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Institute for Middle East Studies, George Washington University

Title: Application for Title VI Comprehensive NRC and FLAS PI: Dr. Mona Atia

Date: February 2022

Funding Application Number: ED-GRANTS-121621-001

**THE GEORGE WASHINGTON UNIVERSITY │INSTITUTE FOR MIDDLE EAST STUDIES PROPOSAL FOR COMPREHENSIVE NRC AND FLAS**

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# LIST OF ACRONYMS

|  |  |
| --- | --- |
| ACTFL | The American Council on theTeaching of Foreign Languages |
| ADA | Americans with Disabilities Act |
| ASOR | American Society of Overseas Research |
| AY | Academic Year |
| BA | Bachelor of Arts degree |
| C3 | College, Career, and Civic Life |
| CASA | Center for Arabic Study Abroad |
| CC | Community Colleges |
| CCAS | Columbian College of Arts and Sciences |
| CIBER | Center for International Business Education and Research |
| CLS | Critical Language Scholarship |
| CNELC | Department of Classical and Near Eastern Languages andCivilizations |
| CPS | College of Professional Studies |
| CUWMA | Consortium of Universities of the Washington Metropolitan Area |
| DC | District of Columbia |
| DC-ATC | Washington, D.C. Arabic Teachers’ Council |
| DCPS | District of Columbia Public Schools |
| DOE | Department of Education |
| EFC | Expected Family Contribution |
| EO/AA | Equal Opportunity and Affirmative Action |
| ESIA | Elliott School of International Affairs |
| FAFSA | Free Application for Federal Student Aid |
| FAO | Foreign Area Officer |
| FLAS | Foreign Language & Area Studies |

|  |  |
| --- | --- |
| FY | Fiscal Year |
| GA | Graduate Assistant |
| GRC | Global Resources Center (Gelman Library) |
| GSEHD | Graduate School of Education and Human Development |
| GTAP | Graduate Teaching Assistantship Program |
| GTA | Graduate Teaching Assistant |
| GUST | Gulf University for Science and Technology |
| GW | The George Washington University |
| GWAA | George Washington University Alumni Association |
| GWSB | The George Washington University School of Business |
| HBCU | Historically Black Colleges and Universities |
| HU | Howard University |
| IMES | Institute for Middle East Studies |
| LC | George Washington University Language Center |
| LCTL | Less Commonly Taught Languages |
| MA | Master of Arts degree |
| MENA | Middle East and North Africa |
| MEPF | Middle East Policy Forum |
| MERIP | Middle East Research and Information Project |
| MES | Middle East Studies |
| MESA | Middle East Studies Association |
| MESP | Middle East Studies Program |
| MOOC | Massive Open Online Course |
| MOU | memorandum of understanding |
| MSI | Minority Serving Institutions |

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| --- | --- |
| NCFDD | National Center for FacultyDevelopment and Diversity |
| NCGE | National Center for Geographic Education |
| NGO | Non-governmental organization |
| NOVA | Northern Virginia Community College |
| NRC | National Resource Center |
| NSF | National Science Foundation |
| OCLC | Online Computer Library Center |
| OGSAF | Office of Graduate Student Assistantships & Fellowships |
| OPI | Oral Proficiency Interview |
| PASR | Program on African Social Research |

|  |  |
| --- | --- |
| PDAP | Professional Development ActionPlan |
| PhD | Doctor of Philosophy degree |
| PI | Principal Investigator |
| POMEPS | Project on Middle East Political Science |
| SMPA | School of Media and Public Affairs |
| STEM | Science, technology, engineering, and mathematics |
| TRE | Travel-Research-Engagement |
| UAE | United Arab Emirates |
| UMD | University of Maryland |
| UTLC | University Teaching and Learning Center |
| WRLC | Washington Research Library Consortium |

# COMMITMENT TO SUBJECT AREA

The Institute for Middle East Studies (IMES) at the George Washington University (GW) is housed within the Elliott School of International Affairs (ESIA), the largest school of international affairs in the US by enrollment. A national leader in the field, ESIA ranks in the Top 10 for both undergraduate and graduate study (*FP* Ivory Tower Survey, 2018). The school’s mission includes educating the next generation of international leaders, producing scholarship that advances understanding of important global issues, and engaging the public and the policy community in the US and around the world.

GW is a truly global institution: over 45% of undergraduate students study abroad and we draw over 4,000 international students from over 130 countries. The university continues to invest heavily in Middle East and North African (MENA) studies and regional

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| **TABLE A-1 Average Annual University Spending for the Study of the Middle East (2018-2021)** |
| Administrative Staff (center only) | $233,759 |
| Graduate Student Support | $1,862,580 |
| Undergraduate Financial Aid | $6,258,695 |
| GW Library and Textile Museum Staff & Acquisitions | $792,278 |
| Faculty Salaries | $5,183,439 |
| Research & Travel for Faculty & Students | $118,559 |
| Events & Programming (center only) | $63,664 |
| **Total** | **$14,512,974** |

language instruction while expanding research and study opportunities abroad to educate the next generation of experts. GW devotes over $14.5 million to MENA studies annually in support of faculty salaries, research support, library acquisitions and personnel, student fellowships, advising and placement support, and public outreach (table A-1). GW continues to make strategic investments, adding several new MENA-related degree programs since 2016 (table D- 1), increasing its regional language offerings, and expanding its partnerships with regional universities. GW has student exchange agreements with 29 colleges and universities in 11 countries across the MENA, including programs that partner GW’s professional schools with regional training institutes in medicine, business, and higher education (table D-3).

**Operation of the Center:** GW chartered IMES in 2007 to serve as the focal point for the study of the MENA throughout GW. IMES sponsors and funds research and programming across disciplines and schools. IMES occupies an office suite in the main building of ESIA, which includes 12 offices for faculty, program staff, and visiting scholars; a conference room; and a small regional resource library for students and the public. In addition to Middle East Studies faculty and visitors, the institute houses a full-time operations manager, director, associate director, grant-associated program staff and five student workers. Since 2017, IMES has been the institutional host for 15 visiting MENA scholars while the broader university has hosted another 83 scholars in connection with the MENA. IMES is also the institutional host for the Middle East Studies Association, the Project on Middle East Political Science (POMEPS) and the Middle

East Policy Forum. GW’s strong reputation in Middle East Studies is demonstrated by the over

$10 million in external grant support awarded to faculty since 2018.

**Teaching Staff:** GW provides over $5 million in salary and benefits for 17 tenure-line non- language faculty members who focus almost exclusively on the MENA, in addition to 20 full- time faculty who spend at least 25% of their time teaching and conducting research on the region, and 13 faculty teaching modern Middle Eastern languages, including full-time directors for each of the Arabic and Hebrew programs.

**Library:** The Middle East and North Africa Research Center in GW’s Gelman Library is the primary repository for strategic regional collections at GW, serving GW and the 14-member Consortium of Universities of the Washington Metropolitan Area/CUWMA. The center is overseen by a full-time MENA librarian. In FY 21 GW Libraries spent nearly $200,000 on MENA acquisitions and personnel, and its database subscriptions provide access to 1,700

electronic newspapers and periodical titles in Arabic and other regional languages in addition to a wide range of special collections, databases, scholarly monographs, and serials.

**Linkages Abroad:** In 2018, before the onset of the pandemic, 155 GW students completed formal coursework in Algeria, Egypt, Jordan, Kuwait, Lebanon, Morocco, Tunisia, Turkey, and the UAE (not including PhD research trips and language-only study programs). The university has overseas cooperative agreements with institutions in 11 MENA countries (table D-3). Since 2018, IMES has awarded more than $101,000 in travel grants to undergraduate and graduate students to facilitate overseas language study and research. The university also supports student research in the region through the Elliott School’s Global Capstone and Undergraduate Scholars programs and through generous departmental research support for PhD students. IMES also provides a $2,000 airfare supplement for each Summer FLAS fellow.

**Outreach:** During the 2018-22 period, IMES was not an NRC but we maintained a robust outreach program focused on providing professional development opportunities for K-14 Arabic teachers. From 2018-21, IMES sponsored 97 public events, attended by over 4,513 individuals and sponsored (or co-sponsored) 34 K-14 teacher events. IMES is also able to capitalize on the scholarly and policy networks embedded in POMEPS and MEPF to bring critical expertise to its targeted and public outreach activities. The IMES-MERIP Public Outreach Partnership aims to complement MERIP’s journalistic coverage and public scholarship by producing innovative audio-visual materials including short interviews, infographics, maps and cartoons that can be used by K-14 educators.

**Support for Students Related to Teaching Program:** In 2020-21, BA, MA and PhD students in MENA-related degree programs received $3.5 million in tuition support. Several supplementary funding sources are also available to students for language training and

international research experience. IMES spends on average $62,000 per year to support undergraduate and graduate student travel for language study and research. As part of the MES Capstone – a thesis-style project that is the culmination of the MA program – all students are eligible to receive funding to conduct archival research and field interviews in the region.

# LANGUAGE INSTRUCTIONAL PROGRAM

**B1. Instruction & Enrollments in Regional Languages:** GW’s Department of Classical and

Near Eastern Languages and Civilizations (CNELC) houses the university’s Arabic, Hebrew and Persian programs, as well as its BA in Ancient and Near Eastern Civilizations. The Arabic program, which includes a major and a minor, is one of the largest in the country with an average of 624 students enrolled in courses per year. The major requires 57 credits spanning four years of study, including six credits of Arabic-English Translation and Interpretation; nine credits of Linguistics and Culture; and one semester of required study in an Arabic-speaking country. GW Arabic faculty teach an average of 50 courses annually and have expertise in a variety of subfields including Arabic pedagogy and proficiency assessment, sociolinguistics and social media. High retention rates of students in levels beyond the first year is a notable strength of the program, contributing to the long-term production of language specialists.

GW’s Hebrew program is one of the largest in the area, with an average of 95 students per year. In 2017, the Hebrew program appointed a full-time tenure-track coordinator, and added a Hebrew minor as well as a

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| **TABLE B-1 Language Class Enrollments** |
| **Year** | **Arabic** | **Hebrew** | **Persian** |
| 2018-19 | 674 | 77 | 63 |
| 2019-20 | 602 | 111 | 66 |
| 2020-21 | 596 | 99 | 53 |

minor in Arabic and Hebrew Languages & Cultures. The Arabic and Hebrew minor enables students to discover the linguistic and cultural commonalities between two important languages of the Middle East region. The strengthening of the Judaic Studies Program with the

establishment of a Chair in Israel Studies in 2017 and the addition of a new BA in Ancient & Near Eastern Studies in 2019 is expected to support future growth of the Hebrew program. The Persian program, with an average of 60 students per year, offers a full 3 year 6 semester sequence of instruction, from Introductory Persian to Media Persian. As a member of CUWMA, GW’s extensive foreign language courses are open to students from 14 DC-area universities.

