Consortium trains more than 1,000 elementary and secondary teachers per year in Middle East subject-matter through in-person and virtual professional development programs (**NRC Absolute Priority 2**). During the pandemic, the Consortium developed new and engaging synchronous and asynchronous virtual programming,

reaching teachers in remote areas who had not been able to participate in in-person trainings.

Over the next four years, the Consortium’s outreach to teachers will remain hybrid, combining the best aspects of both in-person and virtual teacher-training events.

The Consortium’s most intensive in-person professional development program is a year- long thematic Teacher Fellows program that brings 12-15 teachers from across North Carolina together for monthly meetings to engage with topics in Middle East studies and develop and share expertise and teaching resources. The program has run three times since it was launched in 2016-2017. The Consortium plans to develop and run the program again in 2022-2023 and 2024- 2025, in conjunction with UNC’s African Studies Center, on the themes of migration and cultural traditions of the Middle East and Africa (Budget Section 8A).

The Consortium’s most intensive virtual program is Teachers Collaborating Across Borders, which the Consortium developed in 2019 in partnership with the University of Arizona’s Center for Middle Eastern Studies. The program brings together 18 teachers from around the U.S. and 18 teachers from the Middle East and North Africa for online dialogue and virtual exchange throughout the academic year, discussing topics related to education and culture in their respective countries and developing collaborative projects between their students. The Consortium has run the program twice, with teacher applications soaring to several hundred during the pandemic, and plans to continue the program each year (Budget Section 8A).

In addition to these signature programs, the Consortium has developed two study tour programs for teachers, which will continue over the next four years: the “Mideast in Southeast” Study Tour, which (before the pandemic) allowed educators to learn about Middle East-related cultural and commercial institutions in North Carolina; and a study tour in the Middle East, conducted by the Consortium in partnership with Global Exploration for Educators Organization (GEEO), a nonprofit teacher-training organization based in Pennsylvania. Consortium faculty

and staff also lead sessions on the Middle East at the annual conferences of the North Carolina Council for the Social Studies, the North Carolina English Teachers Association, and the Foreign Language Association of North Carolina, as well as periodic seminars for teachers in districts around the state. As part of the Consortium’s statewide expansion, these outreach opportunities will be extended to more Middle East studies faculty across North Carolina.

*Classroom resources*. In response to teachers’ need for reputable online materials on the Middle East, the Consortium has developed the “Middle East Explained” video series, which offers short videos on the Syrian refugee crisis, women in the Middle East, and other Middle East topics relevant to secondary school curricula, featuring Consortium faculty and graduate students, along with a discussion guide for classroom use. The six videos in the series have reached a combined total of over 200,000 viewers. The Consortium plans to create two additional videos annually with accompanying materials. The Consortium also provides hands- on materials for teachers. In partnership with Carolina Navigators, a UNC program, the Consortium has developed 27 Middle East Culture Kits (games, books, currency, DVDs, and other cultural items) for instructional use. In recent years, the Consortium added three thematic “book bundles” for librarians and elementary school teachers; altogether, the Middle East kits have reached 694 teachers and 17,895 students in North Carolina in the past four years, half of the kits going to Title I schools. Over the next four years, the Consortium plans to focus on connecting with librarians to provide extended school-wide programming (Budget Section 8A).

*Strategic partnerships*. Through its partnership with the North Carolina Department of Public Instruction, the Consortium is creating Middle East-related sessions for statewide professional development to be offered each November during “International Education Week,” and collaborating with other international and area studies centers at Duke and UNC to organize

an event bringing together university language faculty, faculty in pre-service language teacher programs, school principals and teachers, and language experts to discuss issues facing language teaching in North Carolina (Budget Section 8A).

The Consortium continues to work closely with UNC World View, a distinguished global education program that has offered global professional development for North Carolina teachers since 1998, reaching all 100 counties in the state through large seminars, small leadership trainings, and virtual modules. The Consortium will assist World View in incorporating Middle East subjects into its seminars, with a large, multi-day seminar entirely focused on the Middle East in Spring 2026. The Consortium also partners with the National Humanities Center, which is based in North Carolina, to develop online training opportunities for teachers across the U.S, including an online course on the Middle East and other Middle East-related webinars, which have reached 502 teachers in the past year. The Consortium will continue this partnership over the next four years by designing additional webinars on the Middle East and contributing

materials to the center’s new digital library, which was used by 6,750 educators in the past year.

