



**Proposal to the Senate Educational Policy Committee
to Establish a Unit (including Centers and Institutes)**

1. **SPONSOR NAME:** Wail S. Hassan
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3. **COLLEGE CONTACT** (for units housed within a College): Wendy Heller, Executive Associate Dean
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5. **TITLE OF PROPOSAL:** Permanent Status for the Center for South Asian and Middle Eastern Studies (CSAMES).
6. **BRIEF DESCRIPTION AND JUSTIFICATION:** Convert temporary status for CSAMES (approved 2018) into permanent institute status. CSAMES was founded in 1983 in the College of Liberal Arts and Sciences and was incorporated within the Illinois Global Institute (IGI) along with other area and thematic centers in 2019. In recognition of its contributions, CSAMES has been designated a National Resource Center under the U.S. Department of Education's Title VI and FLAS programs, with awards of over \$1.6M for the current cycle. Granting CSAMES Permanent status would ensure its long-term growth.
7. **DESIRED EFFECTIVE DATE:** Fall 2023
8. **STATEMENT FOR THE ACADEMIC CATALOG** (If there is text in the Academic Catalog, <http://catalog.illinois.edu/>, that will need to be added or updated as a result of this request, please list the URL(s) of the page(s) and the text to update.): Catalogue text does not need updating

CAMPUS CLEARANCES

Wail S. Hassan

Sponsor Name and Signature

March 4, 2023

Date

Wendy Heller

College Contact Name and Signature (if applicable)

3-23-2023

Date

Kathryn Martensen
Provost Representative

Date

4/3/23

Date

Educational Policy Committee Representative

Date

1. Unit Objectives and Contributions

Describe specific objectives and measurable contributions the unit will make to the university's mission, paying particular attention to the unit's consistency with the university's focus statement and priorities. Is the unit to be involved in instruction and, if so, to what extent?

CSAMES was founded to sponsor, highlight, and encourage events that further our academic community's awareness of and knowledge about the societies of South Asia and the Middle East. CSAMES is engaged in activities to foster knowledge and debate on those areas on campus as well as among community institutions such as schools, libraries, and service organizations, and we welcome suggestions for collaborative efforts in the service of these goals.

CSAMES supports faculty and student initiatives concerning the areas of the world with which we are engaged. We support an open and respectful exchange of views, in the belief that this is crucial to the success of any academic institution. This includes supporting language instruction done in other departments, such as Linguistics, where most ME and SA languages are taught. Occasionally, we include course development funds in our grant proposals. CSAMES does not have faculty lines and does not offer courses on a regular basis, but it offers two undergraduate interdisciplinary minors in South Asian Studies and the Study of the Islamic World, in addition to two MA programs, one in Middle Eastern and one in South Asian Studies. Students in these programs take all their course in other departments.

In these several, specific ways, CSAMES contributes directly to the following goals expressed in UIUC's Next 150 Strategic Plan:

- “Develop global awareness and cultural competency through a combination of curricular, student-life activities, and international experiences that build and foster collegewide and university-wide strategic partnerships.” (Next 150, Goal 2, Section W, Item iv)

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- “Integrate and emphasize global perspectives within our learning environment, and benefit from the international diversity of our students, faculty, and staff” (Goal 2, Section C, item vii)
- “Foster an environment where our excellence in education and scholarship have a global impact and where international perspectives are built into the institutional culture such as through the area studies centers and critical conversations” (Goal 3, Section B, iv)

2. Need

Explain how the unit will meet regional and state needs and priorities. What is the demand for the unit’s services? What clients or population will the unit serve? Identify similar units of administration, research, or public service in the state, at both public and private colleges and universities. Compare the proposed unit with these units and discuss potential impact upon them.

UIUC is the only public university in Illinois with a National Resource Center and FLAS awards for the Middle East region, and one of only two in the state, along with the University of Chicago. The core mission of CSAMES is to further the knowledge about and awareness of the societies of South Asia (SA) and the Middle East (ME), foremost within the local, nationwide, and worldwide academic community, as well as and within the Champaign-Urbana community. CSAMES pursues this mission by supporting and advocating for disciplinary as well as multi-disciplinary scholarship and academic programs central to these regions, as well as organizing, hosting, and contributing to a variety of engagement activities on campus. We support open and respectful exchange of views, in the belief that this is crucial to the success of any academic endeavor. Our vision is to have CSAMES as a source of support for leading multi-disciplinary research and education, a place that attracts scholars, students, and community members interested in the ME and SA. CSAMES is one of ten area and thematic studies centers and programs with similar missions, all housed within the Illinois Global Institute (IGI). In fact, CSAMES is the only IGI unit representing two major world regions, the ME and SA.

3. Organization

Describe the proposed unit’s organizational structure. Explain how the unit is organized to meet its stated objectives. Attach the unit’s bylaws (or equivalent governing document) and briefly outline the process used to establish them.

The attached Bylaws were approved in 2010. CSAMES is administered by a Director, an Associate Director, and an Executive Committee. The Director is appointed by the Dean of the College of Liberal Arts and Sciences (LAS) in accordance with the appropriate University statutes and LAS procedures. The Director oversees all activities and programming for the Center and is responsible for insuring that the Center’s objectives are met. The Director serves as the chairperson of the Executive Committee. In his/her absence, the Associate Director serves as the chairperson.

The Associate Director is appointed with the consent of the Director of CSAMES and the Dean of the College of Liberal Arts and Sciences in accordance with the appropriate University statutes and LAS procedures. He/she is responsible for the day-to-day operation of the Center, all programming and associated activities, and for the coordination and management of the staff. He/she is an ex-officio member of the Executive Committee.

The Executive Committee advises the Director on all matters of the Center's responsibilities. The Director informs the Committee periodically on matters of budget, staffing, and planning. The Committee consists of four elected members two of whom shall be from the South Asian Studies Core Faculty, and two from the Middle Eastern Studies Core Faculty. The members serve staggered two-year terms and may be re-elected after at least one year’s interval. The Director of the Center shall serve as an ex-officio member of the Executive Committee. The Associate Director of CSAMES and the South Asian and Middle Eastern Librarians serve as ex-officio members of the Executive Committee.

4. Unit Outcomes

Identify what targets have been set to assess the proposed unit's success in achieving its objectives. Among others, specific performance measures might include: expected research and/or public service products; ratio of external to internal funding for unit; impact of this unit on national, state, regional, and local area organizations, businesses, or communities; and collaborative research product that promotes the Illinois economy.

As an area studies center dedicated to two major world regions, CSAMES supports and enhances the teaching and knowledge about South Asia and the Middle East – home to well over a quarter of the world's population, according to World Bank data.

The main objectives of the center are to:

1. Sustain and increase opportunities for South Asian and Middle East language and area studies among UIUC and other students, and UIUC communities.
2. Equip students through study, research and other engagement for careers and professions using their knowledge of the Middle East and South Asia.
3. Equip community college, K-12 and pre-service teachers with resources to teach about the Middle East and South Asia through experiential learning on diverse topics and perspectives.
4. Secure funding to make these goals possible.
5. Serve as a campus and regional nexus for students and scholars of South Asia and the Middle East.

The metrics used to measure success in these objectives are:

1. The range of regional languages and interdisciplinary area studies courses offered.
2. The range of interdisciplinary activities offered on the regions.
3. Employment rate of students graduating with coursework in South Asia or Middle East language or area studies.
4. Success in securing grant and gift support and the ratio of external to internal funding.
5. Extent of faculty involvement and student participation in center activities.

Outcomes:

1. CSAMES faculty affiliates offer 30 non-language courses with greater than 70% of content focused on the Middle East and South Asia and 55 courses that include substantial content on the regions (25%-69%). Those courses are taught in Comparative and World Literature, English, History, Landscape Architecture, Political Science, Religion, Sociology, among other disciplines. Regional languages that are taught include Arabic, Hebrew, Biblical Hebrew, Hindi, Persian, and Turkish.
2. CSAMES organizes 1-2 events per week during the academic year focused on a wide range of disciplinary topics. From 7/1/21 through 6/30/22, CSAMES organized or co-sponsored 53 public events.
3. UIUC graduates with South Asia and Middle East area studies knowledge find work across sectors: academic/higher ed, non-profit, and communication being the highest fields. Of those surveyed, 25% work in engineering and the others work throughout various sectors including higher education, government, finance, international development, journalism, law, medical, hospitality and non-profit. Of the graduates of the CSAMES MA program, 54% are in higher education, 23% work in communications fields, and the rest work within the arts, IT and non-

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profit sectors. MA graduates in recent years have sought and attained federal or contract positions which require pre-hire screening and confidentiality.