**B2. Levels of Language Training & Content-based Instruction:** GW offers 15 substance-

based Arabic courses beyond the introductory sequence, including *Islamic Political Thought*, *Fundamentals of Arabic Linguistics, Arabic for Social Media, Business Arabic and Arabic for International Affairs.* Hebrew offers seven such substance-based courses ranging from *Biblical Hebrew* to *Gender and Sexuality in Israel* and *Israeli Media*. The broad range of content courses is reflected in the highly interdisciplinary body of students that typically enroll in MENA language courses. In addition to students from the traditional areas of political science and Middle East Studies, Arabic also enrolls students majoring in political communications, archeology, biological anthropology, security policy, economics, public health, exercise science, music, and computer science.

**B3. Sufficient Numbers of Faculty and Pedagogy Resources:** The Arabic department has 10

full-time faculty and the average faculty-student ratio is 13:1. The small class size enhances students’ opportunities to develop critical speaking skills. All language instructors at GW have access to a range of resources, including a regular series of workshops on language acquisition research, curriculum development, integration of technology, and proficiency assessment; professional development funds to enable participation in pedagogical workshops and seminars; and the GW Language Center, which regularly hosts lectures and workshops by non-GW language experts. The Program Directors in Arabic and Hebrew take the lead in pedagogical

training for part-time faculty, assisting with the preparation of course syllabi and instructional methods. In 2014 (with financial support from Title VI, IMES, and the GW Language Center) Arabic instructors at GW received professional training in developing interpretive reading and listening proficiency exams for the OPI. Language faculty are active in strengthening disciplinary capacity, developing new pedagogical texts and instructional technologies, and serving as representatives in relevant educational organizations. Dr. Orian Zakai is the Director of GW Hebrew, she holds a PhD in Comparative Literature from the University of Michigan (2012) and has taught Hebrew language and culture in Middlebury College and the University of Michigan. Since 2017, Zakai updated the Hebrew curriculum by creating new content courses, established a new minor, and hosts monthly guests for Hebrew Cafe language-learning sessions. Dr. Mohssen Esseesy is Director of the Arabic Program, and has a PhD in Applied linguistics from Georgetown University. Since 2018, Esseesy launched a new short-term Arabic study abroad course in Oman, published an Arabic textbook *Al-Munjiz: Advanced Business Arabic* (2020)*,* and has overseen the Arabic Cafe language-learning sessions.

**B4. Performance Based Instruction and Adequacy of Resources:** Language instruction at

GW is performance-based. Students in the BA and MA program in Middle East Studies must demonstrate third-year proficiency and ACTFL ‘Advanced’ level proficiency, respectively, in order to graduate. The speaking test adheres to the OPI protocol of the ACTFL, which necessitates a 30-minute face-to-face interview. This rigorous language proficiency requirement ensures that graduates are well placed for employment in areas of national need.

GW’s language programs use several performance-based evaluation instruments during a student’s course of study. For Arabic, this includes an initial online diagnostic and proctored placement exams for students with non-GW coursework; annual diagnostic exams; mandatory

in-person evaluations (conducted by the IMES Arabic instructional assistant); and finally, the exit exam required for graduation. Instructors in the Hebrew program utilize oral recordings made by students and submitted as audio files in order to regularly assess student progress. A primary component of the grading rubric for the Middle East Studies MA Capstone project is the incorporation of source material in the relevant foreign language, through in-country interviews

with native speakers and/or archival material. GW students have been awarded prestigious

national foreign language scholarships (table G-3).

The GW Language Center is a major source of support for students and language instruction faculty. The center houses a computer lab for testing and teaching (with lab assistants), and a walk-in lab for tutoring and accessing the center’s *Language for Professional Self Learning* modules. The center also provides assessments for a range of testing needs, including placement tests, diagnostic tests, proficiency and exit exams for undergraduate and graduate students, as well as exam proctoring for fellowship applicants. The LC makes digital equipment for curriculum development and instruction available to faculty, and makes audio and visual content available directly to students for streaming. The Language Center provides 160 hours of free walk-in tutoring (in MENA languages) delivered by trained student workers each semester. The Arabic and Hebrew programs also fund extracurricular series overseen by faculty, including an Arabic Poetry Club, and a monthly Hebrew café, with cultural enrichment activities ranging from workshops on Biblical Hebrew to Israeli Music events.

# NON-LANGUAGE INSTRUCTIONAL PROGRAM

**C1. Quality and Extent of Offerings in a Variety of Disciplines:** In addition to BA and MA

degrees in Middle East Studies, GW awards several other Middle East-related degrees through the Elliott School, Columbian College of Arts & Sciences, and the Graduate School of Education

& Human Development (table D-1). Many of these are relatively new programs: since Fall 2016, GW has added a BA in Classical and Ancient Near Eastern Studies, a Minor in Arabic and Hebrew Languages and Cultures, an MA in Experiential Jewish Education, an MA in Israel Education and a graduate certificate in Jewish cultural arts.

Each AY GW offers over 350 ME-related courses, including nearly 300 non-language courses with undergraduate and graduate enrollments averaging a total of 6,500. Course offerings range from broad survey courses to highly-specialized courses with experiential learning components designed to allow students to

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| **TABLE C-1 Units Containing Middle East Courses** |
| American Studies | Geography | Peace Studies |
| Anthropology | Hebrew | Persian |
| Arabic | History | Political Science |
| Art History | International Affairs | Professional Studies |
| Business | Judaic Studies | Religion |
| Classics | Law | Women’s, Gender, and Sexuality Studies |
| Education | Media & Public Affairs |

engage in their own research. Expert MENA faculty teach across 20 university departments (table D-3). MENA-related coursework and research programs includes nearly 80 graduate-level non-language area studies courses, including courses covered in the professional schools (ESIA, the Law School, GWSB, SMPA, GSHED, and CPS), a short-term class on business management in Morocco, and medical rotations in seven MENA countries for Medical school students.

**C2. Depth of Specialized Courses:** MENA Studies at GW is distinguished by the breadth and

depth of its faculty, drawn across disciplines, departments, and schools (C-2). GW’s large faculty and breadth of expertise has generated impressive PhD cohorts of students studying the MENA in Political Science, History and Anthropology.

MENA courses at GW incorporate a range of applied technologies and specialized skill development in order to provide highly specialized courses. For example, in

*Geographic Perspectives on the Middle East*, students learn how to use QGIS open-source software to map MENA-related content (e.g. refugee camps across the Levant). The *Middle East Studies Capstone* pairs students with expert advisors in think tanks and research centers to produce their own original piece of applied research. The course on *Foreign Policy in the Gulf*, taught by Professor Skip Gnehm, a former diplomat, trains students to produce policy planning memos to brief virtual officials on different policy options, while his Professional skills course, *The Role of an Embassy in the Conduct of Foreign Policy* prepares students for the day-to-day workings of US diplomatic offices. A course on *Jewish Cultural Arts* trains students to design their own museum exhibit depicting scenes from ancient and modern Judaica.

**C3. Numbers of Teaching Faculty and Pedagogy Training:** IMES has 50 faculty affiliates,

including 17 tenure-line non-language faculty members who focus almost exclusively on the MENA, 20 full-time faculty who spend at least 25% of their time teaching and conducting research on the region, and 13 faculty teaching modern Middle Eastern languages, including full- time directors for each of the Arabic and Hebrew programs. These faculty come from departments including Anthropology, Art History, Geography, History, Media & Public Affairs, Political Science, and Religion. There are three tenure-line MENA specialists in the Political

Science Department; four in History, two in Anthropology, four in Religion, two in American Studies, and six in Classics. Professional schools at GW are also exceptionally strong in their Middle East faculty. GWSB benefits from four full-time tenure-line faculty whose teaching and research cover the MENA, SMPA has three and GSEHD has two. GW offers a strong program of pedagogical training and support for graduate teaching assistants/GTAs through the Graduate Teaching Assistantship Program (GTAP); GW Libraries & Academic Innovation; and Faculty Development (table C-3).

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| **TABLE C-3 Pedagogy Training for Instructional Assistants** |
| **Component** | **Description** |
| GTAP (Graduate Teaching Assistantship Program) Orientation | University resources (technology, Title IX and disability services); human resource processes; GW grading processes and platforms |
| Oral English Proficiency Screening | Interview at GWU Speech and Hearing Clinic |
| GA Certification Course (UNIV 0250) | Philosophical and research foundations of higher education; cultivating a safe learning environment; fostering learning community; applying effective teaching strategies; providing meaningful feedback to learners |
| GA Workhops through GW Libraries & Academic Innovation - live synchronous (most topics offered monthly) | Designing Assignments to Promote Academic Integrity Communicating with Digital Media: Creating a Space to Inspire Digital Accessibility: Tips and Tricks for Your Class Documents Student Response System: TurningPointInclusive Teaching: Strategies for Engaging All Students Teaching: Approaching Sensitive Topics and Difficult SituationsFaculty Teaching Talk: What Brain Science Tells Us About Student LearningTeaching: How to Avoid Writing the Worst Syllabus Ever Teaching: Course-Level Grading Models to Help Students Succeed |
| Blackboard Workshops: through GW Libraries & Academic Innovation - live synchronous (most topics offered monthly) | Getting Started with Blackboard in 45 Minutes Blackboard Collaborate Ultra - Live Virtual Classroom Blackboard: Grading CenterBlackboard: Administering a Test Blackboard: Using RubricsUsing Zoom in BlackboardBlackboard: Building Discussion Boards Blackboard: Blogs & WikisDigital Accessibility: Organizing Blackboard for Better Usability |
| Evaluation Services through GW Libraries & Academic Innovation | one-on-one teaching consultations and classroom observations |

**C4.Interdisciplinary Courses:** One of the highlights of MES at GW is its strong

interdisciplinarity. The newly updated MA and BA programs emphasize multidisciplinary core requirements and most MES faculty members maintain joint appointments with both ESIA and

their respective disciplinary departments. The MA and BA curricula have foundational courses that are interdisciplinary in nature, in addition to elective course offerings such as: *Militaries and Politics in the Middle East, Refugees and Displaced Peoples in the Middle East, Religion and Society, Political Economy*, *Politics of Youth, and Oil: Industry, Economy and Society.* To encourage interdisciplinary exchange, IMES provides office space for faculty from GW’s various disciplinary departments and professional schools on a rotating basis, and the leadership of the institute and the BA/MA program are drawn from across the disciplinary spectrum.

