August 19, 2009

David W. Pershing  
Senior Vice President for Academic Affairs  
205 Park Building  
Campus

RE: Graduate Council Review – Middle East Center

Dear Vice President Pershing:

Enclosed is the Graduate Council's 2007 review of the Middle East Center. The Graduate School recently discovered that the approval process for this review was not completed. Included in this review packet are the report prepared by the Graduate Council, the academic profile, and the Memorandum of Understanding resulting from the review wrap-up meeting.

In order to finalize this review, I request that you forward it to the Academic Senate to be placed on the information calendar for the next meeting of the Senate.

Sincerely,

Charles A. Wight  
Dean, The Graduate School

Encl.

XC: Bahman Baktiari, Director, Middle East Center  
   Robert D. Newman, Dean, College of Humanities
May 7, 2007

The Graduate School – University of Utah

GRADUATE COUNCIL REVIEW
OF THE MIDDLE EAST CENTER

The Graduate Council Ad Hoc Committee has completed its review of the Middle East Center.

External review committee:
Roger Allen, University of Pennsylvania
Charles E. Butterworth, University of Maryland
Lawrence Rosen, Princeton University

Internal review committee:
Matthew Burbank, Associate Professor, Political Science
Peter Goss, Professor, Architecture
Elizabeth Peterson, Associate Professor, Art and Art History

This report by the Graduate Council's ad hoc review committee is based on the department's self-study, the report of the internal and external review committees, and the responses from the Director of the Center and the Dean of the College of Humanities.

I. DEPARTMENT PROFILE

Program Overview
The MEC began in 1960 with the assistance of federal funding and continues today as a Title VI/National Resource Center for Middle East Studies. As one of the first institutions to apply for this status, the university is considered a "pioneer" in instituting area-studies based research and training in the United States. With its focus on the Middle East, the MEC is interdisciplinary, drawing faculty primarily from the humanities (languages and literature, history) and the social sciences (anthropology, economics, geography, and political science).

The Middle East Center (MEC) identifies its mission as: (1) teaching related to the Middle East focusing on both languages and area studies; (2) research focused on aspects of the Middle East; and (3) outreach to the University and public. The MEC offers an undergraduate degree through the Department of Languages and Literature (BA in Middle East Studies) as well as graduate degrees (MA and PhD in Middle East Studies). Federal grant money awarded to the Center from the US Department of Education provides resources primarily to fund students for instruction in four languages of the Middle East (Arabic, Hebrew, Persian, and Turkish).

Organizationally, the MEC is headed by a director who reports to the dean of the College of Humanities. The bylaws indicate that all MEC faculty members are part of a Center
/ Committee, which also includes the chairs of the graduate and undergraduate Student Advisory Committees, with ultimate governing responsibility. An executive committee, graduate committee (chaired by the by the director of graduate studies), and RPT advisory committee are also identified as part of the Center's governing structure in the MEC bylaws.

**Faculty**

There are 16 tenured or tenure-track faculty in the center. Eight hold joint appointments between a home department (Languages and Literature, History, and Political Science) and the Middle East Center, with the department and the center each funding part of the position. The other faculty hold appointments entirely within a department but have a substantive expertise related to the Middle East. Of 16 regular MEC faculty, six are full professors, eight are associate professors, and two are assistant professors. The self-study notes that of the MEC faculty "5 are women and 9 are of Middle Eastern origin or belong to minority groups." Concerns were raised about the need to hire regular faculty to teach in the Turkish language program and about the negative impact of the departure of several women faculty members in languages for positions at other universities.

With regard to research, the self-study makes note of a number of recent books authored or edited by Middle East Center faculty, and a review of the available vita shows evidence of regular publication of scholarly articles and book chapters. Concern was raised, however, about the difficulty of retaining faculty, especially women faculty, given the demands associated with the joint appointments with respect to the need to fulfill service obligations in both the center and the home department.