4. At this time, CSAMES is administering three grants from the U.S. Department of Education: 1) an Undergraduate International Studies and Foreign Language (UISFL) grant of \$99,932.00, for the 2020-22 cycle (extended through 2023 because of the COVID-19 pandemic); 2) a National Resource Center grant of \$613,424 for the 2022-26 cycle; and 3) a Foreign Language and Area Studies Center grant of \$1,055,104 for the 2022-26 cycle. The combined total amount of CSAMES external grants for the Department of Education’s 2022-26 funding cycle is \$1,668,528. These grants are very competitive. They allow CSAMES to award graduate and undergraduate fellowships; support language instruction by hiring teachers and developing courses; support collaborative research projects involving faculty at UIUC and other Illinois institutions; including two-year colleges; and organize public outreach activities such as lectures, exhibits, film screenings, and the like. The ratio of external to internal funding is greater than 3:1.
5. CSAMES hosts a diverse range of events that directly respond to current issues in South Asia and the Middle East region. Over 600 people participate in CSAMES activities annually. According to post-event surveys administered in 2020-21, 94% of attendees who answered the question reported they gained knowledge about the Middle East and South Asia from the event and 98% reported they would attend a future event.

As an area studies center rather than a department, CSAMES does not have faculty lines, nor does it offer an undergraduate major or a Ph.D. degree. CSAMES does not play a formal role in evaluating the research productivity of its faculty affiliates.

5. Quality Assurance Processes

Briefly describe the processes that will yield evidence to demonstrate the quality of the unit. Address the following elements: evidence that the unit supports the university’s mission and statewide goals; evidence that the unit’s product or outcomes achieve stated objectives; determination of organizational effectiveness; faculty and staff qualifications and reward structures; determination of adequate support staff, equipment, and other resources; and use of results from evaluations to improve the unit’s effectiveness.

As a UISFL and Title VI National Resource Center (NRC) grant recipient, CSAMES submits annual reports and evaluations of its grant-sponsored activities to the U.S. Department of Education. Completed by Center staff, the reports measure the performance and progress in reaching the projects’ goals. These reports contain qualitative and quantitative data, including titles of new courses or positions funded by the grant, event attendance and budget, and cost-share activities over the course of the reporting period. Completed by an external evaluator, the evaluations measure the effectiveness and impact of projects funded by the grant.

For the UISFL grant, Mindy Schneiderman, Assistant Director of Northern Illinois University Center for Government Studies, analyzes the lecture series, career development events, and new courses. To do this, she analyzes post-event surveys completed by attendees, interviews the instructors of the new courses, and examines the courses’ ICES data.

For Title VI, the external evaluator is Alisha Kirchoff of ALK Evaluation and Consulting. Over the grant cycle, Kirchoff will be gathering data on the impact of FLAS via post-award student surveys and will also evaluate the Parkland College curriculum development program and iGlobal program. The mechanisms and tools for the evaluation will be developed based on guidance from the Department of Education and in collaboration with IGI Association Directors.

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For the NRC and FLAS awards, CSAMES along with other IGI centers pays for the services of an outside evaluator who will be determining the effectiveness of the FLAS award in students' language acquisition and future academic and professional careers. The outside evaluator will also provide qualitative analysis of community college Middle East North Africa (MENA) curriculum development and an analysis of iGlobal – a College of Education Middle East middle school online dialogue project. These evaluations are to assess the usefulness of advanced MENA LCTL training for university students with regard to their post-graduate careers and to assess the value of MENA curriculum preparation for K-14 educators.

CSAMES participates in the quality assurance processes implemented by the Illinois Global Institute. The IGI conducts an evaluation modeled on the academic program review process every five years. This process includes a self-study of IGI and all of its component units, an external evaluation, and the development of a strategic plan. They also follow university and LAS strategic planning goals. The first of these reviews was conducted in AY 2020. The next will be conducted in AY 2025. All ten programs and centers in the IGI conduct an annual evaluation of their programs and the leadership of their directors that employs the annual review of units and their executive officers conducted by the College of Liberal Arts and Sciences.

This assessment includes the IGI and its units' impact through the evaluation of their aggregate contribution to UIUC's research, teaching, and engagement missions. Measures will focus on the Institute's ability to (a) provide transformative learning experiences; (b) make a visible societal impact; and (c) foster scholarship and innovation. Each unit engages in ongoing and longterm evaluation of impact, and these practices will be integrated into the Institute's ongoing processes for demonstrating quality and effectiveness. This evaluation involves regular program review, including an external evaluation by a committee comprised of senior faculty and administrators from nationally leading global and area studies programs, and the development of a strategic plan facilitating coordination between the units, as well as advancement and grant development.

6. Facilities (space, equipment, instructional materials)

Describe the available facilities and equipment to develop and maintain high quality in this unit of administration, research, or public service including buildings, classrooms, office space, laboratories and equipment, and other instructional technologies. Summarize information about library resources including a list of key academic journals and other publications that will support this unit and be used by faculty, students, and staff.

CSAMES has office space for the Director, Associate Director and Outreach Coordinator, as well as shared workspace for the IGI office support and administrative personnel who serve the center. The individual offices are used for small meetings with 1-2 students, colleagues and to receive guests or other visitors. Two conference rooms in Coble Hall (801 S. Wright St., Champaign) are also available for larger meetings or events, such as lectures. All personnel have a PC and, as needed, a laptop, with access to Zoom. This is especially important since the majority of CSAMES sponsored public events and meetings have been held over Zoom for the past two years. ATLAS provides support and service for questions related to CSAMES' technology.

The library collections associated with CSAMES are overseen by Assistant Professors Laila Hussein Moustafa (Middle East and North Africa, or MENA) and Mara Thacker (South Asia) in the International Area Studies Library. Each receive appointments by students and faculty to assist with research. Concerning Middle East studies, one of the most requested periodicals is *Al-Ahram*, the oldest newspaper from Egypt, first published in 1875. The library has made the newspaper accessible to researchers who want to have online access and search inside the PDF copy using OCR. Another essential collection that

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brings researchers worldwide to visit the collection is the Charles Stewart African Arabic Manuscript from Mauritania, as the library digitized it instead of having it only on microfilm. In addition, the library has cooperative arrangements with other libraries and library systems directly relevant to MENA studies. The library catalog is linked to a statewide network, CARLI, which comprises 134 Illinois libraries and the Chicago Public Library, covering 94 percent of higher education students, faculty, and staff. Concerning South Asian studies, the library is a founding member of the South Asia Open Archive and recently purchased access to the online archive for *MARG Magazine*. The library also has access to the Bibliography of Asian Studies database, *The Times of India*, the Critical Collective, and the *Journal of South Asian Studies*.

7. Resources

Indicate the number of students, businesses, industries, and/or other clients to be served by this unit. Include a description of faculty participation and student involvement in the unit if applicable. Provide a narrative budget statement explaining the data in the associated Budget Table. Include detail describing revenues from governmental grants and contracts private gifts and grants, endowment/investment income, sales and services, and other sources; and expenditures including salaries of faculty, administrative staff, benefits, and other personnel related expenses for the proposed unit; library resources, services, equipment, and facilities.

In recent years, CSAMES programs, events and activities have served students in the humanities, business, engineering, and military sciences. CSAMES public events are free and open to the public. There are currently two students enrolled in the MA program and 1 student enrolled in the CSAMES Islamic World Studies minor. The overwhelming majority of CSAMES MA and UG minor graduates enter fields requiring area studies knowledge daily, including academic, federal/contractual, and non-profit work.

About 80 faculty affiliates from units across campus instruct courses on the Middle East and South Asia. Faculty oversight is exercised through the Executive Committee, which consists of four elected members, two for ME and two for SA, with staggered two-year terms. The Director, AD, and the Librarians for the Middle East and South Asia are ex-officio members of the ExCom. The Librarian and other faculty also serve on committees for admissions, programming, grants and curriculum development, all elected by faculty affiliates. The Director meets with the ExCom at least once a semester and as necessary to discuss the Center's programs and receive their input. In recent years CSAMES has met with leaders of relevant Middle East and South Asia related Registered Student Organizations in order to collaborate on programming.

Budget Table

Revenues	2023-2024
UISFL Grant	\$198,974
Title VI NRC	\$147,956
Title VI FLAS	\$263,776
Title VI Library	\$5,400
Gift Accounts/Endowments	\$29,022
Total (rounded to nearest \$)	\$645,128
Expenses	
Salaries	\$160,093

As mentioned above, CSAMES is administering two Department of Education grants – the UISFL grant focused on strengthening Middle East studies in undergraduate education, which is in its third (extension) year, and the four-year Title VI NRC and FLAS grants for Middle East programming, curriculum and activities for undergraduates, graduate students, K-12 and community college educators and the general public. The Title VI grant also provides funds each year for the Middle East and North Africa library collection within the International and Area Studies Library. CSAMES also administers gift accounts, which include a

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general “CSAMES Fund” account, as well as accounts associated with individual areas of study. The areas of studies are Sindhi Studies, India Studies, South Asian Studies, Middle Eastern Studies, Omani Studies, Pakistani Studies, NS Iranian Studies. The combined 2022-23 budget of these accounts is reflected in the Budget Table. As described in the budget chart, CSAMES is not seeking additional state funds through this proposal.