Several degree programs also allow students to pursue joint degrees alongside a Middle East Studies MA, including the Law School, the School of Business, and the School of Public Health.

# QUALITY OF CURRICULUM DESIGN

# D1. Curriculum provides high-quality training for undergraduates and graduate students:

Middle East languages and area studies is central to a large range of degree and certificate programs at GW, at the undergraduate and graduate level (table D-1). These programs incorporate courses from over 20 diverse disciplines and professional fields (table C-1).

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| **TABLE D-1 Middle East Related Degree Programs & Average Annual Enrollments** |
| **Elliott School of International Affairs** | **Columbian College of Arts & Sciences** |
| Middle East Studies, MA (33) | Islamic Studies, MA (12)Islamic Studies, Graduate Certificate (1) Judaic Studies, BA (3)Judaic Studies, Minor (6)Classical & Ancient Near Eastern Studies, BA (12) Classical & Ancient Near Eastern Studies, Minor (8) Arabic Language, BA (11)Arabic Language, Minor (42)Arabic and Hebrew Languages & Cultures, Minor (2) Hebrew, Minor (4)Jewish Cultural Arts, Graduate Certificate (1)Disciplinary Programs with students completing PhD dissertations on the Middle East, including Anthropology, American Studies, History, Political Science (24) |
| Middle East Studies, BA (11) |
| International Affairs with Middle East concentration, MA (16) |
| International Affairs with Middle East concentration, BA (53) |
| **Graduate School of Education & Human Development** |
| Experiential Jewish Education, MA (9) |
| Israel Education, MA (24) |
| Israel Education, Graduate Certificate (30) |

The flagship MENA degree at GW is ESIA’s professionally-oriented MA program in Middle East Studies, which includes several components that prepare graduates for careers in government service. These include the Professional Field specialization, the Skills Course series, and the Capstone. The Professional Field specialization is a set of courses in substantive fields ranging from conflict resolution to global health to international business, with the option to design a unique field such as refugees and diasporas, or political culture. The Skills Course series consists of three 1-credit courses on topics ranging from International Crisis Diplomacy to

Formal Briefings to Fundraising for Nonprofits.

In their final year, students research, write, and publicly present an interdisciplinary research project (the Capstone) leveraging substantive knowledge and analytical and professional skills developed during their studies, and incorporate regional language sources and archival research or fieldwork conducted in the MENA. Students must pass a language examination in a modern Middle East language at the advanced level of

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| **TABLE D-2 Selection of MENA Courses Across Disciplines** |
| **Discipline/Department** | **Course Title** |
| Art History | Islamic Art of the Book |
|  | The Body in Islamic Art |
| Anthropology | Issues in Middle East Anthropology |
| Business | Oil: Industry, Economy, Society |
| Classics | God & Goddesses of the Ancient Near East |
| Art & Architecture of Egypt & the Near East |
| Education | Education in the MENA |
| Geography | Geographic Perspectives on the Middle East |
| History | Arab-Jews? Mizrahi History |
| Imperial Islam |
| International Affairs | American Policy in the MidEast |
| Issues in Middle East Security |
| Judaic Studies | War and Peace in Israeli History |
| Law | Transactional Islamic Law |
| Political Science | Comparative Politics of the MENA |
| Religion | Islam in the Digital Age |
| Sufism & Islamic Mysticism |
| Women's, Gender & Sexuality Studies | Gender and Islamic Activism |
| Global Islamic Feminisms |

proficiency, based on the ACTFL scale. PhD students with a MENA focus are also required to have research-level proficiency in the language appropriate to their dissertation. In the previous four years, the Elliott School has graduated 32 MES MA students and 17 MES undergraduate majors.

MES is also an available concentration for students pursuing MAs in other ESIA programs, and is a common concentration in International Affairs, Development Studies, and Security Policy. MES is a key component of several GW PhD programs, and trends toward a greater focus on the MENA at the PhD level reflect the growing strength and prominence of GW’s Middle East faculty. There are currently 24 PhD students working directly on the MENA at GW; they come from Anthropology, Political Science, American Studies, and History; the University has an excellent PhD placement record for students studying the MENA (table G-3). Students from GWSB and other professional schools are able to take courses related to the MENA in their professional fields.

**D2. Academic and Career Advising:** All students and alumni have access to GW’s Center for

Career Services, which offers career coaches in eleven sector-specific areas, including coaches specifically dedicated to jobs in government service. In addition to career coaching, the Center offers self-assessment, online resume and cover letter development, networking and interview prep, tools for exploring industries and career options, and job search strategy guides. The center also provides preparatory classes and materials for the State Department Foreign Service exam. Through *Handshake,* a web-based recruiting service, students have access to postings from over 9,000 employers; a career events calendar; resume and job search document storage and a career resource library. *GW Career Connect* is an additional online platform where alumni, current students, and recruiters can form mentoring relationships and online communities around their

professional interests. The Office of Alumni Relations offers additional career services, including webinars, virtual networking and GWAA LinkedIn Group and industry subgroups to help alumni continue their professional development and career growth.

11 of GW’s 14 schools also have their own individual career advising offices. These offices have professional and peer counselors at the graduate and undergraduate level who provide individualized advising to students on their course of study, preparation for a career or pathways for continued study. ESIA’s undergraduate advising office has nine full-time academic advisors who provide job search workshops, career fairs, and personalized Professional

Development Action Plans/PDAP. ESIA’s Graduate Student Services office has eight full-time staff devoted to advising and career counseling; including how to access support services, develop appropriate plans of study and include experiential (study abroad and internships) learning opportunities. The Middle East Studies Program Director and the IMES-supported MENA Language Advisor collaborate to support MESP students to develop plans of study for their degree program and language proficiency test. IMES also operates a monthly career showcase event that brings alumni working in fields related to the MENA. GW faculty are also an indispensable source of both curricular and career advice for students; the director of the MES Program serves as a primary substantive advisor for all students in the MES BA and MA programs. Advising and career services are highly effective at connecting students with job opportunities: 82% of undergraduates in ESIA have at least one internship during their course of study and over 90% of MES MA students participate in domestic or overseas (or both) internships during their two year program.

The International Services Office provides advising on developing academic skills, accessing study abroad, and career development, and Disability Support Services work

collaboratively with students, faculty, and staff across the campus to foster a climate of universal academic excellence while promoting disability culture and GW’s broader diversity and inclusion initiatives. Several other offices on campus also provide students with skill development and practical advising, including GW Libraries and Academic Innovation; the GW Writing Center; STEMworks; the GW Language Center; and discipline specific tutoring services operated out of the individual schools.

# D3. Formal Arrangements for Students to Conduct Research or Study Abroad: GW has

agreements with institutions in 10 countries in the MENA, including programs partnering GW’s professional schools with regional training institutes in engineering, medicine, business, and higher education. According to the Institute of International Education’s 2021 Open Doors Report, GW ranks in the top 25, with 45% of undergraduates studying abroad.

In 2018, before the onset of the pandemic, 155 GW students completed formal coursework in Algeria, Egypt, Jordan, Kuwait, Lebanon, Morocco, Tunisia, Turkey, and the UAE (not including PhD research trips and language-only study programs). Additionally, GW partners with nearly 30 universities and other non-profit international education organizations to facilitate study abroad where formal MOUs are not in place. The GW Executive Director of International Education is actively pursuing new study abroad partnerships including the Gulf University for Science and Technology (GUST) in Kuwait and other possible region exchange programs for GW's Global Bachelor Students. Faculty also lead short-term abroad courses in the region, including a GW Business School course on Marketing that visits the UAE, a Business Arabic language course that visits Oman, and a short-term study abroad Political Science course on Egyptian State and Society. GW’s membership in the Consortium of Universities of the

Washington Metropolitan Area/CUWMA also enables GW students to receive credit for courses taken through 17 other universities’ study abroad programs.

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| **TABLE D-3 Overseas Cooperative Agreements** |
| **Country** | **Partner Institution** | **Program Type** |
| Egypt | American University of Cairo | GW Study Abroad Partner |
| Israel | Hebrew University | GW Study Abroad Partner |
| Reichman University | GW Study Abroad Partner |
| Ben-Gurion University of the Negev | Provider Program |
| Tel Aviv University | Provider Program |
| University of Haifa | Provider Program |
| Princess Sumaya University of Technology | Provider Program |
| Jordan | University of Jordan | Faculty & Scholar Exchange |
| Middlebury College - School in Jordan | Provider Program |
| Kuwait | American University of Kuwait | GW Study Abroad Partner |
| Lebanon | American University in Beirut | Exchange |
| Morocco | Al Akhawayn University | GW Study Abroad Partner, Global Humanities Project |
| École Supérieure des Sciences Economiques et Commerciales Morocco | GW Study Abroad Partner |
| Université Mohammed V | Provider Program |
| Palestine | Birzeit University | Faculty & Scholar Exchange |
| Qatar | Doha Graduate Institute | ESIA program |
| Turkey | Koc University | GWSB short-term study abroad |
| Bogazici University | Global Humanities Project |
| Taibah University | GSEHD Agreement |
| United Arab Emirates | American University of Sharjah | GW Study Abroad Partner |
| GW School of Medicine & Health Sciences Partners & Affiliated Institutions | Alexandria University (Egypt) Technion Israel Institute of Technology (Israel), Tel-Aviv University (Israel), Jordan Hospital (Jordan), American University of Beirut (Lebanon), University of Balamand (Lebanon), TRAD Hospital and Medical Center (Lebanon), Hammoud Hospital University Medical Center (Lebanon), Al-Quds University (Palestine), Alfaisal University College of Medicine (Saudi Arabia), Princess Nourah Bint Abdulrahman University (Saudi Arabia), Northern Border University (Saudi Arabia), Ta'if University (Saudi Arabia), United Arab Emirates University (UAE) |

GW is committed to increasing diversity within the population of students studying abroad, including low-income, first-generation, and minority students. GW facilitates overseas study for students with financial constraints. During non-pandemic years, GW undergraduate study abroad students receive over $200,000 in scholarships outside of their regular financial aid packages. The Elliott School offers $3,000 grants for graduate students participating in international unpaid or low-pay internships, and GW ranks first among medium-sized institutions in the number of students that receive the State Department Gilman International Scholarship for study abroad. The university also supports student research in the region through ESIA’s Global Capstone and Undergraduate Scholars programs and through generous departmental research support for PhD students. GW is a member of organizations facilitating diversity in study abroad including the Diversity Abroad Network. IMES also provides travel grants to undergraduate and graduate students to facilitate overseas language study and research. Between 2016 and 2020, IMES awarded $254,607 in travel grants to BA, MA, and PhD students conducting study and research overseas (including summer research & language study and capstone travel support).