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| *H-NRC-1b. Outreach to postsecondary institutions.* |

The Consortium’s statewide initiative, serving Middle East studies faculty and students across North Carolina, grows out of the Consortium’s existing partnerships with postsecondary institutions. The deepest of these partnerships is the Consortium’s work with Durham Technical Community College, a Title III-eligible minority-serving institution in Durham, North Carolina (**NRC Competitive Priority 1**). Over the past seven years, the Consortium has supported Durham Tech’s Arabic language program with language pedagogy training and funding for a third-semester course; supported the creation of a humanities course on Middle Eastern Cultures; assisted in evaluating and improving Durham Tech’s library collection in Middle East studies;

arranged presentations by experts for Durham Tech students and faculty; included Durham Tech faculty in content professional development trainings; and welcomed Durham Tech’s chair of foreign languages onto the Consortium’s board.

The Consortium has also worked with World View’s “Global Distinction” program, which supports the creation of global modules in key courses at North Carolina community colleges and global activities through which students can earn a “global distinction” credential on their transcript. Launched in 2015 with 10 community colleges, this program now has 30 participating colleges across the state, including 23 Title III-eligible minority-serving institutions (**NRC Competitive Priority 1**) and 11 schools serving “Tier 1” counties, designated by the North Carolina Department of Commerce as the most economically distressed areas of the state. The program has become a national model for internationalizing community college curricula, and was featured at a national conference, the 2021 Global Studies Symposium for Best Practices in International Education at Minority Serving Institutions and Community Colleges.

Through this program, the Consortium has funded course development grants for five community college instructors over the past four years, bringing them to Duke and UNC in- person and virtually for consultation with Consortium faculty, librarians, and staff to help them develop Middle East-related modules in introductory courses in art, psychology, and other subjects. The Consortium seeks Title VI funding for eight course development grants to community college instructors statewide over the next four years (Budget Section 8A).

In collaboration with other centers at Duke and UNC, the Consortium has hosted two symposia on the internationalization of post-secondary curricula at minority-serving institutions and community colleges, at which educators from across the Southeast led panels about how they integrate global issues in their courses (**NRC Competitive Priority 1**). Minority-serving

institutions are also represented in the newly-formed North Carolina Arabic Teacher Council,

which the Consortium helped launch in 2021 (see Narrative Section B3, Budget Section 8A).

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| *H-NRC-1c. Outreach to business, media, and the general public.* |

The Consortium offers Middle East expertise to programs at Duke’s Fuqua School of Business and UNC’s Kenan-Flagler Business School, including global immersion courses on business subjects in conjunction with study-abroad experiences in Israel and the United Arab Emirates, and one-week to full-semester study exchange programs in Israel and Turkey.

Consortium faculty have advised groups such as the US-Saudi Arabian Business Council and consulted on Middle East conditions for businesses around the United States.

In 2021, in collaboration with other international and area studies centers, the Consortium piloted a “Business Lightning Talk” program aimed at engaging the business community and Business School faculty and students, reaching more than 60 members of the business community nation-wide for a discussion of global supply chain issues in the Middle East and elsewhere. Over the next four years, the Consortium plans to contribute Middle East expertise for similar events on entrepreneurship, green business, cross-cultural competence, emerging technologies, and foreign direct investment (Budget Section 8B).

Consortium faculty and staff also work with the Institute for Defense and Business, an education and research institute in North Carolina, to provide insight on Middle East cultures, politics, and economics for business and military personnel, including a workshop at Fort Bragg prior to deployment in the Middle East. Consortium faculty have also briefed military chaplains on spirituality and health, trained Arabic language instructors serving on military bases in North Carolina, and briefed State Department officials on international terrorism.

Consortium faculty frequently offer research-based insights to news media; Consortium faculty were cited in 1,009 local, national, and international news stories over the past four years, according to the Nexis Uni database. During this period, eight Consortium faculty were quoted in *The New York Times* on topics ranging from the treatment of scholars in Turkey to Morocco’s Christian minority; other faculty were quoted or cited by the BBC, *The Times of Israel*, and other international outlets on topics such as the Grand Ethiopian Renaissance Dam, cyber-activism in Iran, and archaeological discoveries in the Middle East. In 2021, the Consortium collaborated with the Pulitzer Center on Crisis Reporting to host a virtual discussion for educators in the U.S. with journalists in Lebanon, and with the UNC Hussman School of Journalism and Media to train journalists from the Arab region through the State Department’s Edward R. Murrow Program for Journalists. The Consortium has held numerous events featuring journalists from Israel and elsewhere in the Middle East.