8. A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth

IBHE is charged to develop a strategic plan to address the present and future aims and needs and requirements of higher education in Illinois (110 ILCS 205/6) (from Ch. 144, par. 186) Sec. 6).

Illinois Administrative Code: *1050.30(a)(6): A) The unit of instruction, research or public service is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois*

Respond to the following questions about how the proposed unit will support the three goals of ***A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth Strategic Plan.***

- Equity: Close the equity gaps for students who have historically been left behind
- Sustainability: Build a stronger financial future for individuals and institutions
- Growth: Increase talent and innovation to drive economic growth

Equity

1. Describe plans to implement systemic solutions that will increase access and opportunities for service to underserved communities and the implications for the proposed unit of administration. Explain how progress will be monitored. [See Equity Strategy #1 and #2]
2. Explain institutional strategies being implemented to increase and retain faculty, staff, and administrators of color and the implications for the proposed unit. Explain how progress will be monitored. [See Equity Strategy #3]

Sustainability

3. For this new unit of administration, describe how the institution plans to maximize effectiveness and efficiencies in its administrative structure and operations while avoiding unnecessary or existing duplication.
4. Explain further how the new unit will capitalize and build collaborative synergies on campus and within and outside of the state; support future-ready learning, research, or public service approaches; and ensure that the unit is a good steward of its financial resources.

Growth

5. As one of the Core Principles, demonstrate how the proposed unit will reinforce and promote public good in the state (e.g., civic engagement, exposure to arts and humanities, and solutions to society’s challenges).
6. Describe how the unit plans to contribute to research, innovation, and economic development by leveraging the Illinois Innovation Network. [See Growth Strategy #1]
7. Explain how the new unit engaged with business and industry in its development and how it will spur the state’s economy by leveraging partnerships with local, regional, and state industry, business leaders and employers. [See Growth Strategy #3]
8. Describe how the proposed unit will expand access and opportunities for students regarding high-impact practices including research opportunities, internships, apprenticeships, career pathways, and other field experiences. [See Growth Strategy #6]
9. Explain how the proposed unit of administration will expand its models of teaching and learning, research, and/or public service and outreach that provide opportunity for students to succeed in the work of the future. [See Growth Strategy #6]

(For more information about each of the three goals of the A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth Strategic Plan, go to the IBHE website: <https://ibhestrategicplan.ibhe.org/>).

Equity

1. Describe plans to implement systemic solutions that will increase access and opportunities for service to underserved communities and the implications for the proposed unit of administration. Explain how progress will be monitored. [See Equity Strategy #1 and #2]

At the System level, the University of Illinois prioritizes closing equity gaps among the citizens across Illinois, within our urban and rural communities, and beyond. While the fundamental needs that will drive greater economic vitality vary greatly across zip codes in the state, it is clear that closing equity gaps among our citizens remains crucial to achieving the mission of the University of Illinois System.

Supportive of IBHE's A Thriving Illinois plan and aligning its Equity Strategy #2, the UI System's Access 2030 Strategic Plan is a comprehensive initiative designed to increase the number of graduates from underrepresented groups by 50 percent by the end of the decade. This will include students from disadvantaged backgrounds – ethnic and racial, rural, and urban. This initiative will strengthen the University of Illinois' bedrock commitment to the public good, ensuring that as we work to improve life in our state, we are not leaving communities behind. It will build on ongoing efforts to create more opportunities for Illinoisans of all backgrounds. The initiative is being toolled to close equity gaps throughout the pipeline, working from K-12 through college, including our community colleges. Access 2030 embodies Equity Goal 2 of A Thriving Illinois, providing a framework for and supporting the three institutions' equity plans.

At the institution level, the University of Illinois Urbana-Champaign's (UIUC) diversity, equity, and inclusion work is led by the Office of the Vice Chancellor for Diversity, Equity, and Inclusion (OVCDEI). The OVCDEI's goals, ongoing assessments, and initiatives impact students as well as faculty and staff, and student-focused programming sets the tone for the institution's efforts as they relate to all of A Thriving Illinois' equity strategies. In Spring 2023, the institution released a campus-wide climate assessment instrument to understand the degree to which students feel safe, accepted, and valued. The goal is to provide a quantitative sense of how individuals feel about their campus experiences. This assessment will include students' perceptions of the quality of their interactions with peers, faculty members, and administrators, including their sense of the campus as a place where they belong and are treated with respect. The university is partnering with the Association of American Universities (AAU), external organizations, and peer institutions to ensure the survey instrument is state of the art, has questions that shed light on multiple axes of diversity, and generates data that can be shared and benchmarked against peer institutions to tease out challenges that are unique to the UIUC campus as well as those that are common to peer universities.

In keeping with the institutional framework led by the OVCDEI, the University of Illinois Urbana-Champaign is engaged with a number of efforts to strategically support and bolster equity on campus. For example, in July, 2020, the university pledged \$2 million annually for the Chancellor's Call to Action to Address Racism and Social Injustice to focus the intellectual and scholarly talent of the university to examine two of the greatest challenges facing society and seek new solutions. The proposals submitted in 2021 underwent a vigorous and scholarly review that included pre-proposal submission, evaluation, a request to prepare a full proposal, further assessment from both internal and external evaluators, and funding notification. Ninety-two proposals were submitted and 22 were funded, for a total of \$1,630,373.

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The remainder of the funds will support a symposium and other programmatic operations. Principle Investigators leading the funded proposals represent eight colleges and two administrative units across 17 departments.

The IGI was one of the units whose proposal was selected for funding by the Chancellor's Call to Action, to implement the project "A Blueprint for Transitional Justice in the U.S." This project draws on global experiences with transitional justice, such as the work of truth and reconciliation commissions in South Africa, Korea, Guatemala, and Brazil to build insights into the use of transitional justice tools to address structures of racism in the United States.

Talks from the speaker series are all publicly accessible at: <https://igi.illinois.edu/transitional-justice-speaker-series>. Work this year focuses on organizing the Midwest Transitional Justice Network, which includes scholars and practitioners from around Illinois and neighboring states whose research or work concerns transitional justice.

A significant number of Illinois graduate students also did their undergraduate studies at Illinois, thus increasing access and attainment for undergraduate degrees can support increased access for graduate degrees. Looking at the last four years, campus graduate programs have been able to successfully recruit and enroll between 700 and 800 students from UIUC undergraduate programs, which is approximately 19% of UIUC total new enrollments each year. Looking specifically at those from domestic underrepresented populations, campus has been able to successfully recruit and enroll between 100-130 students from campus undergraduate programs, which accounts for approximately 30% of UIUC total new enrollments for these underrepresented populations each year.

Accordingly, although targeted at the undergraduate population, the campus Student Success Initiative (SSI) indirectly impacts graduate students too. Goals of the SSI are to: 1. increase access (reduce cost of attendance, increase aid, consider time to degree); 2. eliminate equity gaps (increase retention and graduation rates for underrepresented and minoritized students); 3. improve the Illinois experience (abandon "sink or swim" mentality, identify and broaden campus programs, support services, and opportunities for engagement). In February 2022, SSI hosted the inaugural Student Success Symposium, which engaged over 200 faculty, staff, and students. A variety of other projects emerged from SSI that have enabled the university to provide greater focus on recruitment efforts. United with the university's Mental Health Working Group, a comprehensive wellness website was implemented, the Faculty and Staff Mental Health Ambassador Program was piloted, and a Mental Health statement for syllabi was implemented. SSI members contributed to the planning of a UI System-wide Mental Health Symposium and received a \$5,000 grant to create Wellness Spaces on campus. Working toward a more streamlined Learning Management System (LMS) experience for students, SSI team members helped faculty migrate materials to Canvas. An SSI implementation team reviewed Article 3 of the Student Code on Academic Policies and Regulations with an equity lens, provided findings to the Provost's office, and recommended policy changes to be implemented in the 2022-2023 Student Code.

Finally, the university hosts a series of outreach, recruitment, and transition programs on their Diversity, Equity and Inclusion website to improve access and successful outcomes in graduate education for students from historically underrepresented groups. The Summer Research Opportunities Program at Illinois brings highly competitive undergraduate students for a nine-week introduction to graduate study. Participants conduct research under the mentorship of a faculty member in their chosen field of study, explore careers in research, attend workshops, and take part in team activities that prepare them for graduate study. Aspire Illinois recruits talented students from backgrounds typically underrepresented at elite institutions to consider attending graduate school at Illinois. Toward this aim, campus fosters a webinar series to guide students through the process of selecting a graduate program and submitting competitive applications. In addition, ASPIRE applicants are supported through direct contacts with Directors of Graduate Studies and faculty as well as through campus visits. The Community of Scholars

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visit weekend unites newly admitted students with their admitting graduate programs and with prospective peers. Through networking and orientation to the campus, students are able to better understand how graduate study at the university can support their short and long-term goals.