IMES commits to funding a $2,000 travel award to supplement each Summer FLAS fellowship it

receives to lessen financial barriers to study abroad.

# QUALITY OF STAFF RESOURCES

**E1. Faculty & Staff Qualifications:** Since IMES was founded in 2007, GW has greatly

expanded the Middle East Studies faculty. All tenure-line faculty members at GW are chosen through national competitive searches, and all core Middle East Studies faculty have research competence in one or more Middle East languages. IMES has 50 faculty affiliates from diverse departments and schools, including 17 tenure-line non-language faculty members who focus almost exclusively on the MENA, 20 full-time faculty who spend at least 25% of their time

teaching and conducting research on the region, and 13 faculty teaching modern Middle Eastern languages. Faculty have received a number of highly competitive grants that advance important disciplinary and interdisciplinary research, and whose findings are often reflected in the classroom (table E-1).

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| **TABLE E-1 Selection of MENA Related High Profile Research Grants and Fellowships 2018-2022** |
| **Award Name** | **PI Name** | **Sponsor Name** | **Total Award** |
| Halal Tourism and the Spoils of War in the Middle East | Ahmad, Attiya | National Science Foundation | $180,521 |
| The Impact of Poverty Mapping on the Geography of Development | Atia, Mona | National Science Foundation | $466,739 |
| COVID-19 and the Gendered Impacts on Well-Being of Adolescents in Bangladesh, Ethiopia, Palestine and Jordan | Baird, Sarah | Bill & Melinda Gates Foundation | $50,000 |
| Assessing IQOS Marketing Influences and Consumer Behavior in Israel: Implications for the US | Berg, Carla | National Institutes of Health | $563,530 |
| Profit and Prophecy: Islam and the Spice Trade from Venice to India | Blecher, Joel | National Endowment for the Humanities | $50,000 |
| Investigating the Middle Bronze Age Palatial Collapse at Tel Kabri, Israel | Cline, Eric | National Geographic Society | $30,000 |
| Moroccan American Studies Initiative | Cornwell, Graham | Tangier American Legation Institute for Moroccan Studies | $24,583 |
| Certificate Program in Israel Education | Jacobs, Benjamin | Jim Joseph Foundation | $938,705 |
| Who is a Migrant Laborer? Migration and Documentation in the Persian Gulf | Khoury, Dina | American Council of Learned Societies | $70,000 |
| Woven Interiors: Furnishing Early Medieval Egypt | Krody, Sumru | The Coby Foundation | $30,000 |
| Project on Middle East Political Science (POMEPS) | Lynch, Marc | Carnegie Corporation | $708,124 |
| Violence and the New Arab Public | Lynch, Marc | Carnegie Corporation | $200,096 |
| Violence Counts! Strengthening Arab Regional Capacity to Collect Data on Violence Against women | Ullman, Chelsea | United Nations Entity for Gender Equality | $79,250 |

The CNELC (MENA language) faculty have received external and internal grants over $300,000 during the five-year period between 2013-2018 and received or been nominated for a number of prestigious awards and honors including a Pulitzer Prize consideration, ASOR Service Awards, and several intramural teaching awards. GW Middle East faculty have served in a range of prestigious academic service posts, including as board members at universities in the region (i.e.

American University of Cairo); presidents of their disciplinary associations and subunits; board positions for important regional studies groupings, including the Association for Gulf and Arabian Peninsula Studies and the American Institute for Maghrib Studies; as well as editorial board members for leading disciplinary journals, including the *International Journal of Middle East Studies* and *Middle East Report*. They have also been named fellows at top DC-area think tanks, including the Carnegie Endowment and the Center for a New American Security. IMES also typically hosts 3-4 visiting scholars per year, who are invited to teach specialized courses on their areas of expertise.

**Faculty Participation in Teaching, Supervising, and Advising of Students*:*** Research active faculty usually teach two courses per semester and hold regular weekly office hours for student advising. Students have access to professional staff advisers, and receive substantive advising from faculty directors in their degree programs. BA and MA students engaged in original research through the Capstone, honors thesis, or Undergraduate Scholars program work intensively with their faculty advisor. Because advanced proficiency in a regional language is required for students in the Middle East Studies MA program, IMES supports a dedicated foreign language advisor to support language acquisition and testing.

**Professional Development Opportunities:** GW faculty and staff have access to a wide range of professional development opportunities provided by GW, ESIA, and IMES (table E-2).

All junior faculty are assigned mentors from among the tenured faculty, have access to semester- long organized events through the Faculty Learning Communities project to assist in teaching development, and sabbaticals are offered to tenured faculty in seven-year cycles.

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| **TABLE E-2 Faculty and Staff Professional Development Opportunities** |
| **Program** | **Amount** | **Purpose** |
| Center and Institute Facilitating Fund | $30,000‐50,000, per year for 2 years | Support more effective collaboration by improving GW center and institute infrastructure |
| University Facilitating Fund | $5,000-$25,000 | Seed funding for research and scholarly activity |
| Research Enhancement Incentive Award | Varies | Defray costs associated with research and provide incentives for faculty to expand their sponsored research |
| Engaged Department Grant | Up to $10,000 | Support engaged scholarship/service-learning activities |
| Sabbatical Leave Salary Funding | Between 60-100% of faculty member's full salary | Assist faculty who wish to engage in a sabbatical |
| Professional Development and Training Grant | Up to $2,000 | Fund faculty professional development related to scholarship |
| Course Development and Support Grant | $500-$2,500 | To create or redesign a course |
| Online Learning Initiative Course Development Grant | $5,000 | Developing and expanding the portfolio of online course offerings |
| Instructional Technology Training | Free | IT lab works one-on-one with faculty to assist with exploring/incorporating new instructional technologies |
| IT Data Management Training | Free | Training on data management services including Banner, Enterprise Accounting System, Oracle, and other platforms |
| The GW Seminars program | $2,500 | Foster discussion of interdisciplinary issues among GW faculty and their counterparts in the public, private, and non-profit sectors |
| Faculty Travel to Meetings of Scholarly Organizations | $1,500 | Subsidize faculty attendance at domestic and international professional society meetings |
| Short-Term Abroad Programs | $7,000-$12,000 | Funds for faculty to develop a course abroad in the summer |
| Project Initiation Fund | $20,000 - $40,000 | Support high-priority, interdisciplinary research projects that focus on key global or regional issues |
| Faculty Research Fund | $5,000 - $10,000 | To provide start up and boost-phase funding for cutting-edge projects |
| Columbian College Facilitating Fund | $5,000-25,000 typical | Support research and scholarly activities during summer |
| Opportunity Fund Research Grants Program | Up to $50,000 | Encourage new teams to cross institutional and disciplinary boundaries through scholarship and research |
| Policy Research Scholar's Program | $10,000 | Course release or stipend for policy-related research |
| Part-time Faculty Professional Development Fund | $600 | Funds for part-time faculty for professional development activities related to teaching |
| Grants for High Impact Teaching and Learning Practices | Varies | Support faculty seeking to implement any of ten high impact practices at the undergraduate and graduate level |
| Scholarly Travel Support | $200-800 | Support professional development of faculty and staff through participation in scholarly events |
| Tuition Remission for GW Employees | 90% Tuition Remission | Tuition remission to both full-time and regular part-time employees, and their spouses and their children |

The University Teaching and Learning Center/UTLC provides consultative and workshop

services to all GW faculty. UTLC’s annual Teaching Day attracts an average of 200 faculty; the week-long Course Design Institute serves 50, and the Teaching Network for Early Career Faculty provides a year of support to a cohort of 20-25 new faculty members each year. IMES provides an average of $20-30,000 annually in individual grants to core MES faculty. Full-time GW staff are granted 90% tuition remission for coursework, and all ESIA staff at the associate level are eligible for $1,000 in annual professional development funds in addition to free quarterly professional development seminars.

**E2. Adequacy of Center Staffing Oversight and Administration:** IMES programs are subject

to robust oversight from a diverse group (table E-3). The IMES and MES Program Directors are chosen by, and report to, the Dean of the Elliott School, after consultation with the faculty. ESIA split the director of IMES and director of Programs into two positions in 2016 in order to enable more time to be dedicated to each. IMES is currently led by Dr. Mona Atia, a leading geographer

of the MENA. Dr. Atia is the recipient of numerous grants (including the NSF CAREER award). The Middle East Studies BA & MA programs are led by Dr. Marc Lynch, professor of political science and Andrew Carnegie Scholar. He is the director of the Project on Middle East Political Science, an international network of scholars, and a contributing editor of the *Washington Post*’s

Monkey Cage blog.



An eight-member steering committee, drawn from an interdisciplinary cadre of tenure

track and part-time faculty, advises the IMES Director on all major decisions, including institute initiatives and budgetary priorities and meets at least twice per year. All other committees are constituted of faculty from across the University and include the IMES Event Committee, in charge of designing IMES’s academic events and annual conference; the IMES Grants committee, which reviews all internal grants made to faculty and students to support research and travel abroad; the FLAS committee, which includes one language faculty member; one IMES representative; and one MENA faculty from another department; and a K-14 language Advisory committee, consisting of secondary and post-secondary Arabic instructors who advise on relevant programming. The IMES Associate Director, Shana Marshall, holds a PhD from UMD and actively publishes and participates in research initiatives; Dr. Marshall will serve as the grant manager, constituting all of the relevant committees and overseeing administration.

Other staff positions will include an NRC Outreach Coordinator, NRC Program Assistant, and FLAS Coordinator. The IMES Operations Manager oversees the financial administration of Title VI programming; grant finances are audited by the Sponsored Project Administrator in GW’s Office of the Vice President for Research. All GW faculty are subjected to a comprehensive annual review process, and staff undergo self-assessments, quarterly supervisor reports, and annual evaluations (See Position Descriptions appendix for staff qualifications).

**E3. Non-Discriminatory Hiring Practices:** GW does not discriminate against any person on the

basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, veteran status, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence. These laws cover all programs, services,

policies, and procedures including admission and employment. All faculty search committees receive training in implicit bias and are required to have a diversity advocate on the search committee, in order to ensure minority and women candidates are reflected in the interview pool. As of 2020, 40% of full time faculty is female and 28% are minorities. Staff is selected through competitive searches monitored by GW’s Division of Human Resources and the Elliott School’s Director of Human Resources. GW is an Institutional Member of the National Center for Faculty Development and Diversity (NCFDD) meaning all faculty, postdocs, and graduate students have access to the organization’s webinars, development materials, and peer mentoring program.