The Consortium’s outreach to the public also includes public events, presentations to community groups, and other activities described in Narrative Section G3.

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| **Narrative Section H (FLAS only). FLAS Awardee Selection Procedures** |
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| *H-FLAS-1. The selection plan is of high quality, showing how awards will be advertised, how students apply, what selection criteria are used, who selects the fellows, when each step will take place, and how the process will result in awards being made to correspond to any announced priorities.* |

Duke and UNC run simultaneous FLAS competitions for many world regions, with coordination among the Title VI centers on the two campuses (Table H-FLAS-1). Each center retains responsibility for its own selection process and award administration. Together the centers advertise the competition to students through social media, center websites and listservs, announcements at student-facing events and language and area studies classes, e-mail reminders

to affiliated faculty, and notices through the Study Abroad offices. The Consortium encourages

departments, including in the professional schools, to use FLAS fellowships as a recruitment tool. The Consortium and other centers hold joint information sessions for all prospective

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| **Table H-FLAS-1. FLAS Administrative Process** | |
| **Steps in Process in a Typical Year** | **Timeframe** |
| Informational meetings about fellowships | Sept.-Dec. |
| Academic Year and Summer FLAS competition  announcements/advertisement | Sept.-Dec. |
| Academic Year and Summer FLAS application  deadline, including completion of financial need form | Feb. |
| Financial Aid offices assist Consortium with  identifying financial need | Feb. |
| Academic Year and Summer FLAS selection  committees make decisions | Feb.-Mar. |
| Summer FLAS notifications | Early March |
| Academic Year FLAS notifications, contingent upon  continued funding | Early March |
| Seek approval from Department of Education program  officer on Summer FLAS awards/travel | Mar.-Apr. |
| Submit interim Summer FLAS report and final Academic Year FLAS report with Student Performance  Reports to Department of Education | July 1 |
| Submit final Summer FLAS report with Student Performance Reports and interim Academic Year  FLAS report to Department of Education | Oct. 15 |
| Conduct biennial survey of FLAS alumni | Every 2 years |

applicants each fall, and Consortium staff also take advising appointments with prospective applicants, explaining the priorities of the fellowships and navigating questions of eligibility.

Students submit a virtual application for a joint deadline across all FLAS centers on each campus. The application comprises information on the candidate’s

academic course of study, language study, and future career plans, alongside a statement of purpose, transcript, CV, two letters of recommendation, and a completed Free Application for Federal Student Aid (FAFSA) form documenting financial need as determined by expected family contribution. Demographic data is collected for evaluation purposes but not disclosed to the selection committee.

The Consortium’s board members, which include both area studies and language faculty, review applications on each campus and evaluate (1) academic merit (based on transcript, CV, and letters of recommendation), (2) commitment to the area of study (based on course of study, language study, and statement of purpose), and (3) alignment with the goals of FLAS (based on

future career plans, statement of purpose, and recommendations), such as achievement of

mastery in the target language and service in the national interest. In the final meeting to allocate awards, the board also reviews applicant information on program expense and expected family contribution, to ensure that preference is given to students with demonstrated financial need (**FLAS Competitive Preference Priority 1**). Students are informed of the outcome of their applications within six weeks of submission, and alternates are selected in each round.

All of the Consortium’s FLAS awards are in less commonly taught languages corresponding to **FLAS Competitive Preference Priority 2**. Awards are coordinated with several UNC centers: the African Studies Center (Arabic); Carolina Asia Center (Arabic, Persian); Center for European Studies (Arabic, Turkish); and Center for Slavic, Eurasian, and East European Studies (Persian, Turkish).

The Consortium requests funding for eight academic-year FLAS awards for graduate and professional students, four at Duke and four at UNC, in support of the Duke-UNC Graduate Certificate in Middle East Studies and UNC’s master’s program in Middle East studies. The Duke and UNC graduate and professional schools have agreed to contribute tuition and fees

above the FLAS program’s institutional payment limits for awardees.