To support the graduate school application process, application fee waivers are provided for Illinois Promise students, Summer Research Opportunities Program participants, McNair Scholars, ASPIRE scholars, individuals with US military service and FreeApp applicants through a Big Ten Academic Alliance program to increase access to graduate education for diverse applicants.

In AY22, CSAMES was awarded a 4-year FLAS grant that provides over one million dollars in student research, travel, and language study fellowships and tuition scholarships for studying ME languages and cultures. The FLAS fellowships support the study of critical ME languages for students' research and professional development.

In addition, CSAMES programs are open to the public which extends to traditionally underrepresented groups, including ethnic minorities, seniors, veterans and rural populations. All CSAMES in-person outreach activities are held in wheelchair accessible facilities. CSAMES virtual events are close-captioned, recorded and permanently archived. The CSAMES website and all streaming videos comply with accessibility standards, including ASL interpretation upon request and support access for users with screen readers. CSAMES disseminates info through campus organizations that target historically marginalized populations and co-sponsors and helps disseminate info about their events in turn.

2. Explain institutional strategies being implemented to increase and retain faculty, staff, and administrators of color and the implications for the proposed unit. Explain how progress will be monitored. [See Equity Strategy #3]

Institution-level efforts to recruit and retain faculty, staff, and administrators of color

Aligned with Equity Strategy 3 (Implement equitable talent management to increase and retain faculty, staff, administrators, and trustees of color), the UI System and the UIUC Campus support efforts in this area, particularly in supporting underrepresented minority faculty. The Distinguished Faculty Recruitment Program has a stated goal of increasing underrepresented minority faculty. Since 2017, the System has committed \$20 million to this program, the recruitment of tenured, star, or rising faculty from a range of disciplines who can transform our universities by their exceptional scholarship and teaching. One criterion is that the faculty member “will enhance diversity in the unit and in the college.” The Public Voices Fellowship is a year-long program open to tenured faculty to join a cohort of leaders, the majority of whom will be underrepresented (including women) and provide them with extraordinary support, leadership skills, and knowledge to ensure their ideas shape not only their fields, but also the greater public conversations of our age. The Leadership Initiative for Women Faculty brings together women faculty from across the UI System who are leaders and/or potential leaders to identify barriers to and facilitators for advancement of women. Finally, the System will also be providing funding in support of each university's faculty recruitment plans which will also emphasize the recruitment of underrepresented minority faculty.

As a campus, the University of Illinois Urbana-Champaign is committed to investing in strategic hiring of faculty to maintain our academic strengths, respond to student demand, and capture opportunities. Investments from the Office of the Provost in faculty hiring, retention, and development are critical to maintaining and enhancing the academic excellence of our campus, especially at a time when the competition for top talent is intense. The Next 150 strategic plan identified a major hiring initiative to expand faculty hiring in key areas over the next five years, with the goal of expanding the overall size of the faculty. While the COVID-19 pandemic slowed that initiative, the University remains committed to hiring with the goals of enhancing faculty diversity and meeting student demand.

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Though all faculty hiring is a department and college-level decision, the campus has devoted significant resources to incentivize hiring activities that support diversity, recruitment, and retention goals. Prominent among those programs are the Targets of Opportunity Program (TOP) and the Dual Career Academic Couples (DCAC) program. The TOP program provides recurring funds for salary support for hires that enhance campus diversity, including faculty from underrepresented groups and women in STEM fields. Nearly all of these hires are identified through a traditional search process. The Provost invests ~\$1 million per year in this recurring salary support for TOP. The Office of the Provost, in conjunction with the Office of the Vice Chancellor for Diversity, Equity, and Inclusion also announced a temporary modification to the TOP program to recruit more faculty of color. This initiative made an additional ~\$1 million available to units to support hiring in this area. For the DCAC program, the Provost provides recurring matching funds (i.e., 1/3 of the initial salary) if the partner is hired into a tenure track position through the DCAC program. Several years ago, the Provost modified the DCAC program to provide only non-recurring funding (1-3 years) for non-tenure track partner hires which has helped to reduce the overall cost of the program.

The campus also continues to fund postdoctoral fellowships targeted to underrepresented scholars in ethnic studies programs (e.g., Latina/Latino Studies, American Indian Studies) and through the DRIVE program. These programs are intended to help provide postdocs with an opportunity to build a foundation of scholarship that will prepare them for tenure track positions. While the ethnic studies postdocs are selected through a specific advertisement, the DRIVE program identifies candidates through a search process for open faculty positions.

Finally, through a partnership with the University System Office and departments, the Provost's Office also supports the Underrepresented Faculty Recruitment Program in making available non-recurring funds for research to enhance offers of employment. Awards up to \$20,000 per year for each of the first three years of employment are available for those hired in the 2022-2023 academic year. The Provost's Office funds the additional search expenses incurred by bringing an additional candidate to campus if that person is from an underrepresented group.

Additional retention efforts include programming and development activities for executive officers and faculty members across ranks. Programming and resources for unit executive officers (EOs) equip them with the knowledge and skills necessary for leadership including ways to enhance their ability to support and mentor faculty within their units, particularly faculty members of color. The Office of the Provost also coordinates several leadership development programs to increase the pool of potential academic leaders on campus with intentional focus on supporting faculty members from marginalized and underrepresented groups to explore campus leadership and administrative roles.

The Office of the Provost also invests in faculty development. From recruitment to onboarding, through promotion, and retirement, faculty members have access to programming and resources designed to meet them and address their careers needs. The office also supports several institutional memberships that provide external resources to our faculty, such as the National Center for Faculty Development and Diversity to ensure faculty members' continued access to NCFDD's resources.

To monitor progress of our efforts to recruit and retain faculty members of color on our campus, we collect, manage, and report annual data through the Division of Management Information and Office for Access and Equity. Additionally, we release a yearly report on hiring and retention of women faculty of color through the Women at Illinois report (e.g., 2020-2021 report and 2021-2022 report).

The IGI and its units have an excellent record of recruitment and retention of faculty, staff, and administrators of color. As units deeply invested in building understanding about the Global South, among other world regions, at UIUC and its communities, the IGI has prioritized building connections between global communities and themes and underrepresented minority communities in the United

Administrative, Research or Public Service Unit Application

States. The units are also attuned to experiences of ethnic, racial, gender, and religious minorities in world regions as well as the experiences of international students and scholars at UIUC. A significant proportion of the staff and leadership of the IGI and its units are part of underrepresented minority communities and/or have international backgrounds.

In AY 2022-2023, the IGI is organizing a Diversity, Equity, and Inclusion Committee comprised of staff and students. This will be the IGI's first standing committee beyond its core governance structure and will be charged with addressing questions of climate and inclusion in the IGI and its programs. The IGI DEI Committee will coordinate and elevate efforts across IGI units to avoid issues of microaggression, promote recruitment of underrepresented faculty and staff, and the implementation of pipeline programs. All are already significant elements of IGI efforts. In Spring 2023, the IGI and its units will be participating in the Berkeley Campus Climate Survey. Faculty and staff search processes follow the practices developed by the College of Liberal Arts and Sciences for diversity advocacy and recognition of unconscious bias in recruitment.

Sustainability

3. For this new unit of administration, describe how the institution plans to maximize effectiveness and efficiencies in its administrative structure and operations while avoiding unnecessary or existing duplication.

The IGI and its component units maintain an efficient organizational structure. Each center and program has a core professional and academic staff that includes a 50% administrative appointment director and typically an associate director. Other staff positions are partially grant-supported and include roles in educational outreach, instruction, and academic advising. The units rely on a shared services business operations model developed by the IGI. This is a recently created business operations unit (organized beginning in 2019) developed in coordination with the Office of the Provost and the College of Liberal Arts and Sciences. The shared service model applies to business operations, grant administration, human resources, fellowship coordination, and office administrative support. This model avoids duplication within units by providing services across all units, and in the case of office support, across clusters of units.

As a unit of the IGI, CSAMES is a part of a highly efficient organizational structure. CGS has a core professional and academic staff that includes 2.5 full-time equivalent (FTE) excluding the Director, who retains a home-unit faculty appointment. The other roles include an Associate Director and Outreach Coordinator – a position which is partially grant-supported and involves educational outreach, and academic advising. CSAMES has an Office Support Specialist at 50% FTE and relies on a shared services business operations model developed by the IGI.

4. Explain further how the new unit will capitalize and build collaborative synergies on campus and within and outside of the state; support future-ready learning, research, or public service approaches; and ensure that the unit is a good steward of its financial resources.

