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# Section A: Commitment to Subject Area

1. ***Institutional Support*** As NYU increasingly garners world-renowned global status, the Center continues to be a model of interdisciplinary, cutting-edge scholarship, and programming. FAS offers substantial financial support, and we draw on external funders. In 2020-21, NYU provided $1.5 million in aid to NEST MA students, representing 79% of all aid received, with the remainder coming from FLAS, and an additional $1.5 million in aid to MEIS/HJST. In AY 2021-22, NYU has provided $639,800 for salaries for 3 FT staff, 1 FT Faculty Director, 1 FT Clinical Assistant Professor, 1 FT Faculty Fellow, and PT graduate student workers. Staff are supported with resources, training, and professional development; and the FF with annual research funds. As of the start of this year, one of our FF lines has been converted to a Continuing-Contract (Clinical) faculty position, allowing for longer term stability in the Center’s administration and faculty, and reflecting a stronger commitment to the personnel at the Center. Much support comes in non-material ways too as with outreach collaborations with NYU and non-NYU entities, resulting in the Center having a far larger footprint than its relatively small staff, faculty, and student body, and serving as a well-recognized hub for ME-related events and outreach across campus, NY city, and beyond.
2. ***Teaching Staff*** 122 faculty have formal affiliation with our Center, and many more incorporate ME studies into their teaching and research, all supported by NYU in 2020-21 with over $14 million in salaries to faculty housed in the New York campus alone, not including research and professional development funds. NYU growth in ME studies continues as in the expansion of ME faculty: MEIS has hired a postdoctoral Lecturer in 2021-22 (VanderMeulen, 89d), who is teaching a core course for the Center’s MA program, and is planning to hire 3 TT positions and one Clinical position in Arabic instruction over the next four years; 1 new FF will

join the Center’s faculty in 2022; elsewhere at NYU and at NYUAD and NYUSH campuses, further ME studies hiring can be expected as programs grow. NYU support is also evidenced through course offerings: combined, in 2018-21, 1,209 and 118 unique area studies and language courses with at least 25% ME content across departments, schools, and global sites representing dozens of disciplines (Appendix 2).

1. ***Library Resources*** NYU supports NY-based ME library staff and acquisitions ($512,000 in 20-21). NYUAD Library supports 2 full-time ME staff and establishment of special collections, e.g. Library of Arabic Literature Project and Akkasah Photography Center. Borrowing between the two libraries is seamless (27c-29c). The Shaheen Collection received sustained material, technical, and financial support from NYU Libraries and the Kevorkian operating funds; with the digital archive component now complete and residing in our Center’s library, we request funds to encourage its use through the establishment of the Jack Shaheen Archive Research Fellowships for graduate students and junior faculty (2b:12) and will measure its use (33c-35c).
2. ***Linkages Abroad*** NYU is a Global Network University (GNU), overseeing the Washington Square (NY) campus, 11 global sites, 1 in Washington DC, and degree-granting sites in Shanghai and Abu Dhabi. NYU’s goal is for every UG and Grad student to spend at least 1 semester abroad by 2031. The GNU provides students easy and affordable international access, such as Global Research Initiative (GRI) funds for housing, office space, and per diem when conducting research (25 GRI awards have been made to MEIS students and faculty and 2 awards to Center MA students for Florence, London, Paris, Berlin, Athens, Madrid, and Washington DC in 2018-22). Many Faculty take advantage of the GNU in teaching and research at GRI’s in NYUAD, TLV and other sites; Shanghai began offering ME courses regularly in 2016-17, plans

to introduce Elementary Arabic in AY 22-23, and has expanded its roster of ME faculty to 5 (Cohen, 28d; Armijo, 21d; Yaghi, 91d; Rafiq, 75d). Conversely, NYUAD and NYUSH students are required to spend 2 semesters away, 1 must be in NY, completing some of their MES course requirements in NY. Faculty and students also rely on institutions beyond the GNU, particularly in language training and national/regional research outside Israel and the UAE, in Turkey, Iran, the Levant, North Africa, India, Pakistan, and beyond. As NYU prepares students for a global existence, so too has the Center expanded beyond traditional geographic boundaries of the “Middle East”: we support scholarship interlinking the ME with South Asia, Central Asia, and the Far East; and collaborative efforts with CLACS allows us unique K16 and public outreach on transnational connections between the ME and Latin America, centering the Middle East in area studies questions that stretch across the globe. NRC funds will support hybrid activities with NYU Global Sites in Abu Dhabi, UAE and Accra, Ghana (4b:30 and Outreach). NRC funds are also requested to support one Gallatin Global Human Rights Fellowship, which provides a stipend to a UG or MA student conducting an internship overseas during the summer, and a travel subvention for the 2026 iteration of the Global Beat Journalism class to support 10 days of student reporting in the ME (2b:11).

1. ***Outreach Activities*** Since 2018, Outreach Activities have been directed entirely by the Center’s AD, James Ryan; NYU pays 100% of his salary. Starting in 2022, we anticipate involving the DGS and incoming FF more directly in outreach efforts, specifically in the Virtual Teacher Exchange Fellowships with Global Nomads Group (37c-38c), where the FF will serve as an adviser to the Teacher Fellows and curator of workshops and through the Digital Middle East Lab (40c) which will be directed by DGS, Jared McCormick. The FF and DGS salary is also 100% paid by NYU. NYU Gallatin provides generous support to the Iranian Studies Initiative,

which NRC funds supplement through student worker support, as well as supplemental support for the Ottoman and Turkish Studies program. NYU also supports our Outreach efforts by funding area studies centers with overlapping area missions, including at CLACS, CEMS, CSAAD, and the Global Asia Colloquium.

1. ***Qualified Students*** ME studies at NYU (through MEIS, HJST, NYUAD, and the Center) are competitive at UG and Grad levels, allowing us to set high standards for admissions. NYU’s financial support for ME studies (+$2.5 million in 2020-21 for Center and MEIS alone) and FLAS competitions means we compete with universities who enjoy substantially larger budgets and endowments in recruiting and matriculating students at all levels.

# Section B: Quality of the Language Instructional Program

1. ***Extent of Offerings*** NYU’s commitment to ME language instruction is reflected in its critical inclusion into the general curriculum, the hiring of top-level instructional faculty, and its global reach. NYU’s NY campus offers Arabic, Hebrew, Hindi, Persian, Turkish, and Urdu to advanced levels (MEIS includes a South Asian Studies minor). Our inclusion of South Asian languages such as Hindi in our instructional program is key to developing strengths in Gulf studies, where these languages are increasingly prevalent. Upper-intermediate proficiency is required of all NYU UG’s, including the professional schools, and in a ME language for all students in the Center’s MA in Near Eastern Studies program (excluding the Joint-MA with Journalism). Advanced proficiency in at least one ME language is required of all doctoral level students in MEIS and HJST. All MEIS language faculty have received training in ACTFL OPI, and regularly participate in local and national conferences and workshops. The Arabic faculty have developed advanced courses in Egyptian, Levantine, Iraqi, and Gulf dialects, and the Persian program is now developing an advanced reading course on the Literature of Iran and

Afghanistan. Arabic and Persian are also taught as part of NYU’s SPS, all levels of Arabic are taught at NYU’s global sites in Tel Aviv and Abu Dhabi, and Shanghai plans to offer Elementary Arabic in 2022-23, which we plan to support through professional development activities (4b27, 5b:43-5, Fig. 11). Students at the UG and PhD levels also have the ability to avail themselves of language courses across our graduate colloquium with regional colleges and have used this method to take courses in Armenian, Bengali, Punjabi, and Sanskrit at various levels.

*Enrollments*: Enrollment in language courses has remained consistent across languages over the last 4 years (Fig. 1). Enrollment in all courses took a significant hit during the 2020-21 AY due to the effects of the pandemic, but as evidenced in Figure 1, enrollment has bounced back in the current AY, with the best Arabic enrollment we have had in at least four years. We also anticipate that planned hiring in MEIS for Arabic, and the enhanced curricular development program

(10b-13b, Fig. 11) will help boost enrollment in Arabic over the next cycle.

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| ***Fig. 1: TOTAL LANGUAGE COURSE ENROLLMENT*** | *Year Range* |
| *SUBJECT* | 2018-2019 |  | 2019-2020 |  | 2020-2021 |  | 2021-2022 |  | Grand Total |
| Arabic |  | 486 |  | 482 |  | 448 |  | 500 | 1916 |
| Hebrew |  | 190 |  | 136 |  | 152 |  | 144 | 622 |
| Hindi |  | 73 |  | 90 |  | 56 |  | 58 | 277 |
| Persian |  | 54 |  | 61 |  | 48 |  | 26 | 189 |
| Turkish |  | 24 |  | 20 |  | 17 |  | 23 | 84 |
| Urdu |  | 50 |  | 52 |  | 44 |  | 36 | 182 |
| **Grand Total** |  | **877** |  | **841** |  | **765** |  | **787** | **3270** |

1. ***Language Levels*** NYU maintains language offerings of 4 Arabic and Hebrew levels, and 3 Persian, Turkish, and Urdu levels, with strong enrollment centered at both NYC and NYUAD sites (Fig. 2). Supplemental courses are offered at advanced/ 4th and 5th level Arabic, Hebrew,

Persian, and Turkish literature and texts. Students take further advanced levels in Persian, Turkish, Hindi, and Urdu through independent studies. SPS offers up to advanced levels in Arabic and Persian (4e, 6e, 24e). NYUAD offers 4 levels of Arabic and various dialects (13e, 14e) and NYUSH plans to launch an Arabic curriculum in AY 22-23. We support other language programs, including ME, South and Central Asian languages summer programs at Indiana University, among others (4b:35).

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| ***Fig. 2: LANGUAGE COURSE ENROLLMENT*** | *Year Range* |
| *SITE* | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | Grand Total |
| Abu Dhabi | 200 | 202 | 172 | 148 | 722 |
| New York | 696 | 653 | 601 | 645 | 2595 |
| **Grand Total** | **896** | **855** | **773** | **793** | **3317** |

*Non-Language Courses that include LCTL usage*: NYU is committed to enhancing the instruction of LCTLs in non-language courses. Faculty who teach literature, history, Islamic law, Judaic law, religious studies, art history, and gender studies, for example, offer courses based almost entirely on Arabic, Persian, Turkish, and/or Hebrew texts; Modern Arabic Lit: North Africa (in Comp Lit); Historical Grammar of the Hebrew Language (HJST), Topics in the Literature of Iran and Afghanistan (MEIS). Faculty supervise students using LCTL primary and secondary materials and/or fieldwork, particularly at Grad levels. The Center also runs an Arabic Lecture Series and hosts Arabic and Persian Conversation tables to build out extra-curricular opportunities for students and faculty to use their language skills.

1. ***Number of Language Faculty*** MEIS is home to 9 FT language faculty, 3 of which have won the Golden Dozen Excellence in Teaching Awards from CAS since 2018: Alnaemi (19d) in 2019, Naqvi (67d) in 2020, Erol (36d) in 2021. HJST is home to 4 FT language faculty for

teaching Hebrew at all levels. MEIS also routinely hosts 2-3 Fulbright Language Teaching Assistants (FLTA) which are partly supported by the Center’s institutional funds.

*Language Pedagogy Training for Faculty and Instructors*: Pedagogical training is a significant criterion of faculty annual reviews and renewals. Our language instructors are leaders in developing performance-based benchmarks and standards-based measurements of proficiency, and regularly train at K12 and university-level through Summer NYU STARTALK sessions and through LACE workshops, which were initially organized by our faculty (Nik Ilieva 68d and Uthman 88d); present at conferences; publish books, articles, translations; and consult schools, universities, federal and foreign language programs. The Center directly supports MEIS language faculty development with NRC funds which we will expand upon through boosted support for the LACE roundtable group (9 meetings/year) and funds to redevelop mixed methods curricula in the Arabic program (4b:27, 5b:43-45). These all enhance our in-house ability to evaluate student progress and FLAS fellows. The NY-based directors of Arabic, Hindi/Urdu, Persian, Turkish, and Hebrew programs are on the Clinical faculty track. Hindi/Urdu, Turkish, and Hebrew are at the Clinical Full Professor rank, the highest in that track (5-year contract renewals are awarded after Clinical Associate level; and all language instructors receive research funds). All directors are leaders in their fields, hold PhDs, and have active research agendas related to literature, linguistics, and language pedagogy (Erol 36d, Uthman 88d, Nik Ilieva 68d, Kamelhar 53d, Alizadeh 18d).

1. ***Performance Based Instruction*** Language faculty teach with performance-based methods and materials developed through consistent training and work with LCTL experts in person and online. Instruction focuses on developing all 4 language skills (speaking, listening, reading, writing) through use of authentic texts and media. Classroom teaching allows for

performance-based assessments in products (stories, poetry, essays), performance (oral reports, skits, role play), and process-oriented assessments (learning logs, student thinking strategies). Our elementary and intermediate level contact hours (5hrs/ week) is on par with peer institutions. *Resources for Teaching and Practice*: In addition to support for student fellowships and instructor training, NYU offers technologically equipped classrooms for language teaching and computer-based proficiency tests partially funded by NRC funds for FLAS fellows (5b:41). The Center’s film library, Bobst library film and AV holdings are frequently used by language instructors. In the coming cycle, the expansion of LACE Roundtables, and material development for mixed methods Arabic language instruction will bolster resources and training for our instructors and our students, primarily funded by NRC funds (4b:27, 5b:43-45).

*Proficiency Requirements*: Proficiency (measured by combination of testing and course performance) is a requirement at BA, MA, and PhD levels. Our language faculty participate in programs developing Standards-Based Assessment and Measurement of Proficiency and ACTFL OPI methods to assess performance in ME LCTLs, including for FLAS fellows prior and following training. All students in Arabic are invited to weekly Arabic-only chat sessions held in the Center’s library and conducted by the assigned Arabic TA. Arabic students are also highly encouraged to attend the Center’s Arabic Lecture Series. Students in the Center’s MA program are also allowed to request funds, up to $500 partially provided by NRC funds, to access tutoring or other language resources available outside of the curriculum from sources such as Natakallam. **Section C: Quality of the Non-Language Instructional Program**

1. ***Extent of Offerings*** NYU offers ME area studies and language UG and Grad courses drawing on many disciplines in at least 3 ways. First, MEIS, HJST and the Center who support the core of ME area studies programs at NYU are multidisciplinary in their theoretical and

methodological approach; visiting scholars, and the practitioners program further augment course offerings. Second, ME courses are available across other FAS departments and Schools, including professional and specialized schools like Steinhardt, Wagner, Tisch, and Law. Third, NYUAD’s multidisciplinary Arab Crossroads program expands our faculty base as NYUAD faculty spend 1 semester every 3 years in NY, offering courses to NY-based students and NYUSH has begun to expand ME course offerings over the last four years as well (Fig. 3). The 160 faculty teach in Schools’ various core programs; offer freshman, sophomore, junior and senior seminars; oversee 1-on-1 independent and specialized studies; and teach departmental ME-related grad courses in various fields, reflecting NYU’s interdisciplinary and global commitment. The faculty conduct research and teach on the full range of Arab world, Afghanistan, Iran, Israel, Pakistan, Turkey, as well as the region’s connection to South Asia (Alatas, 17d; Ludden, 62d; Khera, 57d; Dayal, 32d; Nik Ilieva, 68d; Naqvi, 67d; Bhargava, 26d), Central Asia (Burde, 27d; Grant 45d; Kirasirova, 58d; Wright, 91d), Europe (Chazan, 28d; Fleming, 38d; Igsiz, 51d; Pearce, 70d; Stearns, 85d; Zweig, 94d; Balbale, 22d), China and the

Far East (Benite, 25d), Africa (Gomez, 42d; Pettigrew, 71d; Meier, 64d), and the US (Ali, 18d; S. Gottlieb, 45d; Khan, 57d; Lockman, 61d). Courses are a reflection of faculty training in a variety of disciplines: anthropology, archeology and classics, art and architecture, cultural studies, education, Islamic studies, Judaic studies, journalism, literature, performing arts and music, politics, religion, sociology; collectively offering classes on human rights, Islamic texts, Ancient and Modern Israel, economics and international development, war and conflict resolution, comparative politics, national security, migration, mythology, state formation, urban studies, gender and sexuality, popular culture, and more. In addition, NYU regularly offers ME-courses across the humanities and social sciences. In FAS, courses which include +50% ME content are

offered in, for example, Anthropology (Sexualities of the Middle East: A Cultural History), History (“Authority” and “Disobedience” in the Middle East), IR (Middle East and U.S. Foreign Policy), Religion (Jews & Muslims: Perceptions & Polemics), and include Core courses such as Cultures & Contexts: Islamic Societies and Cultures & Contexts: Middle Eastern Cities. Courses with 100% content offered in Gallatin include: Sociology of Religion: Islam and The Modern World; Neoliberalism in Iran; Society and State in the Ottoman Empire; and Arab Cinema(s) (126e). The Gallatin School also hosts the Iranian Studies Initiative, our partner on all Iranian programs.

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| ***Fig. 3: AREA STUDIES COURSE ENROLLMENT*** | *Year Range* |
| *Site* | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | Grand Total |
| Abu Dhabi | 1013 | 928 | 1008 | 1439 | 4388 |
| New York | 8509 | 8013 | 6356 | 10477 | 33355 |
| Shanghai | 948 | 926 | 577 | 667 | 3118 |
| **Grand Total** | **10470** | **9867** | **7941** | **12583** | **40861** |

*Courses in the Professional Schools*: Courses with 100% ME content are offered in Steinhardt, SPS, and Tisch. Tisch trains students for careers in film, broadcasting, performance, and arts, and has faculty (Al Atrash 15d, Bilal 26d, Kapchan 54d, Shohat 82d, Ziter 93d) who teach and/or research 50%+ on ME content. Tisch courses with ME content include Arab Theatre & Film: Syrian Theatre & Film, Postcolonial Displacement: Memoir and Memory, Iran Arts Activism, and Asian & Arab Diaspora in Literature & Film, among others. Steinhardt’s courses with 50%+ ME content include Middle East Media and Cultural Politics, Postcolonialism and Media, and Cultural Geography of Commodities: Coffee. SPS offers area studies courses such as Islamic Art History, Economic Advancement in the Middle East: A Global Priority, Women and Gender in

the Middle East and South Asia, and A Holistic Look at Iran: Economics, Religion, Politics, and More. Courses with 25%+ ME content are offered in Law, supplementing ME-related Law faculty (Halbertal 46d, Holmes 49d). Wagner ME-faculty (Iskander 51d, Latif 59d) provide training in public administration and urban studies. The Center also supports professional training through degree programs with Museum Studies, Journalism, Library Sciences, and the Practitioners program.

1. ***Depth of Specialized Courses*** The greatest depth of specialized courses is offered through the Center, MEIS, HJST, and NYUAD, covering historical eras from early Judaism through the rise of Islam into the contemporary moment. Our strengths in this realm – underscored by enrollment, evaluations, and publications record – are modern history, anthropology, politics/political theory, Islamic studies, Jewish studies, Iranian Studies, literature and cultural studies, gender studies, and more (Appendix 1/2). At the UG level, the Core Curriculum offers broad training with many courses having ME content, as well as substantive requirements for majors and minors offering depth and specialization especially in “special topics” courses. At the Graduate level, ME programs require at least 1 core class and a history or series of historical / disciplinary courses. On the whole, ME studies at NYU supports depth and language training, and does so with a purposeful eye towards interdisciplinarity.
2. ***Number of Faculty*** 62 members of our faculty dedicate 100% of their research and teaching to ME Studies and make up 38% of 2021-22 total ME-related faculty: 41 in NY, 10 at NYUAD, 31 are tenure track (TT), and 8 are FT language faculty. 72% of our 160 ME faculty spend at least 50% of their research and teaching in ME Studies. Since 2018, FAS has hired FT faculty specializing in Ottoman History (Baltacıoğlu-Brammer 23d), Medieval Islamic World (Balbale, 22d), Anthropology of Gender and Leisure (McCormick, 64d), Geography and

Political Theory (Abourahme, 15d), Comparative Contemporary Hebrew Literature (Henig, 49d), and Political Economy and Protest Movements (Patros, 69d); and Gallatin has hired FT faculty specializing in the early modern History of Muslim South Asia (Dayal, 32d); HJST’s Israel Studies program hosts scholars on multi-year cycles (Shilon, 81d), bolstering modern history and politics offerings. The 19 ME area studies faculty at NYUAD span across several areas and programs, including: Arab Crossroads Studies, Arab Music Studies, Art and Art History, Ancient World, African Studies, History and Social Research and Public Policy.

NYUAD also hosts a prestigious postdoctoral fellowship program, the Humanities Research Fellowship for the Study of the Arab World, which hosts approximately 10 junior scholars in research positions each year. All NYUAD TT hires spend 1 semester every 3 years teaching in NY, expanding our research relationships, outreach, and TA training, and 3 NY campus faculty have formal associate or affiliate status with the ACS Program (Benite, 25d, Kapchan 54d, and Kennedy, 55d). The Center’s full time FF and CAP/DGS are solely dedicated to teaching graduate courses designed for the MA and PhD programs in NEST and MEIS. A rotation of FFs allows variety in offerings and establishes the Center as producing cutting-edge scholars, as recent FFs now hold TT jobs at Cornell, Rutgers, Pomona College, and Princeton. Our 2021-22 FF (Abourahme, 15d) is a multidisciplinary scholar focused on questions of geography, urban studies, and political theory; our DGS (McCormick, 64d) is an anthropologist with expertise across the Middle East, and a specialist in digital humanities; Our successful practitioners program responds to students’ professional interest in journalism, arts, writing, music, NGOs, law, and foreign policy. NRC funds cover 50% of this program through honoraria (4b:24) contributing two seminars annually, wide-reaching events to diverse publics, and creation of new outreach/media materials.

*TA Training*: Across NYU, courses with 40+ students are supported by graduate TAs who hold mandatory discussion sessions and office/tutoring hours. MEIS assigns TA-ships to PhD students for area studies classes and advanced Arabic. TAs are required to participate in comprehensive training through GSAS (or parallel schools), a 4-day orientation and skill development program with follow-up sessions, and have opportunity for certification through the Teaching Training Program. Departments including MEIS and HJST hold in-house workshops and tutorials for TAs, and faculty hold regular sessions reviewing pedagogy.

1. ***Interdisciplinary Courses*** In MEIS, HJST, the Center, NYUAD, and across the Core, FAS, and non-FAS courses, the majority of ME-related courses are interdisciplinary, drawing on various methods and theoretical approaches to train UG/Grad students. Even within specific departments, as the 4 above, faculty teach interdisciplinary courses that combine, for example, anthropology, history, and digital humanities (McCormick 64d, Pursley 74d, Peutz 71d); law, Islamic studies and gender (Alatas 17d, Katz 54d, Kennedy 55d); Jewish studies and archeology (Fleming 38d, Roth 77d); political economy, history, and sociology (Keshavarzian 55d, Lockman 61d, Fuccaro 40d, Zweig 94d); media, cultural, and literary studies (Feldman 37d, Halim 47d, Igsiz 51d, Tawil-Souri 86d). Our non-ME departments and Schools’ faculty teach across levels: UG core courses (e.g. Chakravartty 27d, Gomez 42d) and specialized Grad courses (e.g. Antoon 19d, Bazzi 24d, Peker 70d) that include ME content, particularly in Journalism (Global Beat; Writing News Analysis; Crisis Beat; Covering the Middle East).

# Section D: Quality of Curriculum Design

MES is available to UG students through various majors (and minors) which all have language requirements. At graduate levels various degrees are available that engage MES from several disciplinary perspectives at the MA and Ph.D. level. From 2018-2021, 103 students graduated

with UG, MA, and/or PhD degrees directly related to ME studies. In 2018-2021, NYU offered a total of 1133 unique ME area studies and 118 unique ME language classes (Appendix 2). The Center’s events, combined with those by other departments and Schools (IR, HJST, Gallatin, Steinhardt, etc.), cater to and involve UG and Graduate students, and encourage further study and expertise.

1. ***Undergraduate Training and Degree Requirements*** MES is incorporated into the UG curriculum in 3 principal ways. First, courses on the ME are a required part of NYU’s Core Curriculum for liberal arts majors and students in Business, Education, Gallatin, and Tisch (Arts). Four components of the Core offer ME courses: Cultures and Contexts, Texts and Ideas, Expressive Culture, Foreign Languages, the latter requires proficiency at the intermediate level; 6 of the 23 (26%) languages that fulfill Core requirements are ME or South Asia LCTLs, whose classes are heavily support by Center activities. ME faculty teach 40% of all Cultures and Contexts courses offered in 2021-22, including courses on Modern Israel, the Silk Road and Central Asia, Middle Eastern Cities, Islamic Societies, and Egypt of the Pharaohs, taken by 1,468 UGs in 2018-2022 (45e). UG ME-courses are also offered through other departments in FAS (e.g. history, politics, IR, anthropology, comp lit) and other Schools (Tisch, Steinhardt, Gallatin, Law, SPS). Second, MEIS offers UG majors and minors. From 2018-2021, NYU graduated 15 UG students with degrees in MEIS. NYU offers UG majors and minors in Hebrew and Judaic Studies (HJST), which includes Hebrew language and requires one semester abroad. In 2018-2021, 4 HJST degrees have been conferred at the UG level. Third, NYUAD offers an Arab Crossroads Studies interdisciplinary major and minor, and a minor in Arabic language. 2018-2022 enrollments in Arab Crossroads and Arabic had more than 1,190 students. NYUAD students spend 2 semesters abroad, one of which must be in NY, so that many complete parts of

their coursework with our faculty in NY. In 2018-2021, 15 Arab Crossroads majors and minors graduated from NYUAD. The Center has been actively recruiting Arab Crossroads Studies majors into its MA Program recently, and currently has 1 2021 graduate of the ACS program enrolled in the NEST MA degree. NYUSH is hiring a Clinical faculty member to launch Arabic language instruction as part of its World Languages and Global China Studies curriculum, and our Center’s MA program has enrolled one NYUSH graduate since 2018.

1. ***Graduate Training and Degree Requirements*** Graduate training is offered through the Center MA, MEIS PhD, and HJST MA and PhD programs. ME graduate courses are also offered through other departments and Schools. The Center offers a 32-credit MA in Near Eastern Studies for students who have already achieved intermediate language proficiency, an accelerated BA/MA that UG students may begin in their Junior Year; a joint-MA with Journalism, a concentration in Museum Studies, a concentration in IR, and a dual-MA program with the Library Sciences Program at Long Island University; and we are currently developing a proposal for a dual-degree certificate in Digital Humanities which we plan to have in place for Fall 2022. Students usually take 1 course outside Center/MEIS to strengthen interdisciplinarity and complete a thesis or capstone project. 70 Center MAs have graduated between 2018-2021. HJST offers MAs in Hebrew and Judaic Studies, Ancient Near East and Egyptian Studies, and dual MA in Judaic Studies and Public Administration, conferring 15 MAs in 2018-2021. MEIS offers PhDs in 4 tracks (Culture and Representation, Islamic Studies, Iran and Persianate Studies, Literature), and a joint-Ph.D. program with History. The majority of PhD students take at least 1 course outside the department/school and/or through the consortium (Princeton, Columbia, CUNY, New School). 11 PhDs graduated from MEIS in 2018-2022. HJST offers standalone PhDs and a joint-Ph.D. with History; graduating 14 PhDs in 2018-21 across all programs.

*Variety of Disciplines and Professional Fields*: With 65% of all NYU ME faculty appointed outside MEIS/HJST, the ME is offered as a regional specialization in many UG, MA and PhD programs such as Ancient World Studies, Anthropology, Politics, IR, and professional fields including Media Studies (in Steinhardt), Drama or Film (in Tisch), and Urban Studies (in Gallatin). Of the courses offered in 2018-2022, many from MEIS and the Center are explicitly interdisciplinary (e.g. Literature and Society in the Middle East; Digital Methods in Middle Eastern Studies; Colonialism after Colonialism: Women and Gender in Islam); as well as the majority of courses offered through other departments (e.g. Global Oil: Politics, Society, and Cities; Imagining the Middle East; Between the Nile and the Atlantic: North Africa in the First Millenium AD; Cultural Geography of Commodities: Coffee). Across NYU, in 2018-2022, 879 courses contained 100% ME

content, 236 courses contained 50% ME content, and 1176 courses contained 25% ME content (Fig. 4). Students from the Schools of Business, Education, Law, Gallatin, and Wagner regularly take courses

and for-credit workshops offered at the Center and/or MEIS and include Center/MEIS faculty on UG and/or MA thesis/PhD dissertation committees; while students in our ME programs take courses in these other departments and schools. Cross-department/school relations are further strengthened through collaboration with us, particularly workshops, public and outreach events, and involvement of faculty and students in Center committees and activities.

1. ***Academic Career Advising, Research and Study Abroad, Other Institutional Access*** *Advising*: All students receive extensive academic, professional, and health advising. All departments follow similar protocols. UGs receive advising from a departmental Director of Undergraduate Studies (DUS) who tracks academic programs and helps with career decisions, and from the pre-professional academic advisors at School levels. NYU’s Wasserman Center for Career Development serves all NYU students and alumni, providing recruitment fairs, resume writing workshops, individualized career counseling, and departmental workshops. MA advising in the NEST program begins with prospective applicants receiving information about programs (through emails, open houses, webinars, fairs, campus visits), and, once matriculated, all students are required to meet the DGS and PCC every semester to chart their courses towards their professional or academic careers; attend required cohort meetings approx. once per semester; and one end-year with the Director and/or DGS to obtain feedback on the program. Starting in 2022, students in their second year of the program will be required to meet with AD to discuss career advising and professional goals, they will also be provided with a dynamic online MA handbook to guide them through each semester of their studies, including detailed information on advisement and professionalization, such as internships, networking, etc. AD also organizes professional development and networking events with alumni and professionals with connections to the Center. MA students regularly reach out for advising from all Center faculty and staff and enlist 2 faculty members (one of whom can be from any part of the institution) to supervise MA thesis/capstone projects. The Center holds professionalization events, (e.g., thesis writing workshops and boot camps, panels on careers in academia/Ph.D. programs, resume writing workshops, 1+ Wasserman Center workshop, 1+ library information session annually open to all students at all levels of study). The Practitioners program benefits students interested in arts,

film, law, human rights, NGOs, music, international policy, journalism and writing. In the coming cycle, we will expand disciplinary and geographic range of practitioners and hold more focused career workshops, including information on government careers. Optional for-credit internships provide practical training and professional contacts in public and non-governmental organizations, policy research, media and journalism, cultural affairs, and business; with internships in the past cycle at CITYArts, the Council on Foreign Relations, the American Enterprise Institute, the Correctional Association of New York, and the Arab Studies Initiative, among others. Upon graduation, many of our MA students pursue PhDs (Columbia, Stanford, Cornell, UC-Santa Cruz, and NYU, among others, for graduates between 2018-2022); and a large number pursue careers in media/journalism (jobs recently held at Time magazine, The Washington Post, The New Republic, The Wall Street Journal, The Nation, and Vice) and NGOs (The Denver Art Museum, Grace Farms Foundation, The Opportunity Network). We have also made a concerted effort to place alumni in policy-oriented think tanks, government service, and teaching in LCTL’s over the last cycle, and have placed recent graduates in positions at institutions such as the American Enterprise Institute, government positions such as the Bureau of Consular Affairs, Washington’s Middle East Institute and two students currently working as Adjunct instructors in the Arabic program at Hunter College – a program with which we have a subaward agreement as part of this proposal. Further graduate study, media/journalism, and NGOs, account for >60% of our MA student profiles (Fig. 9, I/E). In MEIS, PhD students are advised by the DGS, 1+ faculty advisors, and their chosen prospectus/dissertation committees. Workshops on academic writing and publishing, preparing grant proposals, presenting academic talks, academic and non-academic career paths are offered by MEIS and FAS Deans. Most PhD graduates pursue academic careers: those who graduated in 2018-21 have landed tenure-track

jobs at Hampden-Sydney College, Metropolitan State University in Denver, and others have landed prestigious postdocs at schools such as Harvard, Yale, and Brandeis. Other recent graduates have pursued professional careers in NGOs, research institutions, and high-school teaching. ME MA and PhD students contribute to K16 and public outreach as student-workers. Students further contribute to programming by being moderators, speakers, presenters; translators; and in events/conference planning and organizing, publishing, media support, etc., and we expect to engage more graduate students in our expanded K12 programs. The Center encourages student participation in all events, and requests UG and Grad input university-wide for programming through online surveys and other formats.