The Consortium requests funding for 12 summer FLAS awards, which will be open to both graduate/professional and undergraduate students. Four of these fellowships will be awarded to students at Duke and four to students at UNC. The Consortium anticipates that three awardees on each campus will be graduate/professional students and one will be an undergraduate. (The ratio may be altered depending on the quality of the applications.) In

addition, as part of the Consortium’s statewide initiative, four summer FLAS awards will be open to students at any institution of higher education in North Carolina. Since there are relatively fewer graduate/professional students in Middle East studies in North Carolina outside

of Duke and UNC, we anticipate offering three of these awards to undergraduates and one to a graduate/professional student. In accordance with Title VI program guidelines, which limit FLAS awards to students enrolled at the National Resource Center, recipients of summer FLAS awards from schools other than Duke and UNC will be required to enroll in a summer language program at Duke or UNC. Currently, summer language offerings at Duke and UNC are limited

to Arabic. Plans for Persian to be offered in the summer are under consideration.

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| **Narrative Section I (FLAS only). FLAS Competitive Preference Priorities** |
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| *I-FLAS-1. FLAS Competitive Preference Priority 1: Applications that propose to give preference when awarding fellowships to undergraduate students, graduate students, or both, who demonstrate financial need as indicated by the students’ expected family contribution, as determined under part F of title IV of the HEA. This need determination will be based on the students’ financial circumstances and not on other aid* |

In keeping with **FLAS Competitive Preference Priority 1**, the Consortium gives preference to students who demonstrate financial need through information on expected family contribution as calculated through the Free Application for Federal Student Aid (FAFSA) form. The Consortium consults with university offices of financial aid at Duke and UNC, and the financial aid offices within the graduate schools on each campus, so as to maintain alignment with the universities’ procedures on determination of financial need and to advise applicants who are preparing the necessary financial documents.

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| *I-FLAS-2. FLAS Competitive Preference Priority 2: Applications that propose to award at least 25 percent of academic year FLAS fellowships in modern foreign languages other than French, German, and Spanish.* |

Consistent with **FLAS Competitive Preference Priority 2**, the Consortium proposes to award 100 percent of academic year FLAS fellowships for the study of Arabic, Modern Hebrew, Persian, Turkish, and Urdu.

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| **Narrative Section I (NRC only). Program Planning and Budget** |
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| *I-NRC-1. The applicant provides a development plan or timeline demonstrating how the*  *proposed activities will contribute to a strengthened program and whether the applicant uses its resources and personnel effectively to achieve the proposed objectives.* |

To establish priorities for the next four years, the Consortium engaged in a year-long planning process involving meetings of Middle East studies faculty, students, and advisory committee members at Duke and UNC, plus a virtual meeting of more than 50 Middle East studies faculty members from around North Carolina in October 2021, culminating in a harmonized cross-campus plan crafted by the Consortium’s executive board. The Consortium has identified four focus areas for its activities, in addition to its across-the-board support for Middle East language and area studies and public understanding of the region. These areas are:

1. **Support for cross-campus language programs.** The Consortium seeks Title VI funding to support its joint language programs in Persian, Turkish, and Urdu, the first such collaborations between Duke and UNC. The Consortium’s program assessment has identified a need for overload time to provide in-person introductory-level language instruction on both campuses in Persian and to support advanced-level Turkish, offered jointly across the two campuses (Narrative Section B1, Budget Section 1B).
2. **Support for Middle East studies curricula** at the undergraduate and graduate level, including the new master’s program at UNC and the master’s program that is in the planning stage at Duke, through FLAS awards, staff coordination, and faculty course development grants (Narrative Section D1, Budget Sections 1C, 11).
3. **Increasing access to Middle East studies by historically underrepresented groups**,

including students with financial need, through partnerships with units across Duke, UNC, and Durham Tech (Budget Section 8A), course development grants for online co-teaching with

instructors in the region and for courses in North Carolina prisons (Narrative Section G5, Budget Section 1C), and private fundraising to subsidize study abroad and co-curricular programs in the Middle East.

1. **A new statewide initiative** that leverages the Consortium’s role as a National Resource Center to expand Middle East languages and area studies across North Carolina. To reflect this broader mission, the Duke-UNC Consortium for Middle East Studies has renamed itself the North Carolina Consortium for Middle East Studies, and is devoting approximately 15 percent of its budget to statewide activities – enough to launch an initial phase of the initiative, while still maintaining the Consortium’s activities at Duke and UNC. UNC has committed to creating a three-quarter-time program coordinator position to manage this initiative, pending matching support from the Title VI program (Budget Section 1A). Statewide activities will include summer FLAS awards (students outside Duke and UNC will be eligible for summer language courses at Duke and UNC), course development grants, language pedagogy training grants, research travel seed grants, online language courses, opportunities for outreach to K-12 schools and community colleges, collaborative planning for the Consortium’s annual conference and other scholarly events, and support for the North Carolina Arabic Teacher Council, which the Consortium established in 2021. This is the first Title VI program to serve a statewide constituency in a comprehensive manner.