Faculty commented favorably about the availability of resources from the Middle East Center to assist with travel and to provide resources to host conferences on topics related to the Middle East. The quality of the Middle East collection at the Marriott Library also is viewed as a strong resource.

Though many of the faculty are distinguished scholars, there appear to be an unevenness across the overall faculty profile (great strength in history, for example; comparative weakness in anthropology and literature).

If normal patterns of retirement prevail, some of the most distinguished members of the faculty will be retiring within the next decade.

**Students**

Graduate student quality is generally regarded as good by most faculty, though there are concerns about continuing to attract quality students. In addition, for graduate students in particular, the quality of appointments made to replace retiring faculty members will be crucial to both retaining current students and continuing to attract quality students in the future.
The external review committee pointed out that the undergraduates they met "were enthusiastic, committed, and impressive." The undergraduates find the interdisciplinary nature of the program useful, especially as many plan government or other service careers. Students' main concerns were about language training, where differing models of language teaching at times conflicted with what the students' desired.

Curriculum

The curriculum is seen as varied and extensive, offering students a wide choice of courses in Middle East Studies and interdisciplinary areas. A BA in Middle East Studies is offered through the Department of Languages and Literature, two tracks are offered for a minor. The center offers its own MA, MPhil, and PhD degrees in Middle East Studies, in partnership with departments in the Colleges of Humanities and Social and Behavioral Sciences.

The curriculum reflects the Title VI grant requirements, offering language courses in Arabic, Hebrew, Turkish, and Persian. Additional courses are cross-listed with departments of anthropology, economics, history, languages and literature, linguistics, and political science.

Program Effectiveness and Outcomes Assessment

The internal review committee noted unevenness in the availability of data regarding students, making outcomes difficult to assess. Students generally perceived the curriculum as strong in core areas, but in general more breadth than depth. In many areas students considered the course offerings as outstanding. However, some desired courses were not offered, for example, because of a lack of suitable instructors.

Facilities and Resources

No issues with budget or physical facilities were mentioned except for student concerns about a lack of a graduate student gathering place, and concerns about computer support. The Middle East section of the Marriott Library is considered to be very good by faculty and students.

Part II. Commendations and Recommendations

A. Commendations

1. The University of Utah has maintained a Middle East Center of great distinction for almost 50 years and the Middle East Center has played an active and highly visible role in the University and the community; in its local, regional, and national outreach programs; in its lecture series which have brought to campus a series of illustrious speakers, attracting large audiences to hear about current issues affecting the Middle East and in its educational mission and impact on the community and the local region.
2. The University of Utah Library has maintained an excellent collection of primary materials for scholarship and teaching that brings national and international prestige to both the Middle East Center and the University.

3. The Center has continued to attract federal funding to support its instruction in the four required languages, and to continue to provide resources for faculty and students in support of teaching and scholarship.

4. Professor Ibrahim Karawan has provided skillful and successful administration of the Center, its academic and outreach programs.

5. The Middle East Center has a clear mission and a number of dedicated faculty, staff, and students striving to fulfill that mission.

B. Recommendations

1. The Center and its associated colleges and departments should strategize how to address the pressing and immediate concern for recruiting and retaining high quality faculty, especially critical in light of anticipated retirements in upcoming years. Faculty gender issues, behaviors, and concerns in recruitment and retention should be attended to with the assistance of the Associate Vice President for Diversity and OEO.

2. The Center and its partner colleges should consider the benefits and potential risks of restructuring the administrative model of the Center. Whatever model prevails, substantial efforts need to be made to foster a center identity for its members, to counter the ambiguity often inherent in entities which span multiple colleges.

3. The Center should work to identify and develop additional sources of external funding for possible additional faculty lines or undergraduate scholarships. In particular, the 50th anniversary of the center in 2010 offers targeted opportunities for programs and fundraising.

4. The Center should determine optimum levels of student populations and develop plans to attract and retain appropriate numbers of students.