# STRENGTH OF LIBRARY

**F1. Strength of Library holdings and financial support:** The formation of IMES in 2007 was

accompanied by a major increase in resources focused on the MENA, including a dedicated MENA research librarian and a MENA Research Center. The MENA librarian is closely

integrated with IMES activities and campus programming; the position serves on IMES’s steering committee and works with faculty to ensure the integration of library resources into MENA research, teaching, and programming. In FY 2021 GW Library budgeted and expended

nearly $200,000 in direct support of MENA studies for regional acquisitions and salary support.

The Library contains a number of critical special collections: The Prof. Ahmad Mahdavi

Damghani Collection on Islamic Studies is one of the largest Arabic/Persian collections of Shi‘i

and Sunni foundational sources on Islamic law, jurisprudence, theology and exegesis in the US, comprising 4,000 volumes. GW Libraries is one of only 12 libraries to possess Aksiyon

Magazine, a periodical ordered destroyed by the Turkish government for ties to the Gülen

movement. GW hosts the Marie Lukens Swietochowski Collection on Islamic Art, from the

private collection of the longtime curator of Islamic Art at the Metropolitan Museum of Art in New York.

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| **TABLE F-1 Library Resources** |
| **Type of Resource** | **Description** |
| Personnel | MENA Research Librarian |
| Director, Global Resources Center |
| Print Items | 22,200 MENA print holdings |
| Subscriptions | 1,700 MENA-language newspapers and periodicals |
| National Security Archive | the largest repository of declassified US documents outside of the federal government |
| Special Collections | Afghanistan Strategic Intelligence 1919–1970; Aksiyon MagazineArabian Boundary DisputesDr. Robert King and Deena Barlev Holy Land Stereoscope Cards, 1896-1904 Edward Kiev Judaica CollectionEncyclopaedia PalestinnicaIran in the Persian Gulf 1820- 1966 Iran Political Developments 1941–1946 Iraq Administration Reports 1914–1932Krinsley Geology of Iran and the Arctic Collection, 1932-1999 Land Legislation in Mandate PalestineMarie Lukens Swietochowski Collection on Islamic Art Middle Eastern maps, photographs, newspapers 1845-1946 Middle East Institute Rare Books CollectionProfessor Ahmad Mahdavi Damghani Collection on Islamic StudiesQuran and Hadith Collections (Tarikh al-Tabari, Tafsir al-Tabari, Al Dzahab al-Ibriz fi Tafsir Ketab Allah al-Aziz, Al Dzahab al-Ibriz fi Tafsir Ketab Allah al-Aziz, Mawsou’at al-Anwar fi Sirat al-A’emma al-Athar)Ruling Families of ArabiaSamuel Halperin and Henry Epstein Maps of the Holy Land Collection, 1590-1850 The Red Sea Region Sovereignty, Boundaries and Conflict, 1839–1967 |

The Edward Kiev Judaica Collection contains more than 28,000 volumes, composed largely of

English, Hebrew and German works published between the 18th and the 20th centuries, and is a flagship collection for research on modern Judaism. The library’s digital collections are especially strong, from essential encyclopedias and bibliographies to a modern gray literature database and Arabic scholarly database, to which GW was one of the first subscribers in the US. The library’s MENA language holdings have expanded rapidly with 10,300 Hebrew-language items, 9,030 in Arabic, 1,700 in Persian, and 200 in Turkish. GW Libraries’ database

subscriptions provide access to 1,700 electronic newspapers and periodical titles in Arabic and other MENA languages. In addition to the special collections listed above, there are an additional 1,000 items in Arabic and Persian for which we have requested NRC funds in order to expedite cataloging.

Finally, GW Libraries is home to the National Security Archive, the largest repository of

declassified US documents outside of the federal government. Since its founding in 1985, the National Security Archive has filed more than 60,000 Freedom of Information Act and declassification requests, resulting in the declassification and archiving of more than 1 million pages of US and foreign government documents. The archive operates several special projects on US foreign policy, including projects on Iraq and Iran.

**F2. Availability of Research Materials:** Gelman Library’s Global Resource Center/GRC is

open to the public and regularly assists patrons from government agencies, research centers, and educational institutions. GW is a member of the Washington Research Library Consortium/WRLC through which 9,000 faculty and 110,000 students at nine universities have direct access to a shared catalog of nearly 13 million volumes. Users can borrow material free of charge from any member library in-person or via the Consortium Loan Service. GW Libraries is one of 28 core members of the 108-member Northeast Regional Library Consortium and a member of the Association of Research Libraries. Faculty at the other 125 Association of Research Libraries member universities have access to the GW Libraries, as do those at the 200+ universities that participate in the Online Computer Library Center/OCLC Reciprocal Faculty Borrowing Program.

# IMPACT AND EVALUATION

**G1. Impact on the University, Community, Region and Nation:** IMES has a proven track

record of international, national and local impact through academic programming, outreach

initiatives, and strong academic and policy networks. IMES’s robust support for faculty research, MENA language instruction and in-country experiential opportunities for students has produced consistent growth in demand for MENA related course offerings at the university. For AY 2019- 20, 5,304 students were enrolled in courses with 25% or more MENA content. This includes over 4,000 undergraduates and nearly 1,300 graduate students. Our students are placed in careers aligned with areas of national need, with 41% of graduates working in the public sector.

IMES contributes substantially to the quality of Middle East-related instruction through our extensive lineup of K-14 professional development activities (table H-1). Over the previous 3 year period, IMES hosted an average of 32 public events, drawing virtual guests from top universities and an audience from across the globe, with an average annual attendance of

1500 (table H-2). IMES provides space, library access, administrative and faculty support for an average of three visiting scholars each year, and is an original member of the MESA Global Academy program, which provides support for scholars displaced by conflicts in the MENA. Our faculty affiliates lead a range of disciplinary organizations and research initiatives (section E-1), demonstrating the institute’s importance to MENA studies as a whole. The national impact of our extensive public programming is magnified by a strong media strategy and accessibility to government officials and policymakers. ESIA faculty average over 1,000 unique references in top tier media outlets in an average year, including dozens of citations in the *New York Times,*

*Washington Post, Wall Street Journal, Reuters,* and *The Economist*. The varied organizations housed within the IMES suite, including POMEPS, MEPF, and MESA, amplify our presence as a premier national institute for the study of the region.

**G2. Placing Students in Areas of National Need:** GW’s enrollments and placements data

demonstrates its record of placing students in areas of national need. The university’s rigorous interdisciplinary curriculum and foreign language proficiency requirement ensures that students at all levels graduate with strong language and analytical skills.

GW students also perform exceptionally well in scholarly competitions linked to public service, with 12 Fulbright awards in 2020, 47 Presidential Management Fellowship finalists in 2022, and #1 ranking among medium-sized universities in the number of students entering the Peace Corps. GW’s production of area studies and language specialists is demonstrated by its impressive numbers of prestigious MENA area

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| **TABLE G-2 Student Fellowships in Areas of National Need (in ME languages/area studies)** |
| **Year** | **Fellowship** | **Awards** |
| 2020-21 | Boren Scholarship | 4 |
| Critical Language Scholarship (CLS) | 2 |
| Fulbright | 1 |
| Fulbright-Hays | 1 |
| National Science Foundation Graduate Research Fellowship | 1 |
| Presidential Fellow, American University of Cairo | 1 |
| 2019-20 | Boren Scholarship | 1 |
| Critical Language Scholarship | 5 |
| Fulbright-Hays | 2 |
| Marshall Scholarship | 1 |
| 2018-19 | Boren Scholarship | 4 |
| Center for Arabic Study Abroad (CASA) | 1 |
| Critical Language Scholarship | 2 |
| Rangel Graduate Fellowship | 1 |

studies/language fellows, including Boren, CLS, and Fulbright (table G-2). GW is also graduating a strong cohort of PhD students (24 currently enrolled) focused on the MENA in core academic departments, with significant presence in the Anthropology, History, and Political

Science departments. A selection of recent alumni placements from GW’s primary MENA degree programs demonstrates their success (table G-3).

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| **TABLE G-3 Selection of Recent Alumni Career Placements** |
| **MESP MA and BA Alumni from ESIA** | **PhD Graduates focused on the Middle East** | **CNELC & Judaic Studies Alumni from CCAS** |
| Embassy of Libya | US Department of State | American Society of Overseas Research |
| Embassy of Jordan | Cornell University | US Department of Justice |
| US Department of the | University of Reading | Americans for Peace Now |
| Treasury | US Commission on International | Library of Congress |
| US State Department | Religious Freedom | Harvard University's Center for Middle |
| US Department of Defense | National Defense University | Eastern Studies (further study) |
| US Agency for International | Harvard University (Postdoctoral | Center for Civilians in Conflict |
| Development | Fellow) | Columbia University (further study) |
| Center for International | American University of Cairo | UMASS-Amherst (further study) |
| Private Enterprise | (Fulbright Fellow) | Northwestern University (further study) |
| SAIC | University College London | Cornell University (further study) |
| Lockheed Martin | Uniformed Services University | Jewish Theological Seminary |
| Boston Consulting Group | Francis Marion University | Hebrew Union College |
| World Bank Group | Johns Hopkins University | Achva-School (Israel) |
| Chemonics International | Franklin College | Schusterman Family Philanthropies |
| Crisis Action | Virginia Tech | J Street |
| DT Global | University of Mississippi | American Jewish Committee |
| Sciences-Po (further study) | Arab Barometer |  |
| Exigo Global | Quincy Institute |  |

**G3. Center Addresses National Needs and Public Information:** GW’s MENA faculty are

highly-productive scholars with substantial records of public contribution through publications, appointments at public policy centers and think tanks, and frequent invitations to public panels, symposia, and other fori (see faculty appendix). IMES maintains a robust social media presence, with over 2,500 hits to our website each month, 2849 followers on facebook, 1,310 twitter followers, nearly 100 subscribers on YouTube and 100 members of an alumni-verified closed

linkedin group. IMES’s many grant-supported programs also produce high-quality content designed for public consumption. POMEPS is a major avenue for the distribution of policy- relevant scholarship to public audiences; the project’s key goal is translating cutting-edge

research into accessible language for public consumption. Since its initiation in 2012, POMEPS has published 45 thematic collections on key regional issues authored by top scholars, all

available for free download at pomeps.org. It has recorded 215 podcasts with authors publishing on contemporary events in the region (with 35,337 listens for the last two years), and funded 151 Travel-Research-Engagement (TRE) grants totaling over $450,000, in order to facilitate faculty and graduate students work in the region. IMES has also invested in better technologies to expand distribution of its content, including an upgraded email marketing software, a specialized social media assistant, and a complete rebuild in 2020 of the institute website to facilitate the distribution and searchability of all materials (particularly outreach) and to ensure digital accessibility.