*Research and Study Abroad*: NYU is a Global Network University (GNU) with 14 sites beyond New York, as well as others available through NYU International Exchange Program. There are ample opportunities for study and research abroad for all NYU students. ME content is central to NYUAD and NYU-TLV’s UG curricula, and ME courses are consistently available in Shanghai, London, Madrid, Prague, DC, and since 2016-17. TLV is ideal for students pursuing Arabic or Hebrew and those interested in media, archeology, pre-med, and law. Through NYUAD’s Arab Crossroads and Arabic programs, students train in Arabic, ME religion, history, and culture.

From 2018-22, 8,239 students enrolled in ME-related classes at all NYU global sites. Many of our faculty and MEIS PhD students have won fellowships at NYUAD, TLV, Florence, London, Berlin, and Paris. NY-based faculty regularly teach across global sites, establishing research relationships with faculty which use and benefit graduate students as TAs/RAs and/or fellows. Recently, a few NEST MA students have been allowed to access the benefits of conducting research with the assistance of NYU global sites in Athens and Berlin through the Global Research Initiative. 3 recent students have also won the Gallatin Global Human Rights

Fellowship, which provides funding to support a summer internship with Human Rights NGOs located abroad. We are requesting funds to further support this program (5b:38).

*Research and Study Abroad at Other Institutions, Summer Language Programs*: More than half of MEIS UG majors and minors participate in semester abroad and/or summer programs, including language study, and/or intersession courses offered in January, May, or Summer. In 2018-21, 95% of MEIS PhD students and at least 68% of our MA students spent time abroad in language programs, conducting research, and/or in academic-year or semester programs at ME universities including AUB, AUC, Boğaziçi, and Istanbul Bilgi. MEIS provides summer PhD grants ($135,150 in AY 20-21), and further grants for research/travel are available through GSAS. The Center advises UG, MA and PhD students on FLAS-eligible institutions and programs that provide language study-abroad funding. We further support study/research abroad, language tutoring, and conference attendance for MAs with small grants (5b:40). PhD students and a small number of MA students received fellowships for international research and/or language training in 2018-21 from CLS, SSRC, American Research Institute in Turkey, Palestinian American Research Council, Israel Institute, American Research Center in Egypt, ACLS, CASA, Qasid Institute, and others. We awarded 15 Summer FLAS (5 BA, 5 MA, 5 PhD) in 2018-22 through which students have attended language programs in Turkey, Jordan, and Morocco. We made these awards despite being allotted only 3 Summer awards per year in the previous cycle in part due to cheaper tuition costs for online programs under the circumstances of Covid-19 and the partial conversion of unspent AY funds in 2020.

# Section E: Quality of Staff Resources

1. ***Faculty and Staff Qualifications*** The Center serves as a public-facing unit for faculty and students in MES across 9 NYU schools: Arts and Sciences; Steinhardt School of Ed.;

Gallatin School of Individualized Study; the School of Professional Studies; Wagner School of Public Policy; Tisch School of the Arts; Law; NYU Abu Dhabi; NYU Shanghai. 96 TT and 64 PT/Continuing Contract faculty represent 17 disciplines across 35 departments, centers, and institutes, and conduct research in each of the 6 modern ME languages. Between 2018 and 2021, our faculty obtained grants from Mellon Foundation, The Barakat Foundation, Stavros Niarchos Foundation, Fulbright, UNDO, NEH and others, published 50+ books, 250+ refereed journal articles, 200+ op-eds and feature articles, 80+ book chapters, and directed a number of feature films, documentaries, plays, podcasts. The majority of our language instructional staff in MEIS and HJST have PhDs and are productive scholars in their own right (Alizadeh 18d, Erol 36d, Nik Ilieva 68d, Kamelhar 53d, Uthman 88d), who participate in the governance of many language associations and consult with NGOs, governments, the press, and institutions of higher education. Over the past 4 years, the Center has undergone a significant period of staff restructuring and is now poised to take full advantage of the resources at its disposal. The Center is led by a Faculty Director, Mohamad Bazzi, who began his four year appointment in September 2021. The Director is a tenured Associate Professor appointed to both the Center and the Arthur

L. Carter Journalism Institute, and has significant professional experience in journalism and media, as well as in teaching both technical and area studies relevant journalism courses to graduate and undergraduate students. The lead staff person at the Center is the AD (Ryan, 95d) who joined the Center in 2018 and oversees the daily operation of the center, manages grant programs, budgets, outreach activities, HR concerns, career advising and advises 1-2 MA theses per year. The Center is further supported by a PCC, Fidele Harfouche, who likewise joined in 2018 and oversees Center communications, website, social media and digital presence of the center, administrative management of MA students; and an AA, Vitandi Singh, who assists in

daily operations and the organization of the Center’s activities. In addition to the Director, there are two faculty appointments in the Center: one position of Clinical Assistant Professor and DGS (McCormick, 64d) and one FF (Abourahme, 15d). McCormick was appointed to this continuing contract position in September 2021, after serving as an FF for three years. He is an anthropologist specializing in digital humanities, gender, and tourism in the Arab world. In his role as DGS, he co-teaches the MA/PhD program proseminar with the FF, provides advising and oversight to the MA students, serves as the Center’s academic liaison with GSAS, serves as adviser/reader on many theses and also co-directs much of the Center’s digital programming.

The FF is a scholar of urban studies and geography who, in addition to co-teaching the proseminar, leads a writing workshop for students completing their MA theses, advises several MA theses, serves on Center committees, and teaches one topical seminar per semester. The Center’s staff and faculty represent a diverse body, including LGBT members and 4 of 6 who were born abroad. They possess research and professional experience across the ME in Afghanistan, Armenia, Bahrain, Egypt, Jordan, Iran, Iraq, Israel/Palestine, Lebanon, Morocco, Pakistan, Saudi Arabia, Syria, Turkey, UAE, Qatar, and Yemen. They hold higher degrees in 7 fields and advanced language proficiency in Arabic, French, Turkish and Spanish. In addition to the regular staff, support from both Title VI and NYU have allowed for the flourishing of our Practitioner-in-Residence program which has included artist and journalist Molly Crabapple, artist and scholar Lara Baladi, journalist Suzy Hansen, designer and scholar Mohamed

el-Shahed, as well as expanding the scope and reach during COVID to professional organizations in virtual residencies,including the Arab Image Foundation (AIF), the Arab Reform Initiative (ARI), and Middle East Research and Information Project (MERIP).

*Professional Development and Overseas Experience*: The vast majority of our faculty members have experience working, researching, teaching, or learning internationally. TT faculty at all ranks and some clinical faculty are eligible for sabbaticals and leaves funded by external grants with departmental permission, and many conduct research during school breaks. While research travel has been curtailed since the onset of the Covid-19 pandemic, our faculty are set to resume an expansive tenure of teaching and research that has brought them to nearly every country in the MENA region, as well as key sites for regional research outside the region including India, Indonesia, Singapore, Malaysia, Georgia, Armenia, Bulgaria, Bosnia, Greece, Senegal, Ethiopia, Mali, and many more (Appendix 1). The Center has supported a robust program of professional development for language faculty in MEIS including several trainings provided by ACTFL’s OPI certification team and has a plan to develop more integrative pedagogical approaches, particularly regarding Arabic and digital pedagogy, in this cycle (5b:43-45, Fig. 1). The Center has supported language faculty and Center faculty and staff in attending the annual MESA conference, where the Center’s FF, DGS, and AD have given 4 presentations between 2018-21, and where AD and Director routinely attend affiliated meetings of NRCs, and associations to which the Center is an institutional member. Center staff are eligible to receive NYU tuition remission and are supported by NRC funds to further develop skills in outreach and communications. The Center is an institutional member in several academic organizations that have supported MES faculty and students across the university over the years, including MESA, ARIT, CASA, and others.

*Participation in Student Teaching, Supervising, Advising*: All PT and FT faculty are eligible to teach, advise, and supervise according to departmental standards, and serve on UG honors theses, MA and PhD committees. Between 2018-21 our faculty have collectively read/advised

more than 508 UG and Grad theses at NYU and elsewhere. A DUS and DGS exist on departmental levels. UG majors and minors in MEIS are advised by the MEIS DUGS (VanderMeulen, 89d); MA students by the Center DGS (McCormick, 64d); and PhD students by the MEIS DGS (Pursley, 74d); the same protocol is followed in HJST (Estraikh, 36d; DGS M. Gottlieb, 44d). MA students select a faculty adviser and reader for their thesis/project; and overall progress is tracked by required cohort- and individual-meetings with the DGS and PCC; and further optional advising/support sessions and professional development workshops organized by the DGS and AD. PhD students in MEIS are assigned an adviser in addition to the DGS; and by their second year, choose 4+ dissertation advisers/committee members. UGs receive further academic advising and career services (tutorials, internships, job fairs, workshops) at the College Advising Center and Center for Career Development. Graduate students receive academic, grant-writing, and career advising through Student Affairs offices across NYU, departmental workshops, and constant faculty guidance. The Center provides career training and opportunities through an internship (for credit) program, alumni and professionalization events, and the practitioners program, open to PhD students if space allows. Starting in 2022, all MA students and FLAS recipients will be required to consult with AD on career prospects and development. All students have physical, mental health, safety and diversity support on campus (see GEPA Statement).

1. ***Staffing and Oversight*** The Center falls under the Faculty of Arts and Science (FAS), and its MA program under the Graduate School of Arts and Science (GSAS). The Director regularly attends FAS Chairs and Directors meetings, and along with the AD, works with newly assigned Divisional Dean at Large, Susan Antón on recruitment, admissions, diversity, outreach, public dissemination, technology upgrades, budget, and other matters. The Center DGS regularly

attends GSAS-wide DGS meetings. Formal affiliation status with faculty across the University strengthens center oversight: Affiliated Faculty serve as advisory council, and serve on committees (e.g. faculty review and hires; admissions; FLAS; tuition awards); every Center committee routinely includes at least 1 language faculty, 1 non MEIS faculty, and, when permitted by NYU policy, the DGS and/or AD. All faculty and students are invited to propose and participate in outreach events, give public/outreach lectures at the Center, and compete for funds for special workshops/conferences, some of which are supported by NRC.

*Outreach and Administration*: The AD (Ryan, 95d) provides overall Center management, oversees the K16 program and its graduate student worker staff, MA academic and professional development, public outreach, and occasionally teaches seminars and advises MA theses. The PCC oversees administration of the MA program and all Center communications (social media, recruitment, advertising); she holds an MA in ME Studies, has a background in communications, social media, and marketing in the ME, and is a native Arabic speaker (Harfouche, 95d).

Outreach activities directed by the AD are supported by three graduate student worker Outreach Assistants (OA) (1b:1-2) who will continue and expand new programs and develop our Digital Middle East Lab (40c). The Center is further supported by a FT Administrative Aide

(Budhram-Singh, 94d) and a team of 5-7 PT graduate student-workers (unfunded students are prioritized), assisting with academic and outreach activities, digital and social media campaigns, library collections, grant-writing and financial reporting, among other responsibilities. All staff assist in assuring compliance with fiscal policies for government grants, non-discrimination policies, handling federal financial aid, matching and distributing FLAS fellowships, and support for international students and scholars. Center staff have mid-year and annual reviews; the Director, DGS, and FF, annual faculty reviews.

*Faculty from Departments, Schools, Libraries*: The Center is as an intellectual hub representing and serving 160 faculty across 8 schools and 35 departments, including NYUAD, NYUSH and NYU sites in London, Madrid, Prague, Tel Aviv, and Washington DC. Center MA students are encouraged to take at least one/two courses outside of the MEIS/Center and asked to reach out to faculty across the university (as thesis advisors/readers). MEIS PhD students take courses outside the department and regularly have external faculty as dissertation advisors/readers. The Center holds events with the full range of faculty listed in Appendix 1; rotates faculty involvement in events that encourage student-faculty connection, such as research workshops and conferences, and collaborations across NYU departments, centers, and institutes. NYU Libraries has a FT dedicated ME librarian Guy Burak (Burak, 94d) with a PhD in MES who holds workshops at the Center on library and archival training and participates in K16 and public events. At the institutional level, NYU Libraries supports our projects, such as the Shaheen Archive, and serves as the lending arm of the Center’s reference collection.

1. ***Non-discriminatory policies*** NYU is committed to equal treatment and opportunity in every respect of relations with faculty, staff, and students. NYU’s president and new Dean of Arts and Science have expanded non-discriminatory practices, along with diversity and affordability, ensuring campus-wide equal access and treatment of all students, staff, and faculty. NYU complies with Title IX and enforces University policies prohibiting discrimination on the basis of sex. The NYU Wellness Exchange provides support and resources for Sexual Assault Prevention and Response; the Moses Center for Students with Disabilities provides equal educational opportunity and participation for students with disabilities. NYU is an Affirmative Action and Equal Employment Opportunity employer. Discrimination is prohibited on any of the following statuses: age, alienage, caregiver status, childbirth, citizenship status, color, creed,

disability, domestic violence victim status, ethnicity, familial status, gender and/or gender identity or expression, marital status, military status, national origin, parental status, partnership status, predisposing genetic characteristics, pregnancy, race, religion, sex, sexual orientation, unemployment status, veteran status, and any other legally protected basis. This includes, but is not limited to admissions, recruitment, hiring or appointment, selection for training, transfer, layoff, promotion, granting of tenure, rates of pay and forms of compensation, participation in NYU educational, social, and recreational programs. The Center widely advertises open staff and faculty positions and follows NYU non-discriminatory employment policies and encourages applications from women, minority, and the disabled. The Center is further committed to equality and non-discrimination by incorporating diversity and inclusion in our events: including minorities as speakers; ensuring inclusion of minority writers and range of perspectives in FF courses; rotating gender/ethnicity/status of practitioners, and the like. We hold support meetings for students; mandatory and optional feedback meetings; and request anonymous feedback on courses, events, and operations as a whole, helping us address further needs. The Center serves as a “safe space” (for students, staff, faculty and our community at large), especially important during moments of violence against minority/foreign individuals and communities. The Center categorically refuses to abide by any discriminatory policies against any people, institutions, governments, or nations. Diversity is a top priority in our MA admissions procedures, and reflected in our 2021 entering MA class which is 52% female; 18% foreign; 64% underrepresented minority, and 15% LGBTQ minority.

# Section F: Library

1. ***Holdings*** NYU Libraries hold +9 million volumes (both physical and electronic) and approximately 100,000 journals. The Libraries holds 259,000 titles in Arabic, Turkish, Persian

and Hebrew (and smaller collections in Hindi and Urdu), and +5,000 movies and sound recordings in those languages. Unicode catalogs are searchable in Arabic, Persian, Hebrew, and other non-Latin scripts. NYU Libraries purchase works on ME, Muslim, and Jewish world in European languages from all prominent academic publishers. The collection’s strengths are history of Middle East and North Africa, literature, Islamic Law, and Turkish and Ottoman Studies. The Library subscribes to many electronic databases and resources, e.g. Index Islamicus, Oxford Islamic Studies Online, Brill’s e-collection of Islamic manuscripts, Al Manhal, and MagIran. NYU Library’s collection reflects a wide range of views and perspectives on and from the Middle East. In addition, NYU is involved in major digitization projects, e.g. Afghanistan Digital Library (ADL) contains approx. 600 titles printed in Afghanistan in 1870-1930 offering this rare material to readers worldwide. NYU contributes to and coordinates the Arabic Collections Online (ACO), an open-access digital collection of approximately 17,500 volumes of Arabic titles from Columbia, Cornell, AUB, AUC, and UAE National Archives collections.

Other special collections include 19th century books from the Ottoman Empire, Persian lithographs, and a new collection of Middle Eastern photographs. The Tamiment Library holds the physical collection of Jack Shaheen (the Center houses the digital archive). NYU Libraries contributes rare materials to the MEMP program of the Center for Research Libraries, expanding access to rare materials from the ME. The libraries of the Institute of Fine Arts, Institute for the Study of the Ancient World, Law, and NYUAD also have considerable ME Collections, and special ones such as Akkasah Center for Photography Collections and Library of Arabic Literature. In addition, the Libraries have been involved in web archiving projects through the Ivy Plus Consortium’s Web Archiving Initiative.

*Financial Support* In 2020-21, NYU Libraries spent approximately $340,000 on materials from and about the ME in ME and European languages in NY. In 2020-21, NYU Libraries devoted

$172,000 in direct salaries to staff who focus on the ME, including the main MES Librarian and faculty, staff, and students who work in Technical Services, Acquisitions, and Digital Library Technology Services.

1. ***Access to Collections*** NYU has reciprocal consortium agreements with Columbia, New School, Cooper Union, Hebrew Union, Parsons, and Brooklyn Historical Society. NYU provides a comprehensive Interlibrary Loan (ILL) program, and is part of the EZBorrow consortium. *Access to NYU Resources for Other Institutions and Individuals* NYU’s Digital Resources provide global access to NYU and other Libraries’ materials (ADL, ACO, and CRL). Local access for non-NYU scholars, researchers, NY residents, and others is granted through NY Metropolitan Reference & Research Library Agency and the Manhattan Research Library Initiative, a partnership with the NY Public Library and Columbia University libraries, allowing anyone part of these to borrow materials from NYU. NYU Libraries also allows public access through means such as Friends of Bobst Library and as guests of NYU students and faculty, and department-sponsored researchers and alumni. NYU Libraries are part of the OCLC SHARES member libraries, whose members have reading privileges and access to collections.

*Access to NYU Resources by Persons with Disabilities* NYU Libraries provides equitable access of information and resources, building and sustaining a diverse, inclusive, and equitable organization which supports the communities it serves. Bobst Library is wheelchair-accessible, and computers all have Special Information Technology.

# Section G: Impact and Evaluation

## Impact

*University*: Consistent excellence through our MA program is key to the Center’s impact on the University. The program enrolls an average of 19 new students each year, selected from an applicant pool consistently above 75. Typically, all incoming NEST MA students receive some form of financial assistance, whether through merit scholarships provided by GSAS and the FLAS program, tuition matching programs for outside awards, or the provision of student employment at the Center or elsewhere, often subsidized by Federal Work Study awards. Aside from the FLAS awards, which are typically awarded to 5 incoming students in each class, we award two full funding plus stipend awards through the MacCracken program and one full funding plus stipend award through our endowed Falak Sufi Fellowship. The vast majority of the remaining students receive a tuition discount, usually up to the full cost of tuition, leaving only fees, insurance, and living costs up to the student. PhD Programs in MEIS and HJST annually enroll ≈9 students awarded 5-year funding and a stipend under the MacCracken Fellowship, which can be extended when students are awarded FLAS or other grants. Such support and resources places NYU competitively in training students in language and area studies crucial to our shared worlds, and the steady stream of highly qualified students helps justify further support for the Center’s activities across campus.

*Community*: Our Center builds strong relationships with community organizations and educational constituents throughout NYC. Over the past four years we have made a strong push to partner with community organizations in New York on a number of on- and off-campus events (Fig. 5). Our continued collaboration with MEMEAC and the Hunter College Arabic program remain a central pillar of our community outreach, amplifying our impact across multiple community orgs and constituencies (14b-17b). Alumni from the Center program and MEIS have also taken up positions in NYC public schools, including Brooklyn Tech and as substitute

teachers. Center alumni have also taken up key positions and internships in the local policy and governmental sectors since 2018, including internships and positions at The Century Foundation and the Council for Foreign Relations, and at the Department of State’s Bureau of Consular Affairs in NYC.

**Fig. 5: Partnerships**

**NYC Community Partners on Events/Programs 2018-21**

New York Kurdish Film Festival⇼Lebanese American University⇼Krikor and Clara Zohrab Information Center⇼Iranian Alliances Across Borders⇼The Century Foundation⇼ArteEast⇼The Mary Boone Gallery⇼The Community Trust⇼The Consulate General of Lebanon⇼Sakip Sabanci Center for Turkish Studies at Columbia⇼Indo-American Arts Council⇼The Culture Tree⇼The James Foley Legacy Foundation⇼PEN America⇼Socially Relevant Film Festival⇼Global Nomads Group⇼Democracy for the Arab World Now⇼Cairobserver⇼James W. Foley Legacy Foundation⇼The Middle East Film Initiative

**Regional͘͘ Community Partners on Events/Programs 2018-21**

Cornell University Departments of Near Eastern Studies, History⇼The Clarke Initiative for Law and Development in the Middle East⇼The Institute for African Development

**National and International Partners on Events/Programs 2018-21**

Embassy of Spain in Washington, DC⇼Spain’s Agency for International Development Corporation⇼Three Cultures of the Mediterranean Foundation⇼The US Holocaust Memorial and Museum⇼The MESA Global Academy⇼The Middle East Outreach Council⇼The American Research Institute in Turkey⇼The Council on Overseas Research Centers⇼The American Institute of Maghrib Studies⇼The Lebanese Studies Association⇼The Center for Arabic Study Abroad⇼The American Association of Teachers of Persian⇼The American Association of Teachers of Turkish⇼JustVision⇼The Auliya Council of North America⇼Columbia Global Centers Istanbul⇼The Barjeel Art Foundation⇼Jusoor⇼Nadi Lekol Nas⇼The Arab American National Museum⇼The Honolulu Museum of Art⇼The Shangri La Museum of Islamic Art, Culture, and Design⇼The Arab Film Media Institute⇼Mizna⇼The Duke-UNC Consortium for Middle East Studies⇼Center for Middle East and North Africa Studies at UC-Santa Cruz⇼University of Michigan Department of History⇼Middle East Reporting and Information Project⇼The Arab Image Foundation⇼The Arab Reform Initiative⇼Paris Institute for Critical Thinking

*Region*: The Center’s regional impact stretches across all of its activities, and is particularly salient in K12 outreach, collaborations with regional educational institutions, and graduate student career placement in universities, business, and the non-profit sector across the New York-New Jersey-Connecticut tri-state area. In K12, dozens of regional teachers have participated in the Center’s summer institutes, saturday seminars, and teacher fellowships (Fig. 7), and our new ad hoc Curricular Consulting service has begun in 21-22 with work in school districts in Scotch Plains, NJ, and Rye, NY. Graduates of the Center’s MA program and the

MEIS/HJST PhD programs currently teach at Rutgers campuses in New Brunswick and Trenton, Bard College and Nyack College in the Hudson Valley, SUNY Stony Brook, and Princeton University.

*Nation*: We measure our impact on the national level through the level and variety of partnerships with national organizations on our programming, and through the support provided to national scholarly associations supported by the grant, and through the national/global reach of our audience for digital programming and YouTube/website productions. The move to virtual events has also facilitated exciting collaborations with organizations across the country, including other NRCs, the Arab American National Museum (AANM), The Honolulu Museum of Art (HoMA) and the Shangri-La Museum in Hawai’i, as well as international organizations, most prominently our virtual practitioner programs with AIF, based in Beirut, and ARI, based in Paris and Tunis (Fig. 5). We look to build on the success of these initiatives to work closely on both in-person and digital programming with national organizations, especially as part of our Future of Middle East Journalism initiative and partnership with AMEJA (Fig. 11, 42c, 4b:32).

Our growth in national impact is also measured through our expansion into the digital space. We have dramatically expanded our social media following over the last four years, and the hosting of our recorded events on YouTube continues to attract a significant audience. In the upcoming cycle, we plan to further integrate these efforts through the DME Lab which promises to further drive traffic and impact across these platforms (Fig. 6). Important precursors to the Lab were web platforms that accompanied our 2020 virtual series’ [Global Uprising](https://theglobaluprising.com/) and [Digital Forays in](https://digitalforays.com/) [Middle Eastern Studies](https://digitalforays.com/), as well as a site developed by the DGS for the [Visual Culture in the](http://www.visualizingthemiddleeast.com/) [Middle East](http://www.visualizingthemiddleeast.com/) course (106e), each site garnering between 1,600-2,500 unique visitors. In addition to these precursor sites, the launch of our YouTube channel in 2020 drove considerable

engagement and impact over the last two years, and will be fully integrated into the DME Lab. Since inception in 2020, our channel has added 209 videos of talks, panels, and archival material from the Center’s past

programs that have garnered over 17,000 views, and attracted over 450

subscribers (Fig. 6).

Our digital K12 Outreach has also allowed us to expand our impact to teachers across the country, as evidenced by the participation in our last two Virtual Summer institutes (Fig. 7). We look to build on the success of those institutes to keep national teachers engaged through TIPSS, the Virtual Fellowship, and

hybrid online/in-person aspects of future Summer Institutes.

1. ***Evaluation Plan*** The Center’s Evaluation Plan for this cycle will include a comprehensive external evaluation conducted in the 2023-24 school year and a new suite of internal quantitative and qualitative assessment practices developed by the Center staff.

*External Evaluation* The Center has reached an agreement with Dr. Elizabeth Worden, Associate Professor of Education at American University, to lead a comprehensive external evaluation of the Center’s activities in the 2023-24 school year (5b:37). Dr. Worden is a leading scholar in comparative and international education studies who has deep experience researching NRCs across the country and their impact on area studies education. This evaluation will include a comprehensive review of relevant statistics and data from the Center’s records and as pertains to the Center’s benchmarks and goals set out in this application and in the strategic plan submitted to NYU in 2020. The reviewer will also conduct site visits as necessary to interview Center staff, faculty, students, and administrators regarding the performance of the Center. The result of this external evaluation will be a comprehensive report on the Center’s strengths and weaknesses that synthesizes quantitative data analysis and qualitative assessment of the Center’s activities and programs, and makes recommendations on the existing assessment practices of the Center and it efforts to achieve the goals set out in the Development Plan (Fig. 11) and the Strategic Plan.

*Internal Assessment* With the introduction of new staff and the significant changes to educational modalities during the Covid-19 pandemic, the Center has developed a new set of internal assessment tools to better keep track of its progress towards its goals of producing high quality educational material for all sectors of the public and to innovation in area studies pedagogy through its MA program and across the university. Among these new evaluative tools are a more sophisticated and in-depth set of survey tools for class evaluations for seminars taught by the Center’s DGS and FF, exit surveys and interviews for each graduating MA student, new benchmarks for audience reach for online events and digital production, mandatory Professional Development Consultations with the AD, and more detailed in Figure 8. We expect to launch our major Digital Middle East Lab Initiative in the 2022-23 AY, and as such have developed a

provisional set of integrated benchmarks and assessment measures to check the progress of its development over the next four years.

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| **Fig 8: Benchmarks and New Assessment Practices** |
| **Outreach** |
| New Practices | New Audience Survey for Digital Events | Annual Social Media Reports | Assessment from Social Media Professionals |  |
| Benchmarks | Average Attendance at Digital Events at 45 attendees | 5% increase on followers on Twitter/Instagram/Fa cebook | 8,000 annual views on YouTube | 10,000visitors/year across DME Lab | Co-sponsor 10events with 5 partners each year. |
| **MA Program** |
| New Practices | New evaluation surveys for center courses, major outreach programs | MA Program exit interview | Mandatory Career Advising Session w/ AD | Semi-annual Town Hall with students | Develop online comprehensive MA handbook |
| Benchmarks | Increase applicant pool by 15% by 2025 cycle | Place 3-5 students in a competitive internship program each year | Center faculty course enrollments at/above 13 person average |  |
| **FLAS** |  |
| New Practices | AVANT tests for all Arabic FLAS | Mandatory Professional Development Consultation with AD/PCC |  |

1. ***National Needs*** Knowledge production and dissemination regarding the Middle East is the key function of our mission at the Center. In 2018-21, our faculty published 50+ books, 250+ refereed academic journal articles, 200+ op-ed and magazine articles, and 40 non-traditional media products including documentaries, films, plays, interviews and podcasts. Students and recent alumni have been especially productive as well, contributing writing to our public-facing platforms for our digital series on Global Uprising and Digital Forays in Middle Eastern Studies, a feature that will be a consistent and evolving piece of our DME Lab project, as well as helping

construct new web-based writing and archival knowledge through our Practitioner-In-Residence programs with AIF and MERIP. Our academic events highlight new scholarship and

works-in-progress, providing crucial experience for faculty and students from around the world to strengthen and share their expertise. Over 5,868 people have attended our events over the last four years and have significantly grown engagement with the public through social media and the launch of our YouTube channel that hosts videos of all digital events and archival footage from the Center which have been viewed over 17,000 times since its launch in 2020. Our DME Lab project will serve as a site that collects and disseminates information about our major programs, bringing classroom activities out into the public, and creating new resources that will then be used in K12 programming, particularly the Summer Institute and Virtual Exchange Fellowship programs.

1. ***Postgraduate Employment*** Graduates from the Center have a strong record of employment across sectors (Fig 9). Our MA graduates are strongly competitive, as evidenced by the numerous internal and external competitive awards and scholarships won over the last four

years (Fig. 10). Placements over the last four years for MA students have been spread across PhD programs or further graduate study (29%), journalism (16%), the nonprofit sector (16%), higher education

(10%) and the private sector (10%). We have made modest progress in placing students in

positions in the federal government and K12 teaching positions, two areas we plan on emphasizing in alumni development activities in the next cycle.

**Fig. 10: Prizes and Awards, MA Students 2018-2021**

OverSeas Press Club 2020 Scholar Award⇼Gallatin Global Fellowship in Human Rights⇼Global Research Initiative⇼Polonsky Internship Program NYU⇼Grey Art Gallery NYU Graduate Writing Prize⇼MESA: Honorable Mention Student Paper Prize⇼Chandler Award for Excellence in Student Religion Reporting⇼2020 John M. Collier Award for Forest History Journalism.⇼Alpine Award⇼Washington Rare Book Group Scholarship

1. ***Equal Access and Treatment*** Once a return to in-person activities is fully established, the Kevorkian Center will be open and welcome to all at its public events, as it was prior to the pandemic. The building itself is fully handicap accessible, and accommodations are made available at both in-person and online events upon request. In its admissions program and hiring, the Center actively seeks out individuals from underrepresented groups, and every year nominates eligible students for diversity support programs in the Masters College, including the Diversity Tuition Awards and the Pathways to PhD program.

# Section H: Outreach Activities

## Elementary and Secondary Schools

*Digital Outreach to K-12 Teachers and Students* Over the past two years, the Center has developed and supported two unique teacher outreach programs that it seeks to continue to fund under the NRC program. We are planning to continue our innovative Virtual Exchange Fellowship partnership with The Global Nomads Group. This program provides 6-8 teachers in grades 7-12 from the US and ME each year with a stipend and a suite of workshops and asynchronous teaching consultations, projects, and resources to assist the implementation of the Global Nomads Student to World curriculum in their classrooms. The workshops associated with this program will include closed workshops focused on student-centered virtual pedagogy for the fellows alone that are managed and run by GNG and content-oriented workshops with experts on

various topics curated according to the interests of the fellows, but open to any teacher who would like to attend. In collaboration with 27 other NRCs to support the further development of AP Comparative Government curricula and pedagogy through the Today In International Politics Speaker Series (TIPSS) a twice-monthly online meeting connecting AP Comparative Government teachers and students with area studies specialists on different issues relating to the six AP Comparative Government case studies – China, Iran, Mexico, Nigeria, the UK, and Russia. This program is currently in its pilot year, and is spearheaded by a teacher at the Petrides School in Staten Island whose classes had previously been supported by the Center’s Speakers Bureau. The program regularly garners between 60-70 attendees, and the Center will continue to sponsor a portion of a stipend for the organizer, speakers on topics related to Iran, and stipends for teachers who choose to develop shareable curricular resources as part of the workshop.

*Summer Institute* The Center seeks to continue its successful summer institutes for area studies teachers in the next cycle. In the previous cycle, these institutes were the product of collaboration with NYU’s Latin America NRC, CLACS, and addressed such topics as “Café con Azúcar: Commodity Production, Trade, and Power in the Middle East and Latin America” (2018), “Global Populisms: Nation, Society, and Culture” (2019), “Teaching the Middle East and Latin America in the Time of Covid-19” (2020) and “The Kids Are Alright: Youth Culture and Politics in the Middle East and Latin America” (2021). Prior to the onset of the pandemic, these institutes comprised a week-long seminar with guest speakers on relevant topics and local field trips to sites of interest in New York City. During the pandemic, these institutes switched to a virtual modality, and included 2-3 synchronous meetings a week with guest speakers and facilitators, pre-recorded lectures, and an asynchronous classroom assignment development project. In the last two years, the Summer Institute has produced new curricular assignment models that are

shared on our website and paired with recorded sessions and lectures with the guest speakers in the institute. In the coming years, we look to continue these institutes and offer hybrid modalities for teachers in New York and across the country to participate and develop their area studies pedagogy and integrate curricular outputs with our DME Lab.

*Ad hoc Curricular Consultation and Speakers Bureau* In Fall 2021, under the direction of the AD, the Center has offered ad hoc curricular consultation to local school districts interested in expanding their ME Studies offerings. The AD has arranged meetings with the social studies coordinators and in-service visits at the Scotch-Plains School District in New Jersey and the Rye Public School District who are currently revising their curriculum to include more coverage of the Middle East, in particular through explorations of American and Middle Eastern interaction in the 18th and 19th centuries. This program is currently in a pilot phase, but we hope that sustained interaction at the district level with these programs will yield new and interesting innovations in K-12 MES pedagogy that can be shared nationally and reiterated with other interested districts in the new cycle.

*Virtual Hindi/Urdu K-12 Institute* Beginning in Summer 2022, we will be hosting, in coordination with South Asian NRC’s at UT-Austin and Michigan State University an annual 3-week long intensive virtual institute for teachers of Hindi and Urdu from K-12 schools and teachers who work in community settings. This program has grown out of our previous

STARTALK programs, and will be facilitated in part by our Hindi instructor, Gabriela Nik Ilieva (Nik Ilieva, 68d), and a longtime Urdu teaching consultant.

## Postsecondary Institutions

*Subaward to CUNY MEMEAC and Hunter* In the next 4 years we are continuing our partnership with Hunter College and Middle East and Middle Eastern American Center, providing access to

programming, training, and resources to Title III/V MSI’s in the NY area (Competitive Preference Priority 1). Our subawards will continue to fund professional development assistance, lectures series and workshops on their campuses. Of note, our funds help support faculty book manuscript workshops for ME faculty across the CUNY system, a crucial service that CUNY faculty otherwise do not receive funds to support. Many CUNY PhDs go on to teach at MSIs, for whom we co-sponsor teacher-training seminars. Finally, we support CUNY’s Dissections Seminar, featuring cutting-edge, in-progress research presentations in MES topics on their campus, and bi-annual manuscript review workshop exclusively for faculty at Bronx Community, Brooklyn, City, Hunter, Lehman, and Queens Colleges. Recently, MEMEAC was able to leverage our support to acquire a Mellon-Sawyer Seminar Grant for a series of courses and programs on the topic of Race in the Middle East. Our partnership with Hunter College focuses on improving their Arabic language program, offering their faculty 6 annual

teacher-training workshops, creating a mentorship program for new teachers, and committing one summer FLAS Award for a Hunter student.

*Faculty Resource Network* We will continue our annual participation in the FRN, which brings community college, HBCU, and MSI faculty to NYU for a week-long workshop. Participants are afforded housing and a small per diem, and in future years we will explicitly target HBCU faculty.

*Digital Middle East Lab* We are seeking funds to launch an ambitious new project aimed at integrating our public programming, digital outreach to K16, and our approach to graduate pedagogy under the umbrella of a *Digital Middle East Lab* (DME Lab, 4b:25-26). This project will consist of a new website that will host videos of our public events, integrated projects produced by students in the core courses of our curriculum, and the output of two initiatives

coordinated by the DGS, “Site, Sight, Cite” and “Reimagining the Monograph.” This new resource will intersect with efforts to enhance ME research and teaching at, and beyond NYU, and will target under-resourced and underrepresented scholars for participation. The DME Lab will also intersect and strengthen the multi-year “What is Area Studies” initiative.

## Business, Media, and the General Public

The vast majority of our events are open to the public, and we make a concerted effort to reach out to professionals in media and business. We propose in this cycle significant expansions in digital outreach, outreach to media professionals, and culminating programming across outreach sectors to celebrate the 60th anniversary of the Center’s founding in 2026.

*Business* Our Center’s business outreach has organically grown out of alumni who pursued the MA with a Business concentration. We offer at least one professionalization workshop for our students each year focused on opportunities in the for-profit world, often featuring alumni. Many of our students are interested in arts, museums, film, and publishing, leading us to draw from NYC’s impressive networks and organizations in those fields; and interested in non-profit careers, regularly interning with immigrant rights centers, and the like.

*Media* Our Center’s 15-year partnership with Journalism (offering joint-degrees) has yielded a robust network of connections to the world of media. As of 2021, the Center Director is also an established professional journalist with extensive connections and networks which we plan to activate on behalf of our students. We have established pipelines for student internship at a number of publications, news organizations, and broadcasting/social media firms, and many of our graduates land top jobs in the field (Fig. 9). Our public events regularly feature journalists and/or media professionals, our practitioners-in-residence have drawn on journalism, media, and adjacent fields and often provide media/tech training within the workshop. Our faculty

consistently provide interviews, write op-eds for local, national, and international publications, and make media appearances. Our growth in social media will further contribute to expanded media outreach (Fig. 6). We are currently requesting funds to support a new *Future of Middle East Journalism* (FoMEJ) initiative that will include co-sponsored activities with the Arab and Middle Eastern Journalists Association, including a number of co-sponsored in-person and online panels on contemporary topics in years 1, 2, and 4 and an in-person workshop or training institute during Year 3, a commitment to host at least one journalist or journalist association as a Practitioner-in-Residence, and funds to subsidize the participation of Center staff and Center MA students enrolled in the Journalism Department’s Global Beat course in Year 4 (2b:11).

*General Public* Our Center maintains an email listhost of 2,600+ unique subscribers and a growing social media profile which we will expand on. When permitted by speakers, our events are recorded over zoom and shared on our YouTube page. NRC funds support one

student-worker supporting these media efforts, providing important post-graduation employment skills. For the coming cycle we are requesting support for a wide range of public-oriented activities. These will include the continuation of our virtual series, a year-long series of 8 panel events on a different theme each year. Past themes in this series have included “Global Uprising” “Digital Forays in Middle Eastern Studies” and “Elements of Border and Infrastructure.” We will resume hosting in-person research oriented events and the co-sponsorship of other in-person events on an ad hoc basis in the 2022-2023 AY and anticipate hosting or co-sponsoring up to 12 such events that will feature in depth discussions of works in progress and recent publications regarding cutting edge scholarship in the field. We plan to co-sponsor an annual series of events that will take place in a hybrid fashion in-person at NYU Global Sites in Accra, Ghana, and Abu Dhabi, UAE. These events will be simultaneously broadcast and recorded for hosting on the

Center YouTube page. The Kevorkian Center plans to host a series of annual conferences and special workshops in-person. At least one of these conferences will address our programmatic theme of “What is Area Studies for the Middle East?” by convening scholars from across the country to discuss the state of the field in Middle East Studies pedagogy. Other conferences may act as in-person capstones to our Virtual Series, or reflect aggregated student interests. Lastly, the Center plans to organize or co-sponsor one major cultural program each year, which may include a Film Festival, Concert, or Art Exhibition.

# Section I: Program Planning and Budget

1. ***Development Plan and Timeline*** The Center has spent much of the last two years reconfiguring its activities and programmatic functions in accordance with a strategic plan which was required by FAS in 2019-20, and in light of the impact of the Covid-19 pandemic on the university. As such, we have developed a plan to expand the impact and reach of the Center’s graduate program, and pursue new modes of academic engagement in MES that will prompt new approaches to pedagogy and research in our field, and create new programmatic linkages overseas through virtual and in-person programming facilitated by our partnership with GNG (37c) and NYU Global Sites (Fig. 11). Our plan builds on the major innovations that we have undertaken in our curriculum through the required Problems and Methods in Middle Eastern Studies proseminar, and in our virtual event series to better connect our classrooms and students with the public application of Middle East Studies knowledge and expertise. These efforts will both serve the goal of maximizing the Center’s resources and developing a major programmatic theme - “What is Area Studies for the Middle East?” - for the next four years that will culminate in a special set of programs in 2026 to mark the 60th anniversary of the Center’s founding. One major vehicle for this will be the development of the Digital Middle East Lab (DME Lab), a

portal which will act as the hub for digital events, student projects, and outputs from major ongoing workshops and conferences organized by the Center, so that they may be integrated into the classroom, shared with the world, and spur greater engagement. Another major initiative we will undertake in this cycle is our Future of Middle East Journalism (FoMEJ) project, which will aim to bring media and academia in closer support of one another. Each of these projects are meant to strengthen the others, and together aim to address changing teaching and knowledge production, the methods of research and modes of dissemination, and the dynamic connections the field makes with and through the region. In addition to further pursuit of unique degree offerings, the deepening of support for ME LCTL teaching, the pursuit of externally funded projects including NEH and Fulbright-Hays funded seminars and greater engagement with the media and policy worlds, the Center will be consistently responding to feedback and input through new and effective assessment activities, as well as a comprehensive external evaluation (34c).

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| **Fig. 11: Kevorkian Center Development Plan 2022-2026** |  |
|  | **Year 1 Actions** | **Year 2 Actions** | **Year 3 Actions** | **Year 4 Actions** |
| **Maximizing Center Resources** | Launch of new Arabic Curriculum Development Activities | External Review | Develop/revise initiatives based on results of external review | 60th Anniversary Programming |
| **Overseas Development** | Sponsorship of Africa/Islam Speaker Series @ NYU Accra, GNG K-12 Fellowship | Arabic Professional Development with NYUSH | Fulbright-Hays GPA program in conjunction with NYU-AD and possibly other GNU sites | Global Beat Trip to MidEast |
| **Digital Middle East Lab** | Develop and Launch Site | YEARLY: "Sight, Site, Cite" - Middle East Methods and Digital Scholarship part of Lab. 6 additions/year - 3 integrated in PM w | Reimagining the Monograph Working Group | Include new K16 teaching tools developed as part of What is Area Studies Initiative |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | contemp and 3 historical w spring history course |  |  |
| **Addressing "What is Area Studies for the Middle East"?** | Working Group on Area Studies Pedagogy | Conference on Area Studies Pedagogy | DGS Offers New Class on Reimagining Area Studies | K12 Summer Institute on Area Studies Basics |
| **Future of Middle East Journalism** | Sponsor series with AMEJA | Journalism-focused Practitioner in Fall or Spring, co-sponsored by AMEJA | Academia-Journal ism workshop with AMEJA | Global Beat Trip to MidEast, sponsorship of AMEJA events |

1. ***Quality and Purpose of Funds*** The activities for which we seek funding are entirely meant to support and leverage the expansion of knowledge about the Middle East for the benefit of the public. We have presented in our budget and budget narrative (1b-17b) extensive and detailed estimates for costs for specific activities based on projections sourced by our community partners and our faculty, as well as past spending. Each of these requests is meant to correspond to goals laid out in our development plan (Fig. 11). These goals also directly align with the priorities outlined by the Secretary. Through targeted partnerships with a wide range of organizations committed to a diverse and broad engagement on issues of global and ME studies such as GNG, AMEJA, MESA, MEMEAC, and others, in combination with our expanded and deepend digital programming through the Digital Middle East Lab (DME Lab), which will allow us to draw on a much wider range of potential experts and practitioners for events, we aim to present the best of interdisciplinary perspectives on the region through programming and resources that are open to all (Absolute Priority 1). Our expanded K-12 programs, including funding for TIPSS, new ad hoc Curricular Advisement program, the Virtual Exchange Fellowship with GNG, and Summer Institute, as well as our request for dramatically expanded curricular development and training in Arabic and Urdu are meant to maximize our resources and faculty/staff strengths to address Absolute Priority 2. Our subaward partnerships with CUNY

MEMEAC and Hunter College, including the reservation of one Summer FLAS for a Hunter College undergraduate student in Arabic, are the most substantive measures proposed to address Competitive Preference Priority 1.

1. ***Costs and Objectives*** Costs of proposed activities are reasonable. We have leveraged university and external funds wherever possible. NRC/FLAS funds constitute a small percentage of overall NYU expenditures for student support in ME Studies (Fig. 12) but act as a key leverage point for growing the program in other sectors, and justifying staff and programming support. With strong institutional support for basic research and teaching, NRC funds are targeted leveraging for the advancement of outreach at all levels, support for advanced development of language and area studies pedagogy, and supporting deeper overseas linkages in the upcoming cycle. FLAS funding and funding for graduate student assistants is indispensable for recruiting and producing graduates with ME expertise, LCTL proficiency, and work in outreach programming. This funding is leveraged into considerable additional support for MA students, as FLAS and NRC funds make up merely 8.6% of all aid awarded to ME studies students in NEST, MEIS, and HJST programs (Fig. 12).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Fig. 12: NYU Student Support AY 20-21** | **Kevorkian Center Funds** | **NYU (non-Title VI) Funds** | **Title VI Funds** | **Total** |
| *Grad fellowships and tuition support (MEIS, HJST, NEST)* | $3,755 | $2,974,294 | $184,800 | $3,162,849 |
| *Fellowships to professional schools and UGs* | $0 | $60,000 | $63,000 | $123,000 |
| *Grad Student Worker Positions (MEIS/NEST)* | $60,220 | $91,969 | $54,413 | $206,602 |
| ***Total Graduate Student Support*** | $63,975 | $3,126,263 | $302,213 | $3,492,451 |

1. ***Long Term Impact*** We expect this upcoming grant cycle to dramatically impact our Center’s efforts to train students, professionals, and teachers in Middle East studies for the long term. Our funding requests in this cycle are targeted at enhancing our pedagogical training in LCTLs and in the Area Studies curriculum of the MA program, and integrating each with our digital presence and public programming through the DME Lab (40c). We are poised to lean into the benefits of the experience of the pandemic to concentrate on the most effective ways to expand programming and innovate curricula through digital methods, and maximizing the impact and effectiveness of in-person programming. We have targeted funding in several areas to programs that have an established track record of success and/or show exceptional promise for continued growth. We expect the added investment into Arabic program development to both increase the quality of the program as reflected in the performance of FLAS grantees and other metrics, and amplify the excellent work of the faculty by making curricular resources available to others. Our redesigned K12 programming, including digital national outreach through TIPSS and the GNG Exchange Fellowship, and in-person activities through curricular consulting and a planned application to the Fulbright-Hays GPA program, will allow us to make new and varied connections between teachers and classrooms across the country and with colleagues in the ME, and broaden the curricular impact in NYC schools and surrounding communities. Our Future of Middle East Journalism (FoMEJ) initiative will yield closer ties between the journalistic and scholarly communities of study on the ME and grant new journalists deeper and greater experience working and studying in the region.

# Section J: Priorities

1. **Absolute Priority 1**

*Diverse Perspectives* With 160 faculty in 35 departments as the faculty body that make up the

Center, and 44,131 students collectively enrolled in our courses in 2018-21, we have relationships with, represent, and serve a large and diverse population with wide-ranging interests. The Center hosts or co-sponsors upwards of 50 events per year. We use a comprehensive rubric to internally assess diversity of perspectives across our activities, and especially outreach/public events over which we have the most control : historical period, geography, methodology, theoretical approach, topic/theme/discipline, gender and minority balance/voices, quantity of total and similar events, and student and faculty input based on surveys, enrollment and attendance. In 2020-21 alone we supported events on critical political issues in Algeria, Egypt, India, Indonesia, Iran, Iraq, Israel/Palestine, Jordan, Lebanon, Morocco, Pakistan, Syria, Turkey, UAE, Western Sahara, and Qatar, and with the benefit of doing programming digitally, included speakers located in 14 different countries across Europe, Africa, Asia, North America and Australia. Part of our commitment in this request to digital programming is to continue to seek out diverse voices for our events based in and beyond the region that otherwise are difficult to include. These events also included experts with specialization across the fields of comparative literature, film, politics, history, anthropology, religion, media studies, and many others. We often purposefully co-sponsor events with a goal of fostering productive conversation among divided groups. For example, in our collaboration with Taub Center for Israel Studies, from 2018-21, we co-sponsored at least one event per year, usually centered on a new book of political consequence, often authored by a former postdoctoral fellow at the Taub Center. Nevertheless, we do not abide by the trap that diverse perspectives on the Middle East can be reduced to “sides” in the Arab-Israeli conflict, as that ignores other serious issues in the political realities in the Middle East, from Afghanistan to Western Sahara. The Kevorkian Center is a major actor in cultivating global competencies across

campus, New York City, the nation, and beyond, and we approach the Middle East as a variegated terrain whose many complex issues we cover across our programs.

*Areas of National Need* NYU offers courses in 7 of 78 priority LCT languages: Arabic (all dialects), Hebrew (modern), Hindi, Persian (Farsi), Turkish, and Urdu. Our programmatic and pedagogical outlook is global, centering the Middle East as a region and looking outwards from there across the globe making connections across Asia, Africa, Latin America, Europe, and North America. Of the language competencies requested by USAID, our grant supports teaching in 7 of them, which is greater than 50% of all ME/South Asian/Central Asian languages

requested. Of those requested by the Department of Defense, we support teaching in 7 languages, representing 20% of the total languages requested. We support 4 of the 17 language competencies requested by the Department of Energy, 10% of all languages requested by the State Department, and similar percentages of the requests from the Department of Transportation and the Peace Corps. Our regional focus covers the entirety of North Africa/Maghreb, Middle East, Persian Gulf/Arabian Peninsula, Caucusus and Levant Regions, and Muslim South Asia.

We encourage students to pursue these fields by our diverse course offerings (in area studies and languages), and through professionalization activities include the Practitioner-in-Residence program and Alumni Networking Events, which often feature alumni working in the policy and non-profit world. We also provide training for our students to be the future leaders in arts, education, journalism, media, nonprofit and for-profit sectors through our internship, practitioners, and professionalization programs.

1. **Absolute Priority 2** In the coming cycle we propose to continue innovating in how we support K-12 area studies and ME education through the continued development of the TIPSS and Virtual Exchange Fellowship programs, as well as through deepened relationships with local

district level coordinators to innovate curricular through expert consultation and professional development, in addition to the continuation of our popular Summer Institute program. We also support training of our LCTL faculty through our Arabic, Hindi, and Urdu curricular development initiatives, regular professionalization subsidies and conference support. New Arabic and Persian courses will be introduced in Y1.

1. **Competitive Preference Priority** Our FRN provides Summer courses and special programs for faculty from MSIs and HBCUs. Our CUNY and Hunter College programs support faculty and curriculum development at Queens, Hunter, City, and Lehman Colleges, all eligible for Title III/V aid.

# FLAS Competitive Priorities

*Priority 1*: All Center FLAS applications must submit FAFSA to NYU’s Financial Aid Office. Rigorous committee review ensures that awards are granted to students who demonstrate financial aid, along with the matrix of language proficiency, ED needs.

*Priority 2*: 100% of the 5 LCTLs eligible for FLAS awards are deemed priority languages by the ED and other Federal departments.