5. The departure of the coordinator of Arabic instruction provides an opportunity to re-examine and re-evaluate the goals and methodology of its Middle Eastern language programs, especially in determining appropriate balances between speaking and reading skills. The Center should focus on faculty to teach languages and upper division courses in literature.

6. The Center should clarify its practice with regard to separate degrees.

7. The Center and the University should maintain and enhance Middle East Library funding and staffing to maintain and expand the collection not only for local academic
and research purposes but also for local outreach activities and for the use of the broader scholarly community.

Actions Taken Since the Reviews:

A new tenure track assistant professor position has been established and was filled by a faculty member who has expanded the Turkish program at the Center. A visiting assistant professor has been appointed in the Arabic program at the Center, whose expertise is focused on Arabic language, literature and pedagogy.

Submitted by the Ad Hoc Review Committee of the Graduate Council

Ann Marie Breznay, Marriott Library, Chair
Nicola Camp, Biomedical Informatics
Jingyi Zhu, Mathematics
Memorandum of Understanding
Middle East Center
Graduate Council Review 2006 – 2007

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on 15 June 2007, concluding the Graduate Council Review of the Middle East Center. David W. Pershing, Senior Vice President for Academic Affairs; Robert Newman, Dean of the College of Humanities; Ibrahim Karawan, Director of the Middle East Center; David S. Chapman, Dean of the Graduate School; and Frederick Rhodewalt, Associate Dean of the Graduate School were present.

The discussion centered on but was not limited to the recommendations contained in the Graduate Council review completed on 7 May 2007, which addressed the following issues:

At the wrap-up meeting, the working group agreed to endorse the following actions:

Recommendation 1: The Center and its associated colleges and departments should strategize how to address the pressing and immediate concern for recruiting and retaining high quality faculty, especially critical in light of anticipated retirements in upcoming years. Faculty gender issues, behaviors, and concerns in recruitment and retention should be attended to with the assistance of the Associate Vice President for Diversity and OEO.

The Dean of Humanities is currently developing a College strategic plan which will include options for faculty staffing in the Middle East Center (MEC). Two faculty appointments in Turkish language have recently been filled. With regard to faculty gender issues, the Dean plans to ask the Associate Vice President for Diversity and the Director of the Office of Equal Opportunity/Affirmative Action to prepare a report assessing and offering guidance in addressing faculty gender issues and attitudes. It is the Dean’s intention to have this report completed by the end of Fall Semester, 2007. The Dean notes that the two recent appointments were women providing evidence that the MEC and affiliated departments have the ability to recruit female faculty. The Dean has identified a group of new faculty appointments within the College who may be appropriate for appointments in the MEC.

Recommendation 2: The Center and its partner colleges should consider the benefits and potential risks of restructuring the administrative model of the Center. Whatever model prevails, substantial efforts need to be made to foster a center identity for its members, to counter the ambiguity often inherent in entities which span multiple colleges.

The Dean and Director of the MEC considered a number of alternative administrative structures suggested by the external reviewers. They conclude that the current structure is most appropriate given the MEC’s position spanning multiple colleges in the University.

Recommendation 3: The Center should work to identify and develop additional sources of external funding for possible additional faculty lines or undergraduate scholarships. In particular, the 50th anniversary of the center in 2010 offers targeted opportunities for programs and fundraising.

The Director of the MEC will coordinate with the College of Humanities Development Office to create a concrete plan for incorporating the 50th anniversary of the center into fundraising and program development opportunities. The Dean has included the MEC in University Capital Campaign and is working with a specific donor in this area.

The Graduate School
302 Park Building
201 South Presidents Circle, Room 302
Salt Lake City, Utah 84112-9016
(801) 581-7642 • FAX (801) 585-6749
www.utah.edu/gradschool
Memorandum of Understanding  
Middle East Center  
page 2

Recommendation 4: The Center should determine optimum levels of student populations and develop plans to attract and retain appropriate numbers of students.

The Dean recognizes the need to bring more students into the MEC and is discussing strategies to do so with the Director of the MEC. One plan being implemented is a collaboration between the MEC and Department of Languages to offer more cross-listed courses in order to attract more undergraduates.