The timeline of activities contributing to these objectives is presented in Table I-NRC-1, indicating the allocation of resources and the personnel who will be responsible for each activity.

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| **Table I-NRC-1. Timeline of Consortium Activities, 2021-2022 Through 2025-2026** | | | | |
| **Activity** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| **Budget Section 1A. Personnel** | | | | |
| Associate Director, UNC | Funding shared with UNC. Responsible for managing events; advising students; grant management; supervising and working with business manager to manage  FLAS, travel, and other expenses; evaluation programs; coordinating with partners at Duke and Durham Tech. | | | |
| Statewide Program Coordinator, UNC | Funding shared with UNC. Three-quarter-time position, responsible for  coordinating with statewide partners, administering statewide small grant program, managing statewide communications, organizing statewide events. | | | |
| Program Coordinator, Duke | Funding shared with Duke. Responsible for events; working with business  manager to manage FLAS and small grant programs; coordinating with partners at UNC and Durham Tech. | | | |
| Evaluation, Duke/UNC | Center directors (funded by Duke and UNC) evaluate staff performance each June. | | | |
| **Budget Section 1B. Language Instruction** | | | | |
| Urdu Language/Script Instructor, Duke | One partial-credit course per year, in conjunction with Duke’s Hindi language program and UNC’s Hindi-Urdu language program. | | | |
| Persian Language Overload Instruction, Duke/UNC | Two overload courses per year, to support in-person first-year Persian language courses at both UNC and Duke. | | | |
| Turkish Language Overload Instruction, Duke/UNC | Two overload courses per year, to support in-person first-year Turkish language courses at both UNC and Duke. | | | |
| Language Across the Curriculum Instructor, UNC | Ongoing support for one Arabic-language section offered each year. Funding shared between Title VI and other UNC international/area studies centers. | | | |
| Language Across the Curriculum Administration, UNC | Part-time support for graduate student to administer the LAC program and recruit and train instructors. Funding shared between Title VI and other UNC  international/area studies centers. | | | |
| Cultures and Languages Across the Curriculum, Duke | Ongoing support for Arabic-language section offered each year in conjunction with English-language courses on public health.  Funding shared between Title VI and other Duke international/area studies centers. | | | |
| Language Pedagogy Training, Duke/UNC/Durham Tech/Statewide | All Consortium staff advertise awards for professional development training in September; Consortium board selects awardees in December; awardees attend programs by August 1, report on outcome by August 14. | | | |
| Evaluation, Duke/UNC | Department chairs evaluate language programs each April; Consortium directors review reports by awardees each August. | | | |
| **Budget Section 1C. Area Studies Instruction** | | | | |
| Course Development Grants, including collaborative online international learning courses  and courses in North Carolina prisons, Duke/UNC/Statewide | All Consortium staff advertise course development grants in September; collect applications from faculty in November;  Consortium board selects grantees in December. | | Faculty receiving grants teach the new course twice by the end of the 2025- 2026 academic year. | |
| Evaluation, Duke/UNC | Annual evaluation of program by Consortium board each April. | | | |
| **Budget Section 2. Benefits** | | | | |
| All personnel listed in Budget  Sections 1A-1C and 8A, Duke/UNC/Durham Tech | Consortium business managers (funded by Duke and UNC) make payroll  arrangements for all personnel. | | | |
| Evaluation, Duke/UNC | Center directors (funded by Duke and UNC) evaluate staff performance each June. | | | |