**G4. Comprehensive Evaluation Plan:** The project goals include: 1) train Middle East language

and area studies experts to contribute to areas of national need; 2) diversify the disciplinary and demographic pool of regional experts through partnerships with minority-serving and community college institutions; 3) enhance knowledge of and engagement with the MENA among K-14 educators and the general public. To gauge our success in reaching these goals, IMES will work with an independent evaluator, Dr. Joselynn Hawkins Fountain, who has a PhD in Public Policy and Public Administration in the field of Education Policy from GW’s Trachtenberg School (see key personnel resume) to perform our NRC assessments (table G-4). Fountain will provide IMES with an annual assessment of the NRC’s progress in achieving its goals.

IMES’s evaluation program is based on a participatory, utilization-focused approach to ensure that results are meaningful and actionable, and to build internal capacity so as to streamline the evaluation processes and foster an internal culture of sustainable data-led learning. The evaluation model employs a mixture of quantitative and qualitative data collection, ensuring a comprehensive assessment of program implementation and outcomes.

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| **G-4 Overview of Proposed Project Evaluation Plan** |
| ***NRC Goals:*** *1) train Middle East language and area studies experts to contribute to areas of national need; 2) diversify the disciplinary and demographic pool of regional experts through partnerships with minority-serving and community college institutions; 3) enhance knowledge of and engagement with the Middle East among K-14**educators and the general public.* |
| **Target Sector** | **Activity** | **Sample Formative Methods** | **Outcomes** | **Timeline** |
| **George Washington University** | Language Instruction | Student course evaluations Student enrollment figures Retention of Language Program Majors & MinorsNew instructor retention Number of new courses | Increased language proficiency Increased overall enrollmentIncreased enrollment from professional schoolsIncreased language-learning opportunities at higher levelsIncreased use of language in career/work Continuity of instructionMore opportunities for overseas experiences | Y1-Y3 annual evaluation to track progress on project outcomes Y4 summative independent review |
| Area Studies Instruction | Student course evaluations Student enrollment figures Retention of MESP students Number of new courses | Increased competency in ME area studies Enhanced knowledge of peripheral and non- Arab regions of the MEIncreased career and professional skills Increased training in policy-relevant thematic areas |
| FLAS | Fellow course evaluations of language and area studies courseworkNumber of fellows FLAS Alumni Placement recordsNumber of FLAS alumni events and contact opportunities | Increased language proficiencyIncreased competency in ME area studies Increased participation from students in professional schoolsPlacement of Alumni in areas of national needMore opportunities for overseas experiences |
| Libraries | Number of materials catalogued | Increased use of special collectionsresources by students and visiting scholars |
| **MSIs and Community Colleges** | Professional Development and Workshops | Number of MSI & CC partner institutionsNumber of events under partnershipNumber of participants Participant feedback on quality of programming | Strengthened relationships with faculty and students at MSIs and CCs in the DC area Increased study abroad opportunities for students at MSIs and CCs in the DC area Increased resources to support research and teaching on ME by MSI facultyIncreased interest in ME languages and area studies among MSI students |
| **K-12** | Teacher Professional Development | Number of eventsNumber of overall participants Frequency of return participants Participant surveysNumber of curriculum units producedWebsite analytics (views of content) | Increased knowledge and interest in ME among educatorsIncreased ME content in the classroom Improved classroom practices & curriculum Increased content application |
| **Public** | Lectures & Conferences | Post-event online surveys Number of events Number of attendeesWebsite analytics (views of content) | Increased public knowledge and understanding of MEIncreased use of ME campus resources Enhanced public discourse and policy debates on ME issues |

To facilitate formative evaluation, the evaluator will provide coaching and technical assistance to IMES during the first quarter of the grant period, identify staff members responsible for routine data collection, develop data collection tools, and embed data management systems into center operations. The evaluator will provide ongoing technical assistance throughout the grant period to ensure that data are collected consistently and with maximum quality and accuracy. Annual evaluations will be used by IMES to complete grant reporting requirements and improve ongoing activities for subsequent years. Fountain provided a summative evaluation in 2018 of our previous programming, and her familiarity and engagement with IMES ensures a comprehensive and detailed evaluation plan. To maintain consistency and measure change over time, we intend to continue utilizing our previous logic model and independent evaluation plan to assess grant activities completed during the coming four-year period. Evaluation will allow IMES to enhance its impact over time and document lessons learned for sharing internally and with external stakeholders, including other NRCs and US DOE. During the fourth year of the grant project, the evaluator will conduct an independent summative evaluation of grant implementation and outcomes that will be shared with all relevant stakeholders.

**G5. Equal Access:** IMES adheres to GW’s policy as an Equal Employment Opportunity/

Affirmative Action (EEO/AA) employer committed to maintaining a nondiscriminatory, harassment–free, diverse work and education environment. The university does not unlawfully discriminate on the basis of protected characteristics or on any other basis prohibited by applicable law in any of its programs, activities, or employment practices. This policy affirms the university’s commitment to and compliance with Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, as

amended, Section 504 of the Rehabilitation Act of 1973, the District of Columbia Human Rights Act, and other applicable laws relating to equal opportunity and nondiscrimination.

In recent years, the University has expanded and systematized its diversity efforts. The university demonstrates its commitment through various offices including: the Office of Diversity and Inclusion, Vice and Associate Provosts for Diversity, Equity and Community Engagement; the Multicultural Student Services Center; Office of Disability Support Services; Center for Civic Engagement and Public Service; Title IX Coordination; Campus Inclusion Initiatives; and the GW Tutoring Initiative. The Elliott School, which houses the Institute for Middle East Studies, launched its own Council on Diversity, Equity and Inclusion in 2018 and subsequently codified its importance by establishing it as a permanent standing committee under the school’s bylaws. There are three full-time staff persons dedicated to supporting these initiatives within ESIA, including an Assistant Dean, a Program Manager, and an Operations Lead. Students from underrepresented minority groups represent 24% of the student body; between 2014 and 2018 the university saw a 32% increase in this constituency.

GW is a national leader in encouraging access for low-income and minority students in study abroad programs. CCAS offers an application fee waiver and a tuition award of approximately 40 percent, renewable for the normal duration of the degree, to students who have graduated from an MSI. In an effort to increase minority enrollment, ESIA hosts a reception after the State Department's annual HBCU FP conference, which typically draws 300-350 students and faculty from across the nation's Historically Black Colleges and Universities. GW’s Graduate School of Education and Human Development/GSEHD manages the HEATH Resource Center, which serves as a national clearinghouse on postsecondary education for individuals with disabilities. Students benefit from many programs enhancing equal access and

supporting campus diversity. Finally, the IMES website is in compliance at the highest level (AA) with the Web Content Accessibility Guidelines 2.1 developed by the W3C Web Content Accessibility Guidelines 2. Conformance with this standard promotes usability and best practices for web access to differently-abled users.

# OUTREACH

**H1. Regional and National Impact of Outreach:** IMES maintains a strong outreach portfolio,

despite not being an NRC during the 2018-2022 period. **Elementary and Secondary Schools:**

IMES’s outreach activities seek to enhance the quality of MENA education and public understanding by providing educators with access to resources, scholars, and teaching tools. The outreach program is broad in scope, but focuses on thematic teacher training workshops with lesson plan development sessions, as well as larger events to publicize resources that can be integrated into classroom activities. From 2018-21 over 1,200 teachers attended 38 IMES K-14 workshops, seminars, and presentations (table H-1).

IMES’s K-12 outreach is designed to support teachers by adhering to both Common Core and the National Council for the Social Studies C3 Framework. All our workshops have corresponding curriculum materials, developed by IMES and its partners, and are available for free download on our website. Material types include reading guides with classroom activities for children's books and young adult novels; lesson plans; vocabulary and discussion guides; resource lists on difficult topics such as sectarianism, Islamophobia, and sharia law; and reading lists designed for educators to develop background competencies for use in the classroom.

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| **TABLE H-1 Selection of Outreach Activities, 2018-2021** |
| **Type** | **Title** | **Attendees** |
| DC Arabic Teacher Council K-14 Webinars | DC Arabic Teacher Workshop - From Morocco to Dubai: Engagement and Immersion with Virtual Reality | 63 |
| Teaching For Social Justice in World Languages | 43 |
| Using MovieTalk in the Language Classroom | 57 |
| Increasing Student Engagement in Remote Learning | 40 |
| Student-Centered Activities in the Arabic Classroom | 23 |
| Interpersonal Communication: A Workshop for Arabic Instructors | 60 |
| Engaging Heritage Learners through Creative Activities in the Arabic Language Classroom | 45 |
| K-12 Workshops & Events | Muslims & Islam in American Media & Culture | 14 |
| Teaching the Middle East Through Hip-Hop | 75 |
| Engage Your Five Senses! Cultural Exchanges from the Mediterranean to the Indian Ocean | 40 |
| What does it mean to be poor? Mapping Poverty in the MENA | 36 |
| Teaching Conflict Pedagogy Workshop | 39 |
| Navigating global politics: Fostering community dialogue with DCPS and Embassy Adoption Program | 30 |
| Integrating Middle East Studies in the Curriculum | 35 |
| Iran & the World: What you Need to Know | 30 |
| Queens of Egypt: NatGeo Field Trip | 55 |
| DCPS GlobalEdCon: The politics of water and climate justice in the Middle East and North Africa | 15 |
| Finding Home: Arab American Identity and Literature, with the PEN/Faulkner Foundation | 50 |
| Public Lectures & Conferences | Restless Matters: The Socio-Political Lives of Historical Sites and Objects in the Middle East | 51 |
| Coups and Revolutions: Mass Mobilization, the Egyptian Military, and the United States from Mubarak to Sisi | 83 |
| Between the Ottomans and the Entente: The First World War in the Syrian and Lebanese Diaspora, 1908-1925 | 74 |
| US and the Islamic Republic at 40 | 51 |
| Film Screening: Naila and the Uprising | 46 |
| The Levant Express: The Arab Uprisings, Human Rights, and the Future of the Middle East | 67 |
| City of Black Gold: Oil, Ethnicity, and the Making of Modern Kirkuk | 86 |
| Sinews of War and Trade: Shipping and Capitalism in the Arabian Peninsula | 94 |
| Spaceship in the Desert: Energy, Climate Change, and Urban Design in Abu Dhabi | 76 |
| Archive Wars: The Politics of History in Saudi Arabia | 104 |
| Refugees in Middle Eastern history / the Middle East in refugee history, 1918–39 | 316 |
| Egypt’s Occupation: Colonial Economism and the Crises of Capitalism | 103 |

In addition to online distribution these are advertised at teacher workshops and other educator- focused events. IMES also maintains a free lending library of nearly 600 non-fiction books; 60 works of literature; 32 guidebooks and photography books; 48 foreign language and reference texts; and 38 documentary and feature films. These materials are available to students, faculty, staff, and K-14 educators in the DC area. To facilitate usage of our film library by local educators, IMES provides free two-way shipping and maintains an online guide that offers synopses, age recommendations, and guidelines for classroom films.