CSAMES develops global awareness and cultural competency through a combination of faculty research and professional development, curricular internationalization, student-life activities, international experiences, public engagement, and outreach. Through the programs in CSAMES, Illinois students have opportunities to learn languages and to pursue global studies engaging with world regions and themes. CSAMES also supports faculty and student research about the ME and SA. This includes supporting language instruction done in other departments, such as Linguistics, where most ME and SA languages are taught. CSAMES often includes course development funds in its grant proposals, as well as outreach

Administrative, Research or Public Service Unit Application

activities benefitting K-12 and community colleges in Illinois.. CSAMES does not have faculty lines and does not offer courses on a regular basis, but it offers two undergraduate interdisciplinary minors in South Asian Studies and the Study of the Islamic World, in addition to two MA programs, one in Middle Eastern and one in South Asian Studies. Students in these programs take all their course in other departments. CSAMES also collaborates regularly with other campus units in research, teaching, and public outreach activities.

Growth

5. As one of the Core Principles, demonstrate how the proposed unit will reinforce and promote public good in the state (e.g., civic engagement, exposure to arts and humanities, and solutions to society's challenges).

CSAMES embodies the campus' long standing land-grant mission to promote public good in the state and globally. CSAMES develops awareness and cultural competency about the ME and SA through a combination of faculty research and professional development, curricular internationalization, student-life activities, international experiences, and outreach and public engagement.

Through CSAMES, students have opportunities to learn languages and to pursue interdisciplinary programs of undergraduate and graduate study engaging with the two regions. CSAMES also supports faculty research on international themes related to the two regions in global, regional, and national contexts, and encourages research collaboration between scholars at Illinois and their peer institutions throughout the world. In total, these activities strive to provide the campus community and citizens of Illinois with the tools and understanding to identify and address the complex and nuanced global challenges that our society faces at local, regional, international, and global scales and levels.

To achieve its mission goals, a significant portion of the energies of CSAMES are focused outwardly on outreach and engagement to the campus and community. CSAMES has Title VI National Resource Center Status from the US Department of Education. This signifies the overall strength of CSAMES and its commitment to transformative teaching and engagement programs while also providing resources to engage students and the public with the cultures of the world and the global challenges that we collectively face. To achieve this, CSAMES sponsors academic conferences and symposia that are open to the public, supports professional development activities for Illinois' K-12 and Community College instructors, and directly engages children and their family through innovative cultural programming in local public libraries.

6. Describe how the unit plans to contribute to research, innovation, and economic development by leveraging the Illinois Innovation Network. [See Growth Strategy #1]

The University of Illinois Urbana-Champaign has strong partnerships with business and industry through the statewide initiatives like the Discovery Partners Institute (DPI) and the Illinois Innovation Network (IIN), which closely align with A Thriving Illinois' Growth Strategies. As a key gubernatorial initiative, DPI's Tech Talent Lab and immersion programs engage with Chicago's technology workforce, allowing students to interact with Chicagoland technology and innovation culture. Students make meaningful connections to regional employers and industries, university research teams, civic and nonprofit organizations, and startups that will lead to employment and talent retention in the region. IIN works to enrich the student experience through short-term boot camps around topics such as artificial intelligence, data science, entrepreneurship, and more. These intensive programs will encourage students' interest in topics that are key to the 21st century economy and give them a foundation for continued study.

CSAMES and other IGI units contribute to the mission of the Illinois Innovation Network through research, language, and international competency skills development among UIUC undergraduate and graduate students. CSAMES and IGI programs connect with multiple institutions in the Illinois

Administrative, Research or Public Service Unit Application

Innovation Network, including the Discovery Partners Institute as well as the other campuses of the University of Illinois system. The IGI is working with the College of Liberal Arts and Sciences at UIUC to pursue space for educational outreach and institutional collaboration work for programs sustained by IGI units. Having an IGI space within the Discovery Partners Institute would allow the opportunity to convene meetings on joint educational programs (such as language and area studies instruction and study abroad) as well as research collaborations between the U of I system and international institutions. In addition, as representatives of their regions of the state, UIC and UIUC could collaborate on public engagement programs aimed at both the Chicago area and downstate Illinois, including initiatives to make international and area studies accessible to underserved urban and rural populations. Building these relationships could greatly benefit from meetings and colloquia conducted jointly between these two universities at DPI.

7. Explain how the new unit engaged with business and industry in its development and how it will spur the state's economy by leveraging partnerships with local, regional, and state industry, business leaders and employers. [See Growth Strategy #3]

CSAMES and other IGI units make a significant contribution to the economy of Illinois and contribute to the competitiveness of state employers. CSAMES brings to Illinois an annual investment of about \$500K in federal grant funds and endowment and gift income that supports student learning and academic programs that create a globally aware and competitive workforce. IGI units also support research that contributes to areas that range from crop sciences, bioengineering, livestock pathogens and vaccination, and genomics, to areas of engineering such as materials science research in geopolymers and sustainable construction. Areas of distinction in Illinois' agricultural, technological, and manufacturing economies are highly globalized. The capacity of businesses in Illinois to compete globally is supported by the combination of sponsored student learning opportunities that support workforce development, international collaborative research, K-12 and community college educational outreach, and the capacity to convene interdisciplinary conferences and symposia that bring together both educational and industry leaders. One another area of direct engagement is CSAMES's participation in the IGI Career Day, which connects students with alumni in state and national businesses and prepares students to be competitive in professional job markets.

8. Describe how the proposed unit will expand access and opportunities for students regarding high-impact practices including research opportunities, internships, apprenticeships, career pathways, and other field experiences. [See Growth Strategy #6]

In addition to programs such as Global Intersections and FLAS fellowships described above, CSAMES will continue to hold workshops on careers in public service in support of areas of national need, as well as workshops with representatives from the Peace Corps, U.S. Department of State, the CIA, and NGOs. Recent graduates affiliated with CSAMES are employed as Foreign Service Officers, Advisors in Public Health, Study Abroad and Program Coordinators, Congressional Fellows in the U.S. House of Representatives, medical professionals, teachers, professors, and U.S. Army and Air Force officers. CSAMES's evaluation plan emphasizes graduate placement in areas of national need. In 2022-26, CSAMES will draw on its growing alumni network in career mentoring in areas of national need.

CSAMES support for degrees, minors, programs, courses and certificates will also position Illinois graduates for productive public engagement and successful careers. Alumni of CSAMES supported programs successfully enter the workforce and impact society through careers in public and private sectors, graduate and professional programs and research and teaching in K-12 and post-secondary schools and colleges. Each year CSAMES sponsors international career events and outreach that involve industry, education, and US government, resulting in successful placements.

Administrative, Research or Public Service Unit Application

In addition, CSAMES support provides funding that enables the College of Education to provide undergraduate internships annually to aspiring Illinois teachers with valuable experience in both online education and working within diverse and multicultural classrooms through the IGlobal program.

9. Explain how the proposed unit of administration will expand its models of teaching and learning, research, and/or public service and outreach that provide opportunity for students to succeed in the work of the future. [See Growth Strategy #6]

CSAMES currently offers two MA programs, one in ME studies and one in SA studies, and two undergraduate minors, one in SA studies and one in Islamic World studies. In the coming years, CSAMES will expand its models of support for campus and state needs for global studies programming through new graduate and undergraduate certificate programs in ME and SA studies. Additionally, during the current Title VI NRC grant cycle, CSAMES will sponsor teacher training workshops for K-12 and post-secondary educators in Illinois; will support the teaching of LCTL through the Languages of the Muslim World Summer Institute, held every year in the School of Literatures, Cultures, and Linguistics at UIUC; and partner with the community colleges of the Midwest Institute consortium by co-sponsoring faculty curriculum and professional development workshops on topics including: Global Inequality and Poverty, Education in the post-COVID World, Climate Change and People's Livelihoods, Global Justice, Human Rights and Dignity, The Internet and Social Media in a Digital World, How Democracies Die, and Understanding Climate Change.

Estimated Costs and Sources of Funds for Proposed Unit						
Illinois Higher Education						
		Year of Operation				
		1st Year	2nd Year	3rd Year	4th Year	
Expenditure						
Personnel		2.5	2.5	2.5	2.5	
Faculty Count	by # of FTE	0	0	0	0	
	Personal Services in \$	\$123,270	\$123,270	\$123,270	\$123,270	
	Other Personnel Costs in \$	0	0	0	0	
	Supplies, Services, Equipment ¹ in \$	0	0	0	0	
	Facilities in \$	0	0	0	0	
	Total	123270	123270	123270	123270	
Resources						
	Current Unit	\$123,270	\$123,270	\$123,270	\$123,270	
	Other Internal Sources ²	0	0	0	0	
	Federal Funds	\$417,132	\$417,132	\$417,132	\$417,132	
	Fees, Sales, Other Income	5158	5158	5158	5158	
	New State Appropriation ³	0	0	0	0	
	Total	545560	545560	545560	545560	

¹ Includes expenditures for library resources.

² Reallocation within institution from other budgetary unit.

³ Complete table 2 if greater than zero.

Note: Do not estimate inflationary factor.