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| **Activity** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| **Budget Section 3. Travel** | | | | |
| Faculty Research Travel Grants, Duke/UNC/Statewide | All Consortium staff advertise small research travel grants for Consortium faculty in September of each year, collect applications from faculty in November; Consortium board selects recipients in December; faculty use grants by August 1,  report on outcome by August 14. | | | |
| Administrative Travel, Duke/UNC | Consortium staff travel to meetings of the Middle East Studies Association and  institutional partners in the Middle East, and for professional development; funding shared with Duke and UNC. | | | |
| Library Travel, Duke/UNC | Travel by Middle East librarians at Duke and UNC to the Middle East for collection development; funding shared with Duke and UNC. | | | |
| Evaluation, Duke/UNC | Annual evaluation of program by Consortium board each April. | | | |
| **Budget Section 4. Equipment** | | | | |
| None | None | | | |
| **Budget Section 5. Supplies** | | | | |
| Coordinated Library Collection Development, Duke/UNC | Middle East librarians continue to build vernacular-language and other holdings on the Middle East. | | | |
| Bodman Documentary Film Collection, UNC | Middle East librarian at UNC continues to build the nationally renowned Middle East documentary film collection founded by Ellen-Fairbanks (Taffy) Bodman. | | | |
| Library Collection Development, Statewide | All Consortium staff advertise grants for libraries statewide in September of each year, collect applications in November; Consortium board selects recipients in  December; libraries use grants by August 1, report on outcome by August 14. | | | |
| Library Collection Development, Durham Tech | Duke & UNC Middle East librarians continue to work with Durham Tech librarians to build Arabic- and English-language holdings on the Middle East. | | | |
| Institutional memberships, Duke/UNC | Consortium collaborates with other centers to support national professional associations in Middle East studies; funding shared with Duke and UNC. | | | |
| Office supplies, Duke/UNC | Consortium staff purchase paper, printer cartridges, and other supplies. | | | |
| Evaluation, Duke/UNC | Annual evaluation of program by Consortium board each April. | | | |
| **Budget Section 6. Contractual** | | | | |
| None | None | | | |
| **Budget Section 7. Construction** | | | | |
| None | None | | | |
| **Budget Section 8A. Outreach** | | | | |
| Outreach Director, UNC/Duke | Funding shared between Title VI, UNC, and Duke. Organizes elementary/ secondary/postsecondary teacher training. | | | |
| Middle East Teacher Fellows, Statewide | Consortium outreach director advertises K-12 Middle East Teacher Fellows Program in summer before Years 1 and 3, when the program will run; collects applications from K-12 teachers in NC and Middle East and selects participants in  August; organizes program activities throughout academic year. | | | |
| Middle East Teaching Training, Statewide | Consortium outreach director develops, advertises, and runs teacher training programs throughout the year. | | | |
| Mideast in Southeast Study Tour, Statewide | Consortium outreach director advertises K-12 Mideast in Southeast Study Tour in August, collects applications from K-12 teachers in NC in August; organizes Study Tour activities throughout academic year. | | | |
| Participation in NC K-12 Teacher Conferences, Statewide | Consortium outreach director applies and participates throughout the year in annual conferences, including the NC Council for the Social Studies, NC English  Teachers Association, and the Foreign Language Association of NC. | | | |
| NC Arabic Teacher Council, Statewide | Consortium outreach director works with Arabic language faculty at UNC and Duke to develop plans for annual conference in November and other activities. | | | |
| Teacher Culture Kits, Statewide | Consortium outreach director advertises availability of Teacher Culture Kits to schools statewide throughout the year, sends kits as requested, tracks usage. | | | |

