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Center for Middle East and

North African Studies (CMENAS)

Funding Proposal for

Comprehensive National Resource Center (NRC) Program

*ASSISTANCE LISTING NUMBER: 84.015A*

&

Foreign Language and Area Studies (FLAS) Fellowships Program

*ASSISTANCE LISTING NUMBER: 84.015B*

FY 2022-2025

Submitted to the International and Foreign Language Education Office US Department of Education

Washington, DC February 2022

PR/Award # P015A220163

**LIST OF ACRONYMS**

**Acronym Definition**

**ACA** American Civic Association

**ACTFL** American Council on the Teaching of Foreign Languages

**AD** Associate Director **AP** Absolute Priority **AY** Academic Year

**BU** Binghamton University

**CCE** Center for Civic Engagement

**CCPA** College of Community and Public Affairs

**CLT** Center for Learning and Teaching

**CMENAS** Center for Middle East and North Africa Studies

**CPP** Competitive Preference Priorities

**CRL** Critical Research Libraries

**ESLN** Empire State Library Network

**FLTA** Foreign Language Teaching Assistant

**FRG** Faculty Research Grant

**FRI** First-Year Research Immersion

**FTE** Full-Time Equivalent

**GA** Graduate Assistant

**Gen Ed** General Education

**HRI** Human Rights Institute

**IASH** Institute for Advanced Study of the Humanities

**IEGI** International Education and Global Initiatives

**I-GMAP** Institute for Genocide and Mass Atrocity Prevention

**ILL** Inter-Library Loan

**LCTL** Less Commonly Taught Languages

**ME** Middle East

**MEAMS** Middle East and Ancient Mediterranean Studies

**MENA** Middle East and North Africa **MSI** Minority Serving Institution **MTP** Master Teacher Program

**NYSMTP** New York State Master Teacher Program

**OC** Outreach Coordinator

**OER** Open Educational Resource **PBS** Public Broadcasting Service **PPL** Philisophy, Politics, and Law

**SUNY** State University of New York

**TA** Teaching Assistant

**TAE** Transdisciplinary Areas of Excellence

**TLEL** Teaching, Learning, and Educational Leadership **TRIP** Translation Research and Instruction Program **UCTD** University Center for Training and Development

**UHS** United Health Services

**WSKG** Binghamton NPR/PBS Affiliate

*Binghamton University NRC-FLAS Proposal*

PR/Award # P015A220163

Acronym List

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**A. COMMITMENT TO SUBJECT AREA**

## Institutional support for Center operations

Binghamton University (BU) has prided itself on the strength and reputation of our Middle East and North Africa (MENA) programs for nearly sixty years. We were the first State University of New York (SUNY) campus to have a Judaic Studies department, just as we are now the only campus to offer a major in Arabic Studies. MENA studies at BU is historically known for its strengths in Ottoman and Turkish studies, especially in subfields related to social history, historical sociology, and the world systems paradigm led by such prominent figures as Immanuel Wallerstein, Çağlar Keydar, and Donald Quataert through their work with the Braudel Institute. These scholars, among others, trained many of the most successful Ottoman and Turkish studies academics in North America, Europe, and the Middle East. After the retirement of these prolific and influential intellectuals, BU has continued and expanded on this proud tradition of excellence in MENA studies.

Over the past decade, BU has invested in hiring twenty new MENA studies faculty across the university’s multiple colleges and professional schools. It has committed deep and sustained financial resources in the form of faculty positions, curricular programming, outreach, library resources, and research support. This long-term commitment most recently manifested in the creation of a Center for Middle East and North Africa Studies (CMENAS) out of the formerly undergraduate-focused MENA Studies program. As a program in the Harpur College of Arts and Sciences, CMENAS has clear and consistent institutional structure and financial support. Harpur College provides an annual operational budget for CMENAS. It also provides support for a faculty director, outreach coordinator, and an administrative assistant.