Narrative must accompany this table

Estimated Expenditures of New State Appropriations for Proposed Unit						
Illinois Higher Education						
		Year of Operation				
		1st Year	2nd Year	3rd Year	4th Year	
Expenditures tied to New State Appropriation						
Personnel		0	0	0	0	
Faculty Count	by # of FTE	0	0	0	0	
	Personal Services in \$	\$0	0	0	0	
	Other Personnel Expenditures in \$	0	0	0	0	
	Supplies, Services, Equipment ¹ in \$	0	0	0	0	
	Facilities in \$	0	0	0	0	
	Total	0	0	0	0	

¹ Includes expenditures for library resources.

Note: Narrative must accompany this table

January 13, 2023

Dean Wendy Heller
Executive Associate Dean of Social and Behavioral Sciences and Area Centers
College of Liberal Arts & Sciences
University of Illinois Urbana-Champaign
2090 Lincoln Hall,
702 S. Wright St., MC-448
Urbana, IL 61801

Dear Dean Heller,

As the Directors of the ten area and global studies centers and thematic programs united within the Illinois Global Institute, we write in unanimous support of the proposals to grant permanent status to CGS, CSAMES, and WGGP, as well as to IGI itself. (The other centers within the IGI have already been granted permanent status.)

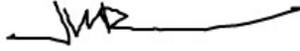
As their petitions show, these Centers provide efficient and effective support for the University's core missions as a land-grant institution, in alignment with Illinois' Strategic Plan. They foster interdisciplinary scholarship across campus, while connecting Illinois to global networks of discovery and innovation. Their curricular programs, scholarships, and public events open doorways to the world for Illinois students, supporting the transformative study of languages and world regions and promoting a more profound engagement with issues that face all of humanity, at a global scale. The Centers work to bring the world in all of its diversity to Illinois, even as they invest in fostering access and diversity on campus and closing equity gaps among communities across Illinois. And as they do all of this they not only serve as careful stewards of campus resources, but also generate new resources for our University, through the successful pursuit of endowment and grant support from a wide variety of funders.

Founded to provide an organizational and business operations home to all of our activities, IGI has shown itself to be an empowering framework for our collaboration and development. IGI multiplies the impact of our centers, allowing our units to be greater than the sum of their individual parts. Granting permanent status to IGI, CGS, CSAMES, and WGGP will consolidate this foundation and allow us to build on it in the years to come. It will place all of our programs on an equal footing and also enable them to cooperate on research, teaching, public engagement, and advancement initiatives most effectively going forward. For all of these reasons, we strongly endorse these proposals.

Thank you very much for your consideration and attention.

On behalf of the Directors,

Yours sincerely,

A handwritten signature in black ink, appearing to be 'JR', written over a horizontal line.

John Randolph
Chair, Directors' Council (IGI)
Director, REEEC

Teresa Barnes
Director, CAS

Wail Hassan
Director, CSAMES

John Tofik Karam
Director, Lemann Center for Brazilian Studies

Colleen Murphy
Director, WGGP (CGGE)

Matthias Grosse Perdekamp
Director, ACDIS

Emanuel Rota
Director, EUC

Misumi Sadler
Director, CEAPS

Gisela Sin
Director, CLACS

Steve Witt
Director, CGS



College of Liberal Arts & Sciences

Office of the Dean
2090 Lincoln Hall, MC-448
702 S. Wright St.
Urbana, IL 61801

April 10, 2023

Kathy Martensen
Associate Provost for Educational Programs and Success Initiatives
Office of the Provost
207 Swanlund Administration Building, MC-304
Champaign, IL 61820

Dear Kathy,

The Executive Committee of the College of Liberal Arts & Sciences has voted upon and approved the following proposal:

Establish permanent status for the Center for South Asian and Middle Eastern Studies

The proposal is now ready for review by the Senate Educational Policy Committee.

Sincerely,

A handwritten signature in black ink that reads 'Wendy Heller'.

Wendy Heller

Executive Associate Dean, College of Liberal Arts and Sciences
Professor, Psychology Department, University of Illinois
Presidential Fellow, University of Illinois System
2090 Lincoln Hall, MC/448
702 S. Wright Street
Urbana, IL 61801
email: w-heller@illinois.edu
Telephone: 217-333-0632

cc: Linda Moorhouse
Steven Downie
Jerry Davila



Illinois Global Institute

Center for South Asian & Middle Eastern Studies
221 International Studies Building, MC-489
910 S. Fifth St.
Champaign, IL 61820-6216 USA

April 11, 2023

Stephen R. Downie
Associate Dean for Curricula and Academic Policy
College of Liberal Arts and Sciences
University of Illinois Urbana-Champaign

Dear Associate Dean Downie,

The Executive Committee of the Center for South Asian and Middle Eastern Studies (CSAMES) has been supportive of our application for permanent status. Today, the Executive Committee has reaffirmed its support in a unanimous vote.

Sincerely,

A handwritten signature in black ink, appearing to read 'Wail S. Hassan'.

Wail S. Hassan

Director

CENTER FOR SOUTH ASIAN AND MIDDLE EASTERN STUDIES

Bylaws (Revised 2010)

I. Mission and Responsibilities

The mission of the Center for South Asian and the Middle Eastern Studies (CSAMES) is to sponsor, highlight and encourage events that further our academic community's awareness of and knowledge about the societies of South Asia and the Middle East. It is the responsibility of CSAMES and its members:

- A. To promote the study of South Asia and the Middle East at the University.
- B. To secure internal and external support for this field of study.
- C. To assure appropriate instructional coverage and to encourage interdepartmental cooperation in the development of teaching programs in South Asia and the Middle East.
- D. To support the intellectual environment of its membership and the entire University community by scheduling visiting lecture series, seminars, workshops, conferences, and extracurricular activities on South Asia and the Middle East.
- E. To facilitate faculty and graduate research and publication in South Asia and the Middle East.
- F. To assist the faculty members attending professional meetings concerning South Asian and Middle Eastern Studies.
- G. To promote outreach activities on South Asian and Middle Eastern Studies.
- H. To carry out other appropriate activities that are consistent with the responsibilities of an area center.
- I. To plan programs, budgeting, staffing and other appropriate administrative activities related to South Asian and Middle Eastern studies.

II. Membership

- A. Any faculty member who holds academic rank at the University of Illinois at Urbana-Champaign and who devotes a significant part of teaching, research, and related professional activities to South Asia and the Middle East may become a member of CSAMES.

- B. Tenure track Members of the Center who spend 25% or more of their time on research and teaching about issues pertaining to the world area will be defined as Core Faculty. Affiliated Faculty will be defined as those who spend less than 25% of their time on these world areas. Only Core Faculty members shall have voting rights at CSAMES.
- C. Other members of UIUC faculty, non-tenure track with at least 25% or more academic interests in the area may become Associate Members.
- D. Students and others affiliated with the University of Illinois at Urbana-Champaign may be named as Student Members upon recommendation of a Member of the Center.
- E. Affiliate Membership of CSAMES is open to faculty members of other academic institutions in the state of Illinois who are actively engaged in teaching and research on South Asia and the Middle East and the cultural histories and institutions associated with these regions. Affiliate membership applications shall be submitted to the Director of CSAMES and their approval requires a majority vote of the Executive Committee. Affiliate members will be welcome to participate in Center activities but will not have voting rights.
- F. Anyone with an interest in the regions may be placed on the CSAMES mailing list.

III. Administrative Officers of CSAMES

- A. CSAMES shall be led by a Director, who will be assisted by an Associate Director.
- B. The CSAMES Director, who will be appointed by the Dean of the College of Liberal Arts and Sciences and the Associate Provost for International Affairs in accordance with the appropriate University statutes and the procedures of the College of LAS. The Director shall oversee all activities and programming for the Center and shall be responsible for insuring that the Center's objectives are met. He/she shall be required to present to the CSAMES Executive Committee and the general membership an annual report.
- C. The CSAMES Associate Director who will be appointed with the consent of the Director of CSAMES and the Dean of the College of Liberal Arts and Sciences in accordance with the appropriate University statutes and the procedures of the College of LAS. He/she will be responsible for the day-to-day operation of the Center, all programming and associated activities and for the coordination and

management of the staff. He/she shall be an ex-officio member of the Executive Committee.

IV. The Executive Committee

- A.** An Executive Committee shall advise the Director on all matters of the Center's responsibilities. The Director shall inform the Committee periodically on matters of budget, staffing, and planning. The Committee consists of four elected members two of whom shall be from the South Asian Studies Core Faculty, and two from the Middle Eastern Studies Core Faculty. The members serve staggered two-year terms and may be re-elected after at least one year's interval. The Director of the Center shall serve as an ex-officio member of the Executive Committee.
- B.** The Associate Director of CSAMES and the South Asian and Middle Eastern Librarians serve as ex-officio members of the Executive Committee.
- C.** The Director of CSAMES shall serve as the chairperson of the Executive Committee. In his/her absence, the Associate Director shall serve as the chairperson.
- D.** Only the elected members of the Executive Committee and the Director of CSAMES shall have voting rights in the Committee. In the event of a vote tie, the Director of CSAMES shall serve as the tie-breaker.
- E.** Except during discussions of personnel, the meetings of the Executive Committee shall be open to all members.
- F.** The Director shall, after consultation with the Executive Committee, create such additional standing or ad hoc committees as may be necessary.