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| **Activity** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| **Budget Section 8A. Outreach (continued)** | | | | |
| World View, NC Community College Global Distinction Program, Duke/UNC/Statewide | Consortium outreach director and UNC World View staff work with community colleges to develop global distinction programs, including course development grants; advertise grants in August-December; review applications in January;  organize campus visits in February-April. Grant recipients develop curricular units, June-July; report on outcome by August 1. | | | |
| World View Teacher Training, Duke/UNC/Statewide | Consortium outreach director and UNC World View staff develop Middle East  training for World View’s K-12 global education conferences and other programs. | | | |
| Arabic Language Instructor, Durham Tech | Consortium staff and Durham Tech dean of foreign languages arrange support for third-semester Arabic at Durham Tech, a Title III minority-serving institution. Durham Tech is responsible for hiring and course management as part of its  Arabic language program. | | | |
| Middle East Cultures Course, Durham Tech | Consortium staff and Durham Tech dean of foreign languages arrange support for course in Middle East Cultures. Durham Tech is responsible for hiring and course  management. | | | |
| Professional Development Grants, Durham Tech | Durham Tech advertises grant opportunity for Arabic language and Middle East  studies faculty throughout the year; Consortium board reviews applications as they arrive; awardees report activity within one month of use of funds. | | | |
| Minority-Serving Institutions Faculty Fellowships, UNC/Statewide |  | | All Consortium staff and UNC Institute for Arts and Humanities (IAH) advertise program in fall 2023 and 2024; accept and jointly review applications in  December, manage program throughout academic years 2024-2025 & 2025-2026 | |
| Minority-Serving Institutions National Security Mentoring Program, UNC/Statewide | Consortium staff and other UNC international and area studies centers partner with American College for National Security Leaders to organize mentoring sessions for students at minority-serving institutions throughout the academic year. | | | |
| Evaluation, Duke/UNC | Center directors (funded by Duke and UNC) evaluate staff performance each June. Annual evaluation of outreach programs each April by Consortium board and K-  12 Teacher Advisory Council. | | | |
| **Budget Section 8B. Events** | | | | |
| Annual Middle East Studies Conference, Duke/UNC | All Consortium staff organize conference in fall, host conference in February. Anticipated conference themes: Afterlives of Genocide (Year 1), Carceral  Imaginaries in the Middle East (Year 2), Water Conflict/Water Cooperation in the Middle East (Year 3), Mobile Cinema in the Middle East (Year 4). | | | |
| Annual Graduate Student Conference, Duke/UNC | All Consortium staff work with graduate student committee to develop conference theme in September-October, publicize call for papers in November-December, evaluate applications in January, host conference in March. | | | |
| Speakers and other campus events, Duke/UNC | All Consortium faculty and staff plan scholarly and cultural events on Middle East subjects, year-round; Consortium board responds to requests for co-sponsorship of Middle East-related events, year-round. | | | |
| Minority-Serving Institutions Global Research Symposium, Statewide (Year 3) |  | | Advertise in fall, host in spring, jointly with other international/area  studies centers. |  |
| Evaluation, Duke/UNC | Annual evaluation of program by Consortium board each April. | | | |
| **Budget Section 8C. Evaluation** | | | | |
| Evaluation, Duke/UNC | Ongoing collection of data by Consortium staff and evaluation consultant (see detail in Narrative Section G4). | | | |

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| **Budget Section 11. Training Stipends (FLAS)** | |
| FLAS Awards, Duke/UNC | All Consortium staff advertise FLAS program each fall and assist students preparing applications for submission in February; work with Consortium board to evaluate applications; manage awards; arrange pre- and post-award language  evaluations with language faculty. |
| Evaluation, Duke/UNC | Annual evaluation of program by Consortium Board each April. |
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| *I-NRC-2. The activities for which the applicant seeks funding are of high quality and directly related to the purpose of the National Resource Centers Program.* | |

The Consortium aspires to maintain a high quality of programming, consistent with the high caliber of the scholarship of the Consortium’s faculty, and assesses the quality of its activities through ongoing evaluation (Narrative Section G4). All of the Consortium’s activities are directly related to the purpose of the National Resource Centers Program: “to establish, strengthen, and operate comprehensive and undergraduate foreign language and area or international studies centers to serve as national resources,” specifically for: **(a) modern foreign languages**: The Consortium supports five modern foreign languages (Arabic, Hebrew, Persian, Turkish, and Urdu) (Narrative Section B, Budget Section 1B); **(b) instruction in fields needed to provide full understanding**: The Consortium supports courses, degree programs, and scholarly and cultural events that provide diverse perspectives on the countries of the Middle East where these languages are used; **(c) research and training**: The Consortium’s faculty and degree programs span 22 disciplines in professional and other fields of study; **(d) issues in world affairs**: Consortium faculty research and teach issues in world affairs that affect the countries of the Middle East, including important issues of conflict and mutual understanding.

*I-NRC-3. The costs of the proposed activities are reasonable in relation to the objectives of the program.*

The Consortium makes every effort to keep costs to a minimum and to extend the impact of Title VI funding by leveraging investments from Duke and UNC, grant-writing, private

fundraising, and economies of scale gained through collaboration among international and area studies centers at Duke and UNC (for example, through joint FLAS application software and joint evaluations). Over the coming grant cycle, Duke and UNC plan to contribute more than $1 million to complement Title VI FLAS funding, in addition to ongoing commitments to Middle East studies that total more than $73 million over four years (Table A3). The advent of virtual programs such as Teachers Collaborating Across Borders (Project Narrative Section H-NRC-1) allows the Consortium to reach wider audiences at lower costs. The Consortium will continue to offer virtual and hybrid events and training programs to engage diverse audiences cost- effectively.