Recommendation 5: The departure of the coordinator of Arabic instruction provides an opportunity to re-examine and re-evaluate the goals and methodology of its Middle Eastern language programs, especially in determining appropriate balances between speaking and reading skills. The Center should focus on faculty to teach languages and upper division courses in literature.

The Department of Languages and Literatures recently hired two faculty members in the area of Turkish language instruction who will have appointments in the MEC. The Dean has also approved the appointment of a visiting professor in Arabic.

Recommendation 6: The Center should clarify its practice with regard to separate degrees.

The MEC proposes to retain the current practice of designating degrees as Middle East Studies/Specialization (e.g., Arabic, Political Science, etc.) because, in their estimation, the practice best serves the students’ needs.

Recommendation 7: The Center and the University should maintain and enhance Middle East Library funding and staffing to maintain and expand the collection not only for local academic and research purposes but also for local outreach activities and for the use of the broader scholarly community.

The University is facing challenges in funding its library system and is working to find additional support for all libraries and the Middle East collection in particular. The Director of the MEC will continue its own fund raising efforts to support its collection. In particular the Director will work with the Marriott Library as part of the University’s Capital campaign,

This memorandum of understanding is to be followed by annual letters of progress from the Chair of the Department to the Dean of the Graduate School. Letters will be submitted each year until all of the actions in the preceding paragraphs have been completed.

David W. Pershing  
Robert Newman  
Ibrahim Karawan  
Fred Rhodewalt

David S. Chapman  
Associate VP for Graduate Studies  
Dean, The Graduate School
### College of Humanities: Middle East Language & Area Study Program

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty Headcount</strong></td>
<td>Source: OBIA, Updated annually during Autumn term.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Professors</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Associate Professors</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Assistant Professors</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Instructors</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Budgeted Faculty Salary (% OSU Average)</strong> - Source: OBIA &amp; OSU study, Updated annually during Spring term.</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Professors (1)</td>
<td>NA (-%)</td>
<td>NA (-%)</td>
<td>NA (-%)</td>
<td>NA (-%)</td>
<td>NA (-%)</td>
</tr>
<tr>
<td>Associate Professors (1)</td>
<td>NA (-%)</td>
<td>NA (-%)</td>
<td>NA (-%)</td>
<td>NA (-%)</td>
<td>NA (-%)</td>
</tr>
<tr>
<td>Assistant Professors (1)</td>
<td>NA (-%)</td>
<td>NA (-%)</td>
<td>NA (-%)</td>
<td>NA (-%)</td>
<td>NA (-%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Research Expenditures</strong> - Source: OBIA 'B' tables, Updated annually during Spring term.</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Expenditures (Department)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Research Expenditures (College)</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student Credit Hours (Budget Model)</strong> - Source: OBIA, Updated annually during Summer term.</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Upper Division</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Basic Graduate</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Advanced Graduate</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Total Graduate</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Course / Instructor Evaluations</strong> - Source: OBIA, Updated annually during Autumn term.</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Courses</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Undergraduate Instructors</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Graduate Courses</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Graduate Instructors</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Enrolled Majors</strong> - Source: OBIA, Updated annually during Autumn term.</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Majors</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>Full Majors (including Intermediate)</td>
<td>21</td>
<td>22</td>
<td>31</td>
<td>48</td>
<td>40</td>
</tr>
<tr>
<td>Master's</td>
<td>15</td>
<td>17</td>
<td>14</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>Doctoral</td>
<td>11</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Degrees Awarded</strong> - Source: OBIA, Updated annually during Autumn term.</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td>7</td>
<td>4</td>
<td>10</td>
<td>19</td>
<td>12</td>
</tr>
<tr>
<td>Master's</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Doctoral</td>
<td>NA</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>NA</td>
</tr>
</tbody>
</table>

1. Faculty salaries reflect 9/12 contract amounts only and do not include compensation for administrative duties.