**Postsecondary Institutions:** Our current outreach to community colleges centers on our DC-

Arabic Teacher Council program, which provides professional development workshops to a large number of Arabic teachers in community colleges and MSIs. Since 2018, these workshops have been attended by faculty from Howard University, Montgomery County Community College, Northern Virginia Community College and other DC area postsecondary institutions including Georgetown, Catholic University, and American University. The materials from these workshops, including video recordings of presentations, slide decks, resource lists, and curriculum materials are all available through the DC-ATC page on our website. In 2018 IMES hosted a month-long intensive curriculum coaching program where local instructors developed thematic units and lesson plans in conjunction with GW Arabic faculty member Nashwa Taher (the thematic units and lesson plans are also on the IMES website). GW Arabic instructors also conduct similar training activities for non-GW instructors through their department, and since 2018 have operated workshops on teaching Business Arabic in the 21st Century and innovations in Arabic language teaching, focusing on multimedia teaching resources for foreign language teachers. Overall there are approximately 120 Arabic teacher-members of the DC-ATC network,

drawn from K-12 schools (public, charter and private), religious schools, professional language training centers, community colleges and universities.

**Business, Media, and General Public:** Each year IMES and its affiliated sponsored programs,

including POMEPS and MEPF sponsor approximately 30-40 public events (table H-2). IMES’s lecture series and annual conference together yield over 1,000 RSVPs. IMES’s many grant- supported programs also produce high-quality content designed for public consumption; section G-3 details the public outreach work completed by POMEPS. IMES’s strategic location amidst the densest concentration of government offices, think tanks, and international NGOs in the nation attracts a wide range of professionals, including those from the business sector, media,

and government officials to its events, and many of these professionals in turn solicit information on the MENA from our expert faculty, who regularly provide testimony to government

committees, advise on policy, and are quoted major media outlets. ESIA faculty are frequently

cited in top tier media outlets, logging 1,400 unique interviews and references in 2016-17 (not including blogs or syndicated content).

GW also offers programming for mid-career professionals, including coursework and public symposia, designed to make faculty expertise available beyond the traditional classroom. Since 2008, the Elliott

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| **TABLE H-2 IMES-Sponsored Middle** |
| **East Related Public Events (2018-2021)** |
| **Year** | **Number of Events** | **RSVPs** |
| 2018-2019 | 43 | 1,568 |
| 2019-2020 | 29 | 1,115 |
| 2020-2021 | 25 | 1,830 |

School has operated a large National Security Studies Program for senior military officers at the

Department of Defense, and since 2015 the Security Policy Studies program has operated the Foreign Area Officer/FAO Regional Skill Sustainment Initiative, providing short-term seminars

for FAOs on emerging security issues and regional area studies. GW also engages directly with the needs of the business community. Since 2010, GWSB has been designated a Title VI Center

for International Business Education and Research (CIBER) and has worked with the Arabic Program Director to develop resources for Arabic business courses and organized regional workshops (in Egypt, Oman, and the UAE) for faculty.

# PROGRAM PLANNING AND BUDGET

**I1.Development Plan and Timeline:** All of the proposed programming is designed to advance

NRC goals and address the critical need for greater knowledge and expertise related to the MENA. The programming includes support for:

Language Acquisition: additional courses in Persian, Arabic and Hebrew to complement and

expand existing course offerings; short-term study abroad opportunities to Oman (Arabic) and

Tajikistan (Persian); the introduction of a Kurdish MOOC course that would provide free access

to another regional language; support for the creation of an online Persian language skills test platform in collaboration with four other NRCs; and professional development workshops for Hebrew faculty at GW and other area universities.

Area Studies Training: additional graduate courses in specialized topics related to US foreign

policy in the MENA to supplement the existing curriculum and allow our students to benefit from the expertise of local professionals and visiting scholars.

Library Support: support that will permit the complete cataloging of the Damghani Collection on

Islamic Studies, of the one of the largest Arabic/Persian collections of Islamic law, jurisprudence, theology and exegesis in the US. Support will also be provided for expanding the primary source collection to align with the rapidly evolving research priorities of students and faculty.

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| **TABLE I-1 Summary of Proposed Activities Aligned to Purpose of Program & Competitive Priorities** |
| **NRC (Comprehensive Center )Activities:** (1) Contributes significantly to the national interest in advancedresearch and scholarship; (2) Offers intensive language instruction; (3) Maintains important library collections related to the area of its specialization; (4) Makes training available to a graduate, professional, and undergraduate clientele; and (5) Engages in curriculum development and community outreach |
|  | **Programming** | **NRC****Activities** | **Priorities** | **Timeline** |
| **Y1** | **Y2** | **Y3** | **Y4** |
| **University (GW)** | *Language Acquisition* |  |  |  |  |  |  |
| Persian language skills online testing collaboration | 1,2,4 | b |  |  |  |  |
| Persian for International Affairs | 1,2,4 | b |  |  |  |  |
| Arabic for Humanitarian & Development Professionals | 1, 2, 4 | b |  |  |  |  |
| Arabic for Diplomacy | 1, 2, 4 | b |  |  |  |  |
| Arabic Dialects | 1, 2, 4 | b |  |  |  |  |
| Israeli-Palestinian Conflict in Hebrew | 1,2,4 | a, b |  |  |  |  |
| Short-term Study Abroad in Oman & Tajikistan | 1, 2, 4 | a, b |  |  |  |  |
| MOOC Kurdish Language Course | 1,2,4 | a, b |  |  |  |  |
| *Area Studies Training* |  |  |  |  |  |  |
| Conflict & Humanitarian Crises in the MENA | 1, 4 | a, b |  |  |  |  |
| Heterodox approaches to Foreign Policy and Global Politics | 1, 4 | a, b |  |  |  |  |
| Sub-Regional Studies: North Africa, Turkey, Iran | 1, 4 | a, b |  |  |  |  |
| Popular Politics in the MENA | 1, 4 | a, b |  |  |  |  |
| US Foreign Policy & Insecurity in the MENA | 1, 4 | a, b |  |  |  |  |
| *Library Support* |  |  |  |  |  |  |
| Special Collections Cataloguing | 3 | a |  |  |  |  |
| **MSI & Community Colleges** | *GW-Howard University Partnership, Imaginary Divides* |  |  |  |  |  |  |
| Consortium Undergrad Student Conference | 1,4,5 | b, d |  |  |  |  |
| MENA-in-Africa Lecture Series | 1,4,5 | a, b, d |  |  |  |  |
| HU, GW & PASR Public Symposia on MENA-in-Africa | 1,5 | a, b, d |  |  |  |  |
| Book development workshops for HU faculty | 1 | a, d |  |  |  |  |
| Course Development for HU Faculty | 1,5 | a, b, d |  |  |  |  |
| Arabic Study Abroad for HU Students | 1,2,4 | a, b, d |  |  |  |  |
| *Community College & K-12 Language Instructor Partnership* |  |  |  |  |  |  |
| "After the Workshop" Lesson Plan Development with NOVA | 1,2,4,5 | c, d |  |  |  |  |
| ACTFL Professional Development for Hebrew Instructors | 1,2,4,5 | c, d |  |  |  |  |
| **K-12 Educators** | *"Knowing the World" with NCGE* |  |  |  |  |  |  |
| Teacher Workshop at NCGE annual conference | 5 | a, c |  |  |  |  |
| Summer Short-Course for Teachers at GW | 5 | a, c |  |  |  |  |
| "Mapping History" Teacher workshops at Gelman Library | 3,5 | a, c |  |  |  |  |
| "Zoom in on the Middle East!" Speakers Bureau | 5 | a, c |  |  |  |  |
| MESA "The City in the City" Teacher Pedagogy Initiative | 5 | a, c |  |  |  |  |
| Faculty-in-Residence Sabbatical Fellowship | 1,5 | a, c |  |  |  |  |
| **Priorities**: *Absolute Priorities:* a) diverse perspectives; b) government service in areas of national need; c) teachertraining activities *Competitive Preference Priority:* d) MSI & Community College Partnerships |

MSI and Community College Engagement: IMES will partner with Howard University (HU) on

a broad initiative under the theme of *Imaginary Divides: North Africa, Sub-Saharan Africa and the Middle East.* This partnership aims to build interest and capacity for the study of the Middle East at HU, and to strengthen the relationship between the two institutions for future collaborations. Existing HU course offerings bridge the gap between African and Middle East Studies, drawing from the Schools of Business, Divinity and Arts and Sciences, and including minors in Arabic and Swahili as well as two-years of language courses in Amharic and Wolof. The initiative would query the imaginary divide between North and sub-Saharan Africa and the Middle East to build on the research strengths of IMES and HU faculty participants. The public programming includes a joint lecture series; an undergraduate research conference held on the

HU campus; as well as a public symposium co-sponsored by IMES, HU and the Project on

African Social Research (PASR) that would bring scholars together to think through the engagements between sub-Saharan Africa and the MENA across space and time. Other programming would support book development workshops for HU junior faculty; bring HU

faculty to the GW Course Design Institute to develop new courses related to the MENA; and

provide full scholarships for two HU students to participate in the GW-led proposed short-term study abroad programs. We will also partner with Northern Virginia Community College

(NOVA) to support curriculum development for Arabic language instructors. This includes five

hands-on small group workshops per year, held in conjunction with IMES’s current program of professional development webinars for Arabic teachers; these will enable faculty to translate the technologies and skills taught in the webinars into concrete curricular activities. Finally, IMES

will sponsor ACTFL workshops for Hebrew instructors from GW and secondary and post-

secondary institutions to enhance their assessment skills.