The Consortium’s statewide initiative further extends the impact of Title VI funding through a modest investment in Middle East studies across North Carolina; the relatively small scale of the initiative’s funded activity at this stage is intended both to support Middle East studies faculty and students, and to generate attention and interest among institutions that are considering building Middle East studies programs.

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| *I-NRC-4. The description of the long-term impact of the proposed activities on the institution’s undergraduate, graduate, and professional training programs.* |

The Title VI grant cycle provides an opportunity every four years for the Consortium to engage in a self-critical and strategic review of its activities and their impact on Duke and UNC’s Middle East studies training programs. This year, four of the findings generated through this process involve a re-commitment to the Consortium’s guiding principles:

1. Over the past dozen years, the Consortium has built a wide array of Middle East training opportunities at Duke and UNC, including new language programs to new graduate programs. The Consortium’s Title VI activities will continue to coordinate and expand

undergraduate, graduate, professional, K-12, and community college training programs in

Middle East languages and area studies. It will do so by developing courses, curricula, and library collections; promoting the professional development of faculty; fostering partnerships with universities in the Middle East; and organizing scholarly and cultural events for faculty, students, and community members. This work involves continued investment in staff positions, shared between Title VI funding and support from Duke and UNC (Budget Sections 1A, 8A).

1. The Consortium provides a successful model of public-private partnership in global education. The long-term impact of this collaboration is most clearly visible in the joint Duke- UNC language programs in Persian, Turkish, and Urdu, which offer less-commonly-taught languages that would not be financially feasible as separate programs on each campus (Narrative Section B, Budget Section 1B).
2. The Consortium’s Title VI activities have provided leadership and built institutional capacity in Middle East studies across North Carolina, beyond Duke and UNC. The impact of these activities are visible at Durham Tech, through Consortium support for courses and library collection development; in the North Carolina community college system, through the

Consortium’s participation in the North Carolina Community College Global Distinction Program and Middle East-related course-development grants; in the statewide K-12 school system, through the Consortium’s outreach and teacher-training activities; and in local

communities, through the Consortium’s public events, educational programs, and websites. The Consortium’s statewide initiative builds on this experience to promote further collaborations around North Carolina.

1. The Consortium’s Title VI activities have long featured diverse perspectives, a wide range of views, and informed debate on world regions and international affairs, in keeping with **NRC Absolute Priority 1** and with the Consortium’s scholarly principles. The Consortium

continues to aspire to address diverse perspectives with the highest scholarly and ethical standards. The long-term impact of these activities may be seen in the training that the

Consortium’s students carry into their careers and their civic lives.

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| **Narrative Section J (NRC only). Competitive Preference Priority** |
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| *NRC Competitive Preference Priority: Under this priority, an applicant must demonstrate that the project will be implemented by or in partnership with one or more of the following entities:*   1. *Community colleges (as defined in the Notice Inviting Applications).* 2. *Historically Black colleges and universities (as defined in the Notice Inviting Applications).* 3. *Tribal Colleges and Universities (as defined in the Notice Inviting Applications).* 4. *Minority-serving institutions (as defined in the Notice Inviting Applications.* |

The Consortium’s ongoing partnership with Durham Tech, a community college (**NRC Competitive Preference Priority, part 1**) and minority-serving institution (**NRC Competitive Preference Priority, part 4**), involves Consortium support for Durham Tech’s Arabic language program and a course on Middle Eastern cultures, which was created in collaboration with the Consortium; support for Durham Tech’s library collection in Middle East studies; presentations by experts for Durham Tech students and faculty; and faculty professional development training. Durham Tech’s chair of foreign languages is an ex officio member of the Consortium’s board.

The Consortium’s ongoing collaboration with UNC World View’s “Global Distinction” program supports course development of Middle East subjects in key courses at North Carolina community colleges (**NRC Competitive Preference Priority, part 1**).

The Consortium also partners with faculty from historically Black colleges and universities (**NRC Competitive Preference Priority, part 2**) and minority-serving institutions (**NRC Competitive Preference Priority, part 4**) for research symposia (Narrative Section I- NRC-1, Budget Section 8A) and faculty fellowships (Narrative Section I-NRC-1, Budget Section 8B).