CMENAS takes advantage of our campus’s ability to create synergies across multiple academic and programmatic investments, including BU’s six Transdisciplinary Areas of

Excellence, the Institute for Advanced Studies in the Humanities (IASH), the Institute of Genocide and Mass Atrocity Prevention (I-GMAP), the Human Rights Institute (HRI), the Kaschak Center for Social Justice for Women and Girls, the First-Year Research Initiative (FRI), and the BU Libraries Digital Humanities initiative. These collectively represent substantial investments in financial resources that are available to faculty, staff, and graduate/undergraduate students to promote research, programming, and curriculum related to MENA studies and their intersection with the broader world. BU has committed extensive ongoing financial, infrastructural, and intellectual resources to the field of MENA studies that cut across a wide range of instructional departments and administrative units, with CMENAS at their center.

BU devotes significant resources to hiring and staffing related to MENA studies, with thirty-six faculty in departments and programs across BU’s six colleges and schools (see Appendix 3). Within Harpur College alone there are two departments that contribute directly to the mission of CMENAS: the department of Middle East and Ancient Mediterranean Studies (MEAMS) and the Judaic Studies department. These two departments contain the majority of MENA studies faculty, BU’s three undergraduate majors and three minors related to MENA studies, and teach all the core regional languages (Arabic, Hebrew, Persian, and Turkish). The Center for Israel Studies also contributes significant resources to CMENAS in terms of faculty resources and programming. Finally, there are several disciplinary departments that contribute to MENA studies through core faculty and graduate degree granting programs. These include the d epartments of Anthropology, Art History, Comparative Literatures, Economics, History, Human Development, I-GMAP, Political Science, Public Administration, Public Health, Sociology, Sustainable Communities, the d epartment of Teaching, Learning, and Educational Leadership (TLEL), and the Translation Research and Instruction Program (TRIP).

Tenured and tenure-track faculty comprise an overwhelming majority of our MENA studies faculty, all of whom have doctoral degrees from some of the top universities in the world (Appendix 3). Only three of BU’s thirty-seven MENA faculty are full-time lecturers, which stands in stark contrast to nearly all postsecondary institutions in the US. Further, while many institutions have moved toward non-tenured lecturer positions for language instruction, BU is one of the few universities that maintain tenure-track positions in MENA language programs.

Our institution employs three tenured professors of Arabic and one tenured professor of Ladino. BU is committed to maintaining tenured faculty positions at compensation rates well above the median. When lecturers are hired, they are integrated fully into departments, receive multi-year contracts, and are offered a full range of professional development opportunities. BU supplements language instruction through support for lecturer positions in Arabic, Hebrew, and Turkish, as well as providing FLTA support for language sections. Although faculty FTEs across BU are at a premium, the University continues to prioritize resources for MENA studies.

BU has deep and sustained commitments to institutions abroad. It has made a concerted effort to internationalize by facilitating foreign travel, study, and research for its faculty and students. As part of the SUNY System, we offer over 100 education abroad opportunities and student/faculty exchanges across the globe. Thirty-one of these international programs are available in five countries across the MENA region. BU and the SUNY system have deep and ongoing sustained agreements with ten educational institutions in the MENA region (Egypt, Israel, Jordan, Morocco, and Turkey). The university’s MENA graduate and undergraduate students regularly study intensive Arabic, Hebrew, and Turkish at these partner institutions. We also have long-standing agreements with several Turkish Universities as part of the Dual Diploma Program where students from Turkey and the US do their undergraduate

degree work in both countries and receive two bachelor’s degrees. This program has been ongoing since the 1990s and has awarded dual degrees to thousands of students over the last thirty years.

BU will demonstrate its commitment to outreach activities by providing 80% of the salary of CMENAS’ Outreach Coordinator position and 50% of the Associate Director’s pay. These are new positions for the Center and demonstrate BU’s commitment to the NRC’s competitive priorities. Our outreach partnerships include SUNY Broome, (a local community college that is a feeder school for BU), Purchase College (a SUNY System four year liberal arts college and Minority-Serving Institution), the American Civic Association (a local nonprofit that serves the New York Southern Tier’s immigrant and refugee populations), BU’s Master Teacher Program (serves New York State’s K-12 teachers in terms of pedagogical training, cultural competencies, and curricular development), and WSKG (a local public television and radio station that serves twenty-one counties in New York’s Southern Tier and will make CMENAS teaching and learning materials accessible to the public via the PBS LearningMedia website).

CMENAS’ outreach partnerships reflect our thoughtful, organized, and dynamic plan to develop competencies in MENA studies on the local, regional, national, and international levels and to build a pipeline of students and professionals with cultural competencies and deep knowledge of the MENA region’s languages, cultures, politics, economies, and societies. These partnerships will also enable us to assist in creating cultural competency among New York State’s teachers and public servants with regards to the rapidly growing MENA diaspora communities there. In addition to its institutional partners, CMENAS will continue its cooperation with other BU centers, departments, and programs to jointly host speaker series, conference panels, workshops, roundtable discussions, symposia, cultural activities, and public lectures on various topics related

to contemporary and historical issues in the MENA. Our outreach will also include sustained community-engaged learning and teaching opportunities for BU students and the broader populace through study abroad programming and faculty supervised research on the New York Southern Tier’s longstanding MENA diaspora communities.

BU is firmly committed to providing its students with various forms of academic, advising, health, and financial support throughout their educational careers. As a SUNY System university, our tuition cost is considerably lower than our flagship counterparts in other state university systems. BU provides an array of financial aid support options to its students at both the state and federal levels and students benefit significantly from the university’s sustained investment in its libraries, advising, and career development centers (addressed throughout this document). BU also maintains a staffed Writing Center to assist students in developing their research and writing skills. In line with the university’s commitment to study abroad programming and CMENAS’ goals of strengthening language and area studies, Harpur College and the Provost’s office have secured enhanced endowment funding for a variety of student awards directed at overseas study and at the acquisition of internships with governmental and non-governmental agencies in the US and abroad. Additionally, graduate students in History, Political Science, Art History, and other related MENA fields receive up to six years of full funding through grading and teaching assistantships. They also have access to important pedagogical training opportunities in course development and remote teaching during summer and winter sessions. The Graduate Student Employee Union, the Graduate School, and various departments and programs provide conference travel, research, and language learning grants to all graduate students, including those focused on MENA topics. CMENAS is built on the foundation of area studies. Our intellectual commitment to area studies provides an arena in

which students can achieve both high-level language skills and a deep understanding of the MENA region in all its dynamics and complexities.

**B. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM**

## Instruction and Enrollment in Target Languages

BU Harpur College’s core identity has been its support for the fine arts, humanities, and social sciences. MENA language instruction has flourished for decades in this environment, developing both depth and breadth of coverage (see Appendix 1). BU is the only SUNY System institution to offer a B.A. in Arabic Studies and was one of the first universities in New York State to establish a Judaic Studies department. The MEAMS and Judaic Studies departments offer the core language instruction in Arabic, Hebrew, Ladino, Turkish, and Yiddish. MEAMS also teaches Latin and Ancient Greek, which constitute core ancient MENA languages. MEAMS faculty will also begin offering Persian in year 2 of the NRC grant cycle through the intermediate level. Over a typical academic year, approximately thirty-five courses are offered in modern MENA languages from the elementary through advanced levels to undergraduate and graduate students. These courses had a cumulative enrollment of 270 students for the 2020-21 academic year, which has been consistent with earlier enrollments prior to the COVID-19 pandemic.

Ladino, while not yet an official course, is being taught on a voluntary basis in the ongoing Ladino Lab workshop for interested students and faculty. In addition to offering formal Persian courses during the grant cycle, CMENAS intends to support the development of more formal intensive Ladino language training during the winter and summer sessions that teaches students the basics of grammar and alphabet and then quickly moves into the speaking, reading, writing, and listening exercises currently featured in Ladino Lab.

## Advanced language training

Currently, Arabic, Hebrew, Turkish, and Ottoman Turkish are offered at the advanced level (three years or more), including immersion courses in target languages through news media, literature, linguistics, and paleography.

Apart from our graduate programs in TRIP, which offers advanced levels of simultaneous and document translation for its Arabic and Turkish students, there are very few courses offered in disciplines other than language, linguistics, and literature for appropriate foreign languages.

This is a result of the long preparatory period required by English-speaking students to master MENA languages and the design of the Arabic Studies and B.A. in Hebrew majors that prioritize new learners at the expense of heritage and native speakers. CMENAS, MEAMS, and Judaic Studies plan to address this lack of immersive courses on campus in fields outside linguistics and literature through the development of an M.A. and B.A. in Middle East Studies that allow heritage and native speakers to take advanced MENA language courses related to business and other disciplines. To supplement regular course offerings, MEAMS currently offers independent study to small groups of students at higher levels in a variety of subjects, including advanced paleography, Persian, and research methods in Arabic and Turkish.

## Number and Training of Instructional Staff

BU employs eleven total MENA language faculty: five tenured faculty, four lecturers on multi-year contacts, and one adjunct instructor. FLTAs and TAs further augment and support our MENA language team. The regularity of our course offerings and the number of MENA language faculty underscore BU’s commitment to supporting and encouraging MENA language instruction. CMENAS is dedicated to seeing that MENA language instructors at all levels receive training in proficiency/performance-based methodologies. All instructors in Arabic, Hebrew, and

Turkish have received language pedagogical proficiency training and are familiar with ACTFL standards. Formalized regular pedagogical workshops are not currently routine at BU, however. CMENAS therefore commits to hosting language pedagogy workshops for postsecondary instructors run by ACTFL in years 1 and 3 of the NRC grant. BU will invite MENA language instructors from our institutional partners in the SUNY System to attend in addition to offering this valuable training to our own faculty members. This kind of resource-sharing will improve and standardize MENA language instruction at BU and across our SUNY partner institutions and improve the pipeline of MENA language learners into the university’s MENA related undergraduate and graduate degree programs.

## Quality of Language Program

MEAMS and Judaic Studies excel at structuring their language courses on performance- based instruction that follows ACTFL standards and promotes student masterry of the skills required to use the languages they learn and practice inside the classroom. All language classes have at their core the four language skills of listening, speaking, reading, and writing. These skills are implemented across all language levels from elementary, intermediate, and advanced levels emphasizing the following three modes of communication: interpersonal, presentational, and interpretative. Additionally, all language courses embed a fifth skill related to developing cultural competencies in the relevant language. All language classes are student-centered and focused on production of authentic language appropriate to the level of instruction. Instruction at all levels is conducted primarily in the target languages. At the lower levels, language instructors use performance-based textbooks and supplemental materials, such as *Al-Kitab*. At higher levels, instructors focus on advanced authentic language material in literature, news media, television, and cinema. All instructors are continually developing and refining their curricula to incorporate

new, authentic material and activities that develop the four main proficiency skills listed above in addition to cultural competencies. Every language instructor is required to prepare a comprehensive course syllabus clearly stating learning objectives so that progression along the continuum of language acquisition over multiple years is accounted for by both learner and instructor. MEAMS and Judaic Studies set proficiency targets for all levels of instruction in Arabic, Hebrew and Turkish. Language instructors implement a host of formative assessments to gauge learning outcomes through quizzes, homework, conversation, and in-class participation coupled with summative assessments that include comprehensive midterm and final examinations to verify students’ ability to move to the next level. Summative assessments integrate interpretive, interpersonal, and presentational modes. Performance-based assessments include classroom presentations, creative compositions, research projects, daily journals, and regular oral proficiency exams. MENA language courses facilitate outside classroom use of the language through cinematic activities, language tables, language partner exchanges with native speakers on and off campus, and cultural events intarget languages.

Resources specific to language teaching are available across a wide spectrum. MENA faculty receive computer hardware/software upgrades specifically tailored to the needs of language instructors. “Smart” classrooms are also available for language instructors to use in reinforcing the five main proficiency skills outlined above. BU Libraries’ rich MENA language holdings are available to faculty members as supplemental class materials. BU Libraries’ institutional memberships and lending agreements provide instructors and students access to authentic foreign language materials, learning aids, and open educational repositories from across the globe. Language study is further enhanced by student language clubs and language

exchanges/partners, a practice made possible by the hundreds of international students currently on campus from the MENA region.

All languages addressed in this proposal fall into the category LCTLs. MEAMS and Judaic Studies have set the following proficiency requirement: Year 1–high elementary to beginner intermediate, Year 2 –mid-intermediate to high intermediate, Year 3–beginner advanced to mid-advanced for Arabic, Hebrew, and Turkish. The same proficiency standards will be implemented for Persian after it begins to be taughtin the second year of the NRC grant. Our language faculty continue to develop their teaching and assessment skills as new technologies and techniques are developed and shared in their disciplines.

**C. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAMMING**

## Quality and extent of the Center’s course offerings in a variety of disciplines

MENA studies is strongly represented across disciplines, departments, programs, and professional schools at BU (see Appendix 1), with faculty expertise in area coverage matching the breadth of disciplinary range. CMENAS affiliated faculty focus on the core areas of North Africa, Israel/Palestine, the Levant, the Persian Gulf, Iran, Greece, and Turkey and regularly teach courses cross-listed with professional programs in Human Rights; Genocide and Mass Atrocity Prevention; Public Administration; Environmental Studies; Public Health; and Teaching, Learning, & Educational Leadership.

## Depth of specialized course coverage in subject area

BU has a three-tiered course system in which lower-division undergraduates register for introductory to intermediate courses (100-200 level), upper-division courses (300 level), and senior seminar level courses (400 level) across relevant disciplines. Graduate students register for more advanced courses (500-700 level). See Appendix 1for the average annual breadth and depth of core disciplinary course coverage at all levels of instruction available to undergraduate

and graduate students. Thesis and dissertation credits, as well as independent study, significantly augment the availability of training options at the highest levels.

MENA studies offers specialized non-language content courses at all levels. Course offerings are particularly strong in areas related to Arabic, Israel/Palestine, and Turkish and Ottoman Studies. Topic specialties that effectively overlap with various majors and graduate programs across disciplines, colleges, and programs include: migration studies; human rights; genocide and mass atrocity prevention; environmental studies; global literatures; public policy; public health; education; and politics, philosophy, and law (PPL—BU’s pre-law program). Many of BU’s MENA studies courses fulfill core requirements and electives in popular majors across campus. The interdisciplinary undergraduate PPL major, for example, draws on courses in Palestinian history, the Modern Middle

**Table C.2: Depth of Areas Studies Coverage, 2020-2022\***

*\*Independent study, thesis, and dissertation credit-courses excluded. Cross-listed courses listed only once.*

**Table C.2: Depth of Areas Studies Coverage, 2020-2022\***

*\*Independent study, thesis, and dissertation credit-courses excluded. Cross-listed courses listed only once.*

East, the Arab-Israeli Conflict, and Comparative Politics in the Middle East to fulfill major requirements. Graduate students in the History department who specialize in early modern and modern Middle East history regularly take MENA graduate level courses taught in other departments, including Art History, Comparative Literatures, and Political Science, to complete minor field requirements for their comprehensive doctoral exams.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Upper-** | **Upper-** |
|  | **Lower-** | **Level UG** | **Level** |
|  | **Level UG** | **and GR** | **GR Only** |
|  | **Courses** | **Courses** | **Courses** |
| **Course Discipline** | **(100-200)** | **(300-500)** | **(500-600)** |
| Africana Studies | 7 | 12 | - |
| Anthropology | - | 6 | - |
| Arabic | 2 | 5 | - |
| Art History | - | 3 | - |
| Classics | 6 | 3 | - |
| Comp Lit/Translation | 4 | 7 | 2 |
| Economics | - | 2 | - |
| English | - | 2 | - |
| Geography | 3 | - | - |
| Global Studies | - | 3 | - |
| History | 14 | 13 | 7 |
| Human Rights | 1 | 4 | - |
| Hebrew | - | 1 | - |
| Israel Studies | 8 | 8 | - |
| Judaic Studies | 9 | 20 | - |
| Philosophy | - | 4 | - |
| Political Science | 1 | 20 | 2 |
| Spanish | - | 2 | - |
| Sociology | - | 3 | - |
| Turkish | - | 1 | - |

Similarly, students getting their Masters of Arts in Teaching (MAT) specializing in social studies take History, Sociology, and Political Science graduate courses on MENA topics to prepare them to teach world history and social studies at the middle and high school levels. Graduate students in CCPA’s Human Rights M.A. program also take MENA courses to acquire the regional expertise they need to conduct their M.A. thesis research.

BU also offers joint undergraduate and graduate curricula that enable students to combine humanities, social science, and professional degrees. For example, the Institute for Genocide and Mass Atrocity Prevention and the d epartment of History recently created a joint M.S./M.A. where students benefit from professional studies and internships in atrocity prevention and develop regional historical expertise in a particular mass atrocity or region. Several of our MENA faculty have research and teaching expertise in forced migration and genocide studies.

## Depth of faculty to cover Center’s mission

BU has thirty-six faculty (Appendix 3) across various disciplines, departments, programs, colleges, and professional schools that regularly offer courses with MENA content (Appendix 1). All but one MENA affiliated language faculty member are qualified to offer non-language related MENA courses. MENA faculty are particularly strong in Arabic, Israel/Palestine, and Turkish/Ottoman studies with courses cross-listed regularly with professional programs in Human Rights, Genocide and Mass Atrocity Prevention, Public Administration, Environmental Studies, and Public Health.

Teaching assistantships are BU’s primary method of funding graduate training at the doctoral level. TA positions are highly competitive, and TAs are offered a wide range of professional and pedagogical training. Individual departments such as History and Sociology provide required TA training courses for all new graduate student workers. Additionally,

individual faculty members provide weekly training meetings that provide pedagogical training and lesson plans for TAs in their own courses. The Center for Learning and Teaching (CLT) at BU also makes an array of professional development, technological, and pedagogical training available to which all TAs free of charge. CLT also conducts an online teaching workshop that all graduate instructors and faculty must take if they wish to design and teach online courses. BU Libraries also

**Table C.3: Core Faculty Coverage by Region**

|  |  |  |
| --- | --- | --- |
| **Region** | **Total** | **Faculty** |
| **Greece** | 3 | Andrade, Scholtz, Starks |
| **Iran** | 2 | Ghaemmaghami, Lacey |
| **Israel/Palestine** | 10 | Arkush, Blumler, Friedman, Ghaemmaghami, Karp, Kirschen, Libman, Rabineau, Schull, Taha |
| **Levant** | 15 | Akcinaroğlu, Andrade, Chase- Levinson, Danon, Ghaemmaghami, Hutchison, Karakoç, Lacey, Omar, Scholtz Schull, Shamma, Shopov, Taha, Youssef |
| **North Africa** | 16 | Bouanani, Camiscioli, Danon, Ghaemmaghami, Hutchison, Karakoç, Lacey, Laremont, Mathews, Moore, Schull, Shopov, Starks, Taha, Youssef |
| **Turkey/Anatolia, Ottoman Empire** | 13 | Akcinaroğlu, Atav, Chronopoulos, Danon, Ersan, Hutchison, Karakoç, Key, Omar, Schull, Shopov, Tonguc, Um |
| **Persian Gulf** | 3 | Lacey, Shamma, Um |

holds informational resource workshops for faculty and graduate students related to utilizing library materials in the classroom and research. BU has invested millions of dollars in library renovations designed to improve teaching and research facilities (to which TAs have full access), particularly digital learning labs for graduate and undergraduate students. Additionally, all non- native English-speaking TAs have access, free of charge, to advanced English Language Learning classes designed for teaching assistants to achieve superior speaking fluency in English. Many MENA graduate students get the opportunity to teach adjunct classes as part of their graduate training and funding to prepare them for the academic job market. When this

occurs, MENA faculty in their discipline closely mentor them and assist with developing their syllabi, lesson plans, assessments, and course content.

## Extent of interdisciplinary courses for undergraduate and graduate students

At its core, MENA studies at BU is interdisciplinary in nature. The structure of departments and degrees is designed to facilitate synergies across disciplines (Table C.4). The ease of course cross listing allows students from across campus at the undergraduate and graduate levels to take MENA studies-related courses and incorporate that work into their degree curricula. MENA studies courses regularly incorporate general education designations that attract students from across the university who need to fulfill such requirements as Global Interdependencies and Composition courses. CMENAS faculty regularly collaborate with various academic and professional centers on campus, including I-GMAP, the HRI, and the Public Health program to provide specific area studies training for their students. CMENAS also hosts and co-hosts

**Table C.4: Sample of Interdisciplinary Cross-Listed Courses, 2020-2022**

**Table C.4: Sample of Interdisciplinary Cross-Listed Courses, 2020-2022**

|  |  |  |  |
| --- | --- | --- | --- |
| **Parent Course** | **Cross-List** | **Course Title** | **Instructor** |
| **AFST 251** | ANTH, COLI, SOC | Islamic Cultures in Africa | Bouanani |
| **AFST 225** | HIST | Africans in the Indian Ocean | Mathews |
| **ANTH 363** | JUST | Archaeology of the Middle East | Omar |
| **HIST 386F** | CLAS | Ancient Christianity | Andrade |
| **HIST 572A** | GMAP, HMRT, ISRL | Middle East Forced Migrations | Schull |
| **ISRL 385Z** | HMRT, JUST | Human Rights in Israel | DeBoard |
| **ISRL 427** | ENVI JUST | Environmental History of Israel | Rabineau |
| **JUST 384E** | HIST, RELG | Contemporary Jewish Identities | Arkush |
| **ARAB 180A/B** | COLI, HIST, RELG | Intro to Arabic Literature | Ghaemmaghami |
| **ARAB 380B** | COLI, ENG | The Postcolonial Arabic Novel | Youssef |
| **CLAS 381T** | ANTH, HIST | Trojan War: Epic Archaeology | Becker |
| **CLAS 283E** | AFST, HIST, JUST | Race & Ethnicity in Ancient North Africa | Starks |
| **PLSC 308** | HMRT | Government & Politics in MENA | Laremont |

speaker series, symposia, and workshops that cut across interdisciplinary lines on issues related to migration, critical race studies, religious studies, public health, mass atrocity prevention, environmental studies, imperialism, nationalism, and human rights, as well as integrate MENA studies into global and transnational discussions.

**D. QUALITY OF CURRICULUM DESIGN**

* 1. ***Integration of MENA Instruction in Undergraduate and Graduate Programs*** Undergraduate instruction related to MENA studies is concentrated in three specific degree programs (Arabic Studies, Hebrew Language, and Judaic Studies) with minors available in Arabic, MENA, Hebrew, and Israel Studies. BU is committed to creating a Major in Middle East Studies by year 3 of the grant period (2024-25) that will require the study of two different Middle East languages and provide broad interdisciplinary content from across the MENA region to include Turkish, Ladino, and Persian. Disciplinary departments in the social sciences, humanities, and professional schools also encourage ME specialization for upper-division undergraduates, resulting in concentrations in the field and senior theses produced under the mentorship of MENA faculty. A strong indication of the reach of and interest in MENA studies is evidenced in AY 2020-21, when 147 different courses with significant MENA content (at least 25%) were offered in 16 BU departments and programs to almost 5,000 students. Several of our CMENAS affiliated faculty teach large introductory courses in their academic disciplines that contain substantial MENA related content and act as gateways for MENA concentrations in students’ individual majors. For example, Professor Blumler, a CMENAS affiliated faculty member, regularly teaches the introductory courses on Cultural and Historical Geography that incorporates a significant focus on the MENA and broader Islamic world. Additionally, two other MENA affiliated faculty, Alexander Shopov and Nathanael Andrade, alternate teaching the

World History surveys and both incorporate substantial MENA and Islamic world context into these courses.

The appropriateness and effectiveness of undergraduate degree requirements are reflected in their rigor. MENA studies degree programs emphasize attaining at least advanced proficiency in the primary relevant MENA language (Arabic and Hebrew), as well as a broad understanding of the politics, societies, and cultures of the MENA. All degree options make extensive use of cross-listed courses, ensuring an interdisciplinary approach to the curriculum. By constructing degree options across a wide range of tracks, BU trains students with diverse interests and potential in MENA studies including business, social work, human rights, international relations, global development, environmental studies, and Genocide and Mass Atrocity Prevention, to name a few.

Graduate students have a wide variety of avenues to pursue advanced work in MENA related studies. Disciplinary departments, such as Political Science, Human Development, History, Art History, Sociology, Comparative Literatures, TRIP, and Anthropology also offer

M.A. and/or Ph.D. degrees with concentrations related to the MENA region. Additionally, professional schools and programs offer graduate degrees with concentrations in MENA, such as the M.A. and M.S. programs in Human Rights and Genocide and Mass Atrocity Prevention, respectively. Additionally, BU is committed to creating an M.A. in Middle East Studies by year 2 of the grant (AY 2023-24). This program will be housed in the Middle East and Ancient Mediterranean Studies d epartment (MEAMS), but broadly interdisciplinary with content courses accepted from departments and programs across campus. One of the primary focus of this graduate degree program will be language acquisition and proficiency, thus preparing them

for further graduate studies and research in the field or for careers in the private and public sectors related to the MENA.

BU graduate programs related to MENA studies offer a multidisciplinary approach to graduate study. The MENA relevant units at BU are creating programs to train graduate students to enter new fields in digital humanities, public scholarship, new media publication, the non- profit and public sectors, legal professions, and business. One way to measure effectiveness of graduate degree programs is the large numbers of BU graduates teaching in higher education in MENA related fields. BU’s graduates are currently leading Middle East programs at several US universities. For example, Professor Resat Kasaba, Stanley Golub Chair of International Studies and Director of the Henry M. Jackson School of International Studies at the University of Washington received his Doctorate in Historical Sociology from BU related to the Ottoman Empire and Turkey. Additionally, BU MENA graduate studies alum hold academic positions in many of the most prestigious universities across Europe and the Middle East. In Turkey alone, more than 100 BU alumni hold academic and administrative positions related to MENA studies at its most prestigious universities, including Bogazici, Koc, Sabanci, Bilkent, Bilgi, and Middle East Technical Universities.

## Extent of Academic and Career Advising

BU’s academic advising is comprehensive, beginning with General Advising for potential undergraduates, transfer students, and undeclared students and then transitioning to individual schools and colleges when majors and minors are declared to assist in matters regarding general education requirements, etc. Additionally, each individual department and program with a major and/or minor has dedicated advising faculty and staff. Advising on this level also entails possible internships, summer employment, and advising towards graduate programs in those disciplines

and professional opportunities. This means that undergraduate students have extensive direct and individual access to advising at each stage of the undergraduate studies.

Regarding career and professional advising and support for undergraduate students, BU provides an extensive network of centers and programming to assist them at the university, college/school, and departmental/program level. The Fleischman Center is BU’s main center for career advice and professional development for undergraduate students. Its central purpose is to provide a transformative learning community that prepares students with all majors for advanced education, careers and purposeful living. Its team is committed to helping students find rewarding opportunities and create meaningful connections through a variety of high-impact learning opportunities, including BU’s largest credit-bearing internship program. Students engage with the Fleishman Center through educational programs and classes, one-on-one and group consulting services, and tailored services. As the central, comprehensive university career office, the Fleishman Center works in collaboration with partner career offices in the School of Management, Thomas J. Watson College of Engineering and Applied Science and College of Community and Public Affairs. Together, they coordinate and provide services and programs to help students reach their goals. Harpur Edge also supports career advising and professional development, including research and travel scholarships, and micro-credential opportunities for undergraduate majors and minors in the Harpur College of Arts and Sciences. More specifically, there are a number of individual departmental and program career advising services, including Pre-law and Pre-med advising. Combined these services serve all of BU’s undergraduate students, including those in Middle East Studies related fields.

Graduate students similarly have access to academic and career advising from the Graduate School and individual departments and programs offering graduate degrees with

dedicated faculty and staff for general advising purposes in the individual degrees and each student is assigned their own faculty mentor/advisor. Additionally, graduate students across campus have professional development opportunities related to their individual fields that prepare for academic and non-academic careers, such as resume writing, conference presentation training, pedagogical courses, teaching assistant training, and best practices for job interviewing. Graduate students also have access to professional development training through their labor union. Again, this means that graduate students have extensive access to academic and career advising at the university, college/school, and departmental/program levels.

## Research and study abroad opportunities for students

BU’s strong commitment to international training and study is evidenced by its sixth strategic priority of Internationalization. This strategic priority supports, promotes, and enhances strategic internationalization efforts through high-impact learning, teaching, research, and engagement.

Central to achieving BU’s sixth strategic initiative is BU’s Office for International Education and Global Initiatives (IEGI) which is responsible for administering BU's education abroad and international exchange programs. It also supports BU's internationalization efforts and directs students to other resources on campus to further their international education. IEGI is committed to BU's vision of becoming the premier choice for international education. It contributes to a multicultural campus and international education experiences that are innovative, collaborative, and accessible to our colleagues, partners, and the student body. IEGI serves BU in the areas of International Partnership Development, Education Abroad and International Exchange. These efforts provide cutting-edge opportunities for the development of an internationalized curriculum, global engagement and research. BU strives to graduate students who are fully prepared to be leaders in and stewards of a dynamic and interdependent world.