V. Meetings

- A.** Meetings of the Executive Committee will be called as often as necessary by the Director, but will be called at least once during the semester. A member of the Executive Committee may request that the Director call a meeting to consider a matter of concern. A quorum shall be three voting members, and decision shall be made by a majority vote of those present and voting.
- B.** General meetings of the Members may be convened as necessary by the Director of the Unit, or at the request of at least five Core Faculty Members.

- C. General meetings of the Members of CSAMES may be convened as necessary by the Director of CSAMES, or at the request of at least five Core Faculty Members.

VI. Compatibility with University Statutes, Acceptance and Amendment Procedures

- A. These Bylaws are intended to supplement the Statutes of the University of Illinois and the Bylaws of the College of LAS. In all matters not specified here, the rules and procedures specified by those Statutes and Bylaws shall apply. Where there are alleged conflicts, the University Statutes and College Bylaw as interpreted by the Chancellor and the Dean of LAS must prevail.
- B. These Bylaws shall become effective upon the affirmative vote of a majority of the Center's Core Faculty Members obtained by email/mail ballot or present and voting at a general meeting.
- C. The Bylaws may be amended by a majority vote of the Core Faculty. Amendments may be proposed upon approval of the Executive Committee either by the Director or by at least five Core Faculty Members of CSAMES acting in concert. Notification of the proposed amendment by Core Faculty Members shall be conveyed in writing to the Director who will submit the amendment to the Executive Committee for approval before they can be put to vote by the Core Faculty.

SENATE COMMITTEE ON EDUCATIONAL POLICY
MONDAY, APRIL 17, 2023
PUBLIC HEARING MINUTES

PUBLIC HEARING

As per Section 8, C.4 of its *Bylaws*, on April 17, 2023, at 2:00 pm, the Senate Committee on Educational Policy (EP) held a Public Hearing via Zoom on five proposals from units seeking permanent status. Campus notice of this Public Hearing was published through the Illinois Faculty/Staff Notices on April 9, 2023 (Eweek) online bulletin.

Thirty-seven participants were logged into the Zoom meeting held at the time of the Public Hearing. The following guests from the College of Education (EDUC) and the College of Liberal Arts and Sciences (LAS) were in attendance: Amanda Brown (EDUC), Antoinette Burton (LAS), Jerry Davila (LAS), Wail S. Hassan (LAS), Rodney Hopson (EDUC), Anita Kaiser (LAS), Timothy Leyhe (EDUC), Jessica Li (EDUC), Mithilesh Mishra (LAS), Elizabeth Niswander (EDUC), Donna Tonini (LAS), and Steve Witt (LAS).

Before discussion began, EP Chair Linda Moorhouse shared some of the recent discussions she and EP Office of the Provost liaisons, Brooke Newell and Kathy Martensen, have had with sponsors concerning the governance process used to determine the decision to move these units into permanent status. Each proposal was discussed separately during the Public Hearing.

EP.23.053, Proposal to Establish a Unit – Permanent Status for Center for Global Studies (CGS)

The Center for Global Studies (CGS), in the College of Liberal Arts and Sciences (LAS), was founded in 2000 as a center under Illinois International and became a U.S. Department of Education designated Foreign Language and Area Studies (FLAS) fellowship grantee in 2000, and a U.S. Department of Education designated National Resource Center (NRC) in 2003. CGS has maintained its FLAS and NRC designations since 2000 and 2003, respectively. Since 2019, CGS has been one of the ten foreign language and area studies thematic programs and centers of the Illinois Global Institute (IGI). CGS works to globalize the research, teaching, and outreach missions of the University of Illinois Urbana Champaign (UIUC) - tasks central to UIUC's strategic vision articulated in its Strategic Plan to be the pre-eminent public research university with a land-grant mission and global impact. CGS's central mission has been to promote and support innovative research to better understand global issues confronting the world's populations and identify ways to cope with and resolve these challenges. More information about this proposal can be found in EP.23.053.

Jenny Amos, EP subcommittee chair assigned to this proposal, gave a background summary of the proposal itself and relevant activities up to the time of the Public Hearing. EP Chair Moorhouse facilitated the discussion, asking for questions or comments about the proposal from participants in the Public Hearing who were not on EP.

- Jerry Davila, Professor in History and Executive Director for the Illinois Global Institute, thanked the campus offices and Senate Committee on Educational Policy for their support and guidance.

EP.23.054, Proposal to Establish a Unit – Permanent Status for Center for South Asia and Middle Eastern Studies (CSAMES)

The Center for South Asia and Middle Eastern Studies (CSAMES), in the College of Liberal Arts and Sciences (LAS), was founded in 1983 in the College of Liberal Arts and Sciences and was incorporated within the Illinois Global Institute (IGI) along with other area and thematic centers in 2019. CSAMES was founded to sponsor, highlight, and encourage events that further our academic community's awareness of and knowledge about the societies of South Asia and the Middle East. CSAMES is engaged in activities to foster knowledge and debate on those areas on campus as well as among community institutions such as schools, libraries, and service organizations, and we welcome suggestions for collaborative efforts in the service of these goals. CSAMES has been designated a National Resource Center under the U.S. Department of Education's Title VI and FLAS programs, with awards of over \$1.6M for the current cycle. More information about this proposal can be found in EP.23.054.

Nolan Miller, EP subcommittee chair assigned to this proposal, gave a background summary of the proposal itself and relevant activities up to the time of the Public Hearing. EP Chair Moorhouse facilitated the discussion, asking for questions or comments about the proposal from participants in the Public Hearing who were not on EP.

- Mithilesh Mishra, Senior Lecturer in Linguistics, asked about the historical reason for combining South Asian and Middle Eastern into one center. He commented there are many other universities in the country which have separate centers for these two areas. He also expressed the need to be forward looking and look at ways to fix the imbalances that exist today in geographical representation.
- Wail Hassan, Professor in Comparative and World Literature and Director of CSAMES, thanked campus and EP for their support. Hassan explained that one of the reasons for the combined center has to do with the limited number of faculty in each area. He also stated other historical reasons these two regions were combined into one center, which initially included efforts to prepare Title VI paperwork/applications. Hassan also stated there are future hopes to separate these two regions, South Asian and Middle Eastern, into two centers, and he expressed optimism that the South Asian faculty will continue to grow on our campus.
- Jerry Davila, Professor in History and Executive Director for the Illinois Global Institute, discussed future opportunities for hiring in South Asian, which will be important for program building, funding, faculty building.

EP.23.55, Proposal to Establish a Unit – Permanent Status for Illinois Global Institute (IGI)

The Illinois Global Institute (IGI) was established in 2019, with temporary status from the IBHE, to serve as the organizational and business operations home of ten international area and global studies centers and thematic programs in the College of Liberal Arts and Sciences (LAS). Its mission is to sustain engagement with world regions and global themes in teaching, research, and public engagement at the University of Illinois Urbana Champaign (UIUC), both through support for its component units as well as to support the extensive range of international engagement by UIUC faculty. Since 2019, the IGI has organized a business operations unit, organized its internal governance and quality assurance processes, and pursued an external review. Additionally, its component units have had significant successes in grant development that reflect the longstanding strength of area and global studies at UIUC. The Illinois Global Institute oversees the Center for African Studies (CAS, created in 1970); Center for East Asian and Pacific Studies (CEAPS, 1964); Center for Global Studies (CGS, 2003); Center for Latin American and Caribbean Studies (CLACS, 1963); Center for South Asian and Middle Eastern Studies (CSAMES, 1983); European Union Center (EUC, 1998); Lemann Center for Brazilian Studies (LCBS, 2009); Program in Arms Control and Domestic and International Security (ACDIS, 1978); Russian, East European and Eurasian Center (REEEC, 1959); and the Women and Gender in Global Perspectives Program (WGGP, 1980). More information about this proposal can be found in EP.23.055.

Jenny Amos, EP subcommittee chair assigned to this proposal, gave a background summary of the proposal itself and relevant activities up to the time of the Public Hearing. EP Chair Moorhouse facilitated the discussion, asking for questions or comments about the proposal from participants in the Public Hearing who were not on EP.

- Jerry Davila, Professor in History and Executive Director for the Illinois Global Institute, thanked the campus offices and EP for their support and guidance.

EP.23.056, Proposal to Establish a Unit – Permanent Status for Women and Gender in Global Perspectives Program (WGGP)

In 1980, the Women and Gender in Global Perspectives Program (WGGP), in the College of Liberal Arts and Sciences (LAS), was established as the Office of Women in International Development (WID) at the University of Illinois Urbana Champaign. The formal program arose from the interdisciplinary efforts of the Committee on Women in Development that had been meeting on campus for a year previously. In 2000, the unit changed from an Office to a Program which included the name change to “Women and Gender in Global Perspectives” (WGGP). The mission of WGGP over the past 40 years has been to promote scholarly activities that advance our understanding of how resource inequalities and gender equity affect individual and community capabilities. More information about this proposal can be found in EP.23.056.

Laura Shackelford, who serves on EP subcommittee B, the subcommittee assigned to this proposal, presented the proposal since the subcommittee chair was unable to be present for the Public Hearing. Shackelford gave a background summary of the proposal itself and relevant activities up to the time of the Public Hearing. EP Chair Moorhouse facilitated the discussion, asking for questions or comments about the proposal from participants in the Public Hearing who were not on EP.

- Anita Kaiser, Associate Director of the Women and Gender in Global Perspectives, thanked the campus offices and EP for their support and guidance.

EP.23.071, Proposal to Establish a Unit – Permanent Status for Center for Culturally Responsive Evaluation and Assessment (CREA)

The Center for Culturally Responsive Evaluation and Assessment (CREA) is in the College of Education (EDUC) and was established in 2011 as one of five EDUC strategic priorities by then Dean Mary Kalantzis. Since that time, CREA has shown international growth and prominence in its educational and intellectual footprint, and community engagement outreach efforts. CREA intends to serve as the major evaluation center on the University of Illinois Urbana Champaign (UIUC) campus to benefit its constituents and the state of Illinois, by repurposing a now dissolved College of Education Center, the Center for Instructional Research and Curriculum Evaluation (CIRCE). CREA continues and expands upon the legacy of “responsive and responsible” evaluation at UIUC through its founding director and other core members of its founding community and UIUC alumni, many of whom are recognized as leading international experts in culturally responsive evaluation and culturally responsive assessment. More information about this proposal can be found in EP.23.071.

Nolan Miller, EP subcommittee chair assigned to this proposal, gave a background summary of the proposal itself and relevant activities up to the time of the Public Hearing. EP Chair Moorhouse facilitated the discussion, asking for questions or comments about the proposal from participants in the Public Hearing who were not on EP.

- Rodney Hopson, Professor in Educational Psychology and Interim Director for the Center for Culturally Responsive Evaluation and Assessment, thanked the Senate Educational Policy Committee for their help in facilitating the proposal process.

When no further questions or comments were forthcoming about any of the proposals from those in attendance, EP Chair Moorhouse thanked everyone for their comments and discussion and ended the Public Hearing.

From: [Lehman, Barbara J](#)
To: [Lehman, Barbara J](#)
Subject: FW: Illinois Faculty/Staff Notices - 4/9/2023
Date: Friday, April 21, 2023 10:55:27 AM

From: Eweek <ewee@illinois.edu>
Sent: Sunday, April 9, 2023 8:23 AM
To: Lehman, Barbara J <bjlehman@illinois.edu>
Subject: Illinois Faculty/Staff Notices - 4/9/2023

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Eweek bulletin



If you will need disability-related accommodations in order to participate, please email the contact person for the event. Early requests are strongly encouraged to allow sufficient time to meet your access needs.

Announcements for the week of April 9, 2023

ANNOUNCEMENTS

Open Hearing for a Change in Status (5 Units) - Ed. Policy Committee

The Senate Committee on Educational Policy will discuss five proposals to grant permanent campus status on Monday, April 17. Proposals include these units: Illinois Global Institute, Center for Global Studies, Center for South Asian and Middle Eastern Studies, Women and Gender in Global Perspectives Program, and the Center for Culturally Responsive Evaluation and Assessment (CREA).

April 17, 1:10–2:50 PM • [Zoom](#)

[Linda R. Moorhouse, Chair](#) • Senate Committee on Educational Policy

This opportunity is available online.



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From: [Martensen, Kathy](#)
To: [Moorhouse, Linda](#); [Lehman, Barbara J](#)
Cc: [Davila, Jerry](#); [Downie, Stephen R](#); [Newell, Brooke](#)
Subject: Fwd: EPC Town Hall message distribution
Date: Tuesday, April 11, 2023 7:32:29 PM

Hi again Barb and Linda,

Can you please add this documentation to the four proposals from LAS?

Thanks!

Kathy

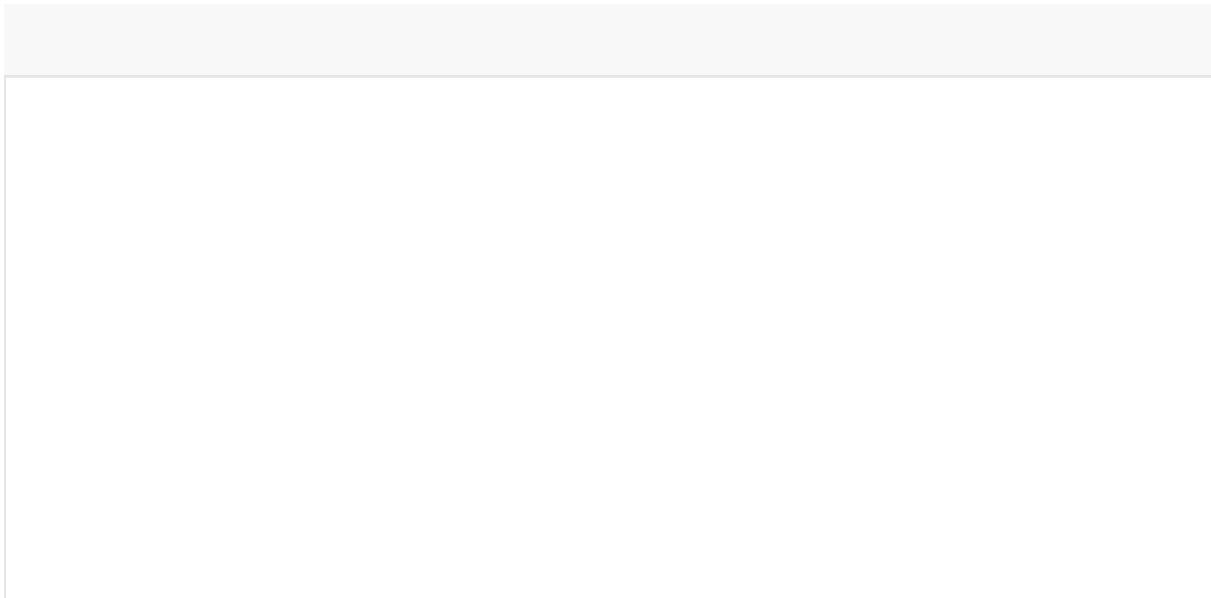
From: Davila, Jerry <jdavila@illinois.edu>
Sent: Tuesday, April 11, 2023, 4:35 PM
To: Downie, Stephen R <sdownie@illinois.edu>; Martensen, Kathy <kmartens@illinois.edu>;
Newell, Brooke <bsnewell@illinois.edu>
Subject: EPC Town Hall message distribution

Dear Stephen, Kathy, and Brooke,

Here is the webtools acknowledgement that the town hall invitation was sent to 511 recipients.
These are unique faculty affiliates (excluding multiple center affiliations)

Best, Jerry

From: no-reply-webservices@illinois.edu <no-reply-webservices@illinois.edu>
Sent: Tuesday, April 11, 2023 3:40 PM
To: Gitler, Terri <tgitler@illinois.edu>
Subject: Email was sent





Sending complete for the following email

Subject: Invitation: Senate EPC Public Hearing on Permanently Established
Unit Proposals

From: Jerry Dávila

Emails sent: 511

Date sent: 4-11-23 3:39 pm

Email ID: 1458562689

Powered by Webtools

From: [Lehman, Barbara J](#)
To: [Lehman, Barbara J](#)
Subject: FW: Invitation: Senate EPC Public Hearing on Permanently Established Unit Proposals
Date: Friday, April 21, 2023 10:39:47 AM

From: Jerry Dávila <tgitler@illinois.edu>
Date: Tuesday, April 11, 2023 at 3:38 PM
To: Davila, Jerry <jdavila@illinois.edu>
Subject: Invitation: Senate EPC Public Hearing on Permanently Established Unit Proposals

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[University of Illinois Urbana-Champaign](#)



Illinois Global Institute

Colleagues,

I am writing with great news. The proposals to establish the Center for Global Studies (CGS), and the Center for South Asian and Middle Eastern Studies (CSAMES), as [permanent centers](#), the Women and Gender in Global Perspectives Program (WGPP) as a [permanent program](#), and the Illinois Global Institute (IGI) as a [permanent institute](#) are currently under consideration by the [Senate Educational Policy Committee](#). As an affiliated faculty member of one or more of the area and global studies centers and thematic programs at UIUC, if you have any feedback you want to share, there is a public hearing on Monday, April 17, at 1:10 p.m. via [Zoom](#), and you are welcome to participate.

With best wishes for the last weeks of the semester and the academic year,

Jerry Dávila

Executive Director, Illinois Global Institute

Lemann Chair in Brazilian History

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