K-12 Educators: IMES’s K-14 educator outreach is designed around the theme of *Knowing the*

*World: MENA Geographic Education*, which will produce a coherent and unique program in an under-represented discipline within NRCs that bridges STEM and area studies. IMES will partner with the National Council for Geographic Education (NCGE) and its 5,000+ teacher/educator members to offer twenty thematic workshops over the course of the grant

(virtual and in-person) that will cover themes such as Climate Change, Urbanization, Water Conflicts, and Reimagining North/Sub-Saharan Africa; a day-long in-person workshop at

NGCE’s annual conference; two *Mapping History* teacher workshops for DC-metro area

teachers at GW’s Gelman Library with our MENA Librarian; a summer short-course at GW that

will provide an in-depth dive into the geography of the region and result in curriculum modules; a K-12 speakers bureau series *Zoom in on the Middle East!;* and hands-on curriculum

development workshops. To support the development of these specialized geographic outreach

programs, IMES proposes a year long Faculty-in-Residence Sabbatical Fellowship in MENA

Geography, to build on the expertise of the center director, who is also a MENA geographer.

This sabbatical fellow will participate in the NCGE programming, including the summer short- course. The final element of our proposed K-12 outreach is a joint program, *The City in the City*

which would bring 10 K-14 geography educators to Washington DC in Fall 2024 to attend

MESA’s 58th Annual Meeting and advance their knowledge of urban studies through a curated professional development program.

**I2.Quality of Activities:** The proposed activities are the result of sustained conversations with our designated partners, ensuring that programming is sustainable and reflects the priorities of the NRC

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| **TABLE I-2 External Partners** |
| Howard University |
| Northern Virginia Community College (NOVA) |
| National Center for Geographic Education (NGCE) |
| Middle East Studies Association (MESA) |
| Program on African Social Research (PASR) |

(table I-1). To achieve buy-in and commitment from our partners (table I-2) we ensure the programming provides maximum benefit for their institutions while limiting the administrative burden. Commitment is demonstrated in our partner support letters (see appendix). Translating faculty expertise into professional development and curricular support for K-12 teachers and educators requires input and guidance from those educators at multiple points in the programming process. We have found this process is greatly enhanced by recruiting an NRC outreach coordinator with K-12 experience, in addition to project management skills. This thoughtful hiring policy ensures that the programming content we produce translates well into the K-12 classroom. Our program of expanded coursework and instruction at GW (and our MSI partners, HU and NOVA) will contribute directly to the production of more specialists, as will devoting 100% of our FLAS awards to priority LCTLs in the Middle East.

**I3. Reasonable Costs:** The budget contains a detailed breakdown of all proposed activities, and

IMES uses Title VI funds conservatively and responsibly, while sharing substantially in the cost of programming. We commit considerable financial resources to tuition remission and summer travel for FLAS fellowships, totaling over $680,000 over the course of the 4-year grant period

(table J-3). All NRC outreach activities draw substantially on IMES funds and we leverage university and external funds where appropriate (table I-4). IMES functions as the logistical hub for these activities and our non-NRC budgeted staff provide essential support services not accounted for in the budget. These include the PI who participates directly in outreach activities, all budgeting and expense reporting provided by the IMES Operations Manager, event support staff, social media marketing and publicity support, all food and beverage costs, tuition support for MSI faculty participation in GW’s Course Design Institute, and registration and fee waivers we have negotiated with outreach partners. Our existing IMES staff work to administer a

substantial portfolio of grant-funded programming as well as support for the BA and MA degree programs, so the proposed NRC programming necessitates the provision of new staff resources.

**I4. Long-term Impact on Training:** The proposed activities will have a lasting impact on language and area studies training for undergraduates, graduates and

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| **TABLE I-3 NRC Spending by Budget Category** |
| **Major Budget Categories** | **Y1** | **Y2** | **Y3** | **Y4** |
| Language Programming | $63,038 | 28% | $46,664 | 19% | $64,611 | 26% | $67,611 | 30% |
| Area Studies Support | $29,491 | 13% | $21,743 | 9% | $27,991 | 11% | $21,743 | 10% |
| Library | $20,000 | 9% | $0 | 0% | $10,000 | 4% | $0 | 0% |
| NRCAdministration | $80,230 | 35% | $82,417 | 33% | $83,619 | 33% | $85,974 | 39% |
| Outreach | $33,300 | 15% | $95,500 | 38% | $62,300 | 25% | $44,700 | 20% |
| Evaluation | $3,000 | 1% | $3,000 | 1% | $3,000 | 1% | $3,000 | 1% |
| **Total Direct Costs** | $229,052 | 100% | $249,317 | 100% | $251,514 | 100% | $223,021 | 100% |

professional school students by enriching the curriculum and providing new language learning opportunities in Arabic, Persian and Hebrew. Our proposed academic programming, teacher training activities and collaborations with HU, NOVA and NCGE, will significantly strengthen MENA-related programs at the secondary and postsecondary level, increasing the pool of MENA experts across the country. Our proposed short-term study abroad courses will increase interest and enrollment in MENA language studies, which have suffered nation-wide in the wake of covid travel restrictions and regional instability that followed the Arab spring. The specialized language courses we have proposed will prepare area specialists to work in careers of critical national need in line with priorities and 602(e) statutory requirements. Diversifying the regional focus of area studies coursework by sponsoring additional curriculum on alternative approaches to US policy as well as scholarship on Iran and Turkey, will similarly expand the breadth of expertise. Alumni networking and support for FLAS fellows after the fellowship will help ensure

sustained impact by placing graduates in careers where their language and area studies skills are effectively utilized.

# NRC & FLAS PRIORITIES

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| **TABLE J-1 NRC & FLAS Priorities** |
| **NRC Absolute Priority 1: Diverse Perspectives & Range of Views** | Rotating committees of faculty drawn from over 20 units across the university plan event series and initiatives |
| Campus-wide initiatives ensure range of demographic and experiential diversity of faculty and student body |
| Public outreach programs frequently convened as panel-style events to accommodate diverse approaches and foster critical dialogue |
| Also see Information to Meet 602(e) Statutory Requirements |
| **NRC Absolute Priority 2: Teacher Training** | 16 "Knowing the World" MENA human geography webinars |
| Professional Development workshop at NGCE annual teacher conference |
| Summer Short Course for teachers at GW |
| "Mapping History" library workshops |
| "Zoom in on MENA" speakers bureau |
| Middle East Studies Association teacher pedagogy initiative |
| **NRC Competitigve Preference Priority: Collaboration with MSIs & Community Colleges** | GW-HU undergraduate student conference |
| MENA-in-Africa Lecture Share initiative |
| HU-GW-PASR symposium on MENA-in-Africa |
| Book development workshops for HU faculty |
| Course development initiative for HU faculty |
| Subsidy for HU Arabic students to participate in Oman study abroad |
| Professional development and curriculum support for NOVA language instructors |
| **FLAS Competitive Preference Priority 1: Financial Need of FLAS fellows** | FLAS applicants with demonstrated financial need will be given preference in award decisions |
| GW pays remaining tuition costs for each FLAS fellow (total commitment of$633,600 over four-year grant cycle) |
| IMES provides $2,000 airfare stipend for all Summer FLAS fellows |
| **FLAS Competitive Preference Priority 2:** | GW commits to awarding 100% of FLAS fellowships to target languages (Arabic, Hebrew, Persian) |

IMES fulfills NRC competitive preference priority through its partnerships with HU and NOVA which are 1) Community Colleges, 2) HBCU’s and/or 3) Minority-serving institutions. GW meets both FLAS Competitive Preference Priorities, with 100% of awards being made in target

languages and giving preference to applicants with demonstrated financial need. To further support applicants with financial need, GW will cover regular full-time tuition charges that exceed the AY FLAS tuition allowance, and IMES will provide a $2,000 travel stipend for each Summer fellow (for university contribution totals see table K-2).

# FLAS AWARDEE SELECTION PROCEDURES

**FLAS Advertising:** GW’s Office of Graduate Student Assistantships & Fellowships (OGSAF) oversees the publicity and collection of applications for FLAS fellowships, with support from IMES and MENA language programs. OGSAF will publicize FLAS on its website and disseminate the competition announcement through listservs, newsletters, study-abroad fairs, and national fellowship websites; the various admissions offices will advertise the fellowship through their admissions events, mailer packets, and social media accounts. IMES will hold information sessions and provide personalized assistance on all aspects of the application process, including how expected family contribution/EFC and the FAFSA are used to assess financial need. IMES will also distribute the competition announcement via email to all schools and department chairs, language faculty, academic advisors, the GW Language Center and student language clubs.

**Application Process:** Students submit their materials through OGSAF’s online application portal, which complies with ADA digital accessibility standards, and distributes automated announcements reminding students to complete their applications before the deadline. IMES also maintains a permanent email address to respond to FLAS inquiries from students (imes\_flas@gwu.edu) that is posted widely on the IMES and OGSAF websites. **Student**

**Selection Criteria:** Selection criteria will include previous language study and academic achievement, relevance of the proposed FLAS program to their academic and professional goals, the quality of recommendation letters and demonstrated financial need (table K-1).

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| **TABLE K-1 Application Materials Required from FLAS Candidates** |
| Application Form (including target language & level and planned coursework or program) |
| Statement of Purpose (how language study complements academic and career goals) |
| Transcripts |
| Resume |
| 2 Academic Letters of Recommendation (1 from a language instructor) |
| Most recent Free Application for Federal Student Aid (FAFSA) to determine financial need |

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| **TABLE K-2 Average University Contribution per FLAS Awardee** |
| Academic Year | $19,800 |
| Summer | $2,000 |
| Total over 4 years (per requested number of stipends) | $681,600 |

**Composition of Selection Committee**: The FLAS selection committee will include one representative from the MENA language instruction faculty; one representative from IMES; and a third rotating MENA faculty affiliate. The organization of the competition (downloading applications from the OGSAF portal; distribution of applications to committee members, scheduling the committee meeting, producing a ranking of finalists, and organizing communications to fellows) will be overseen by the FLAS Coordinator. **Timeline**: The selection process will follow the above timeline (table K-3).

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| **TABLE K-3 Selection Timeline for FLAS** |
| Late Fall | Recruitment process begins |
| Mid-February | Application deadline and designation of Evaluation Committee |
| Late February | Evaluation Committee convenes to select candidates |
| Early March | Final decision on awardees and alternates |
| Mid-March | Notification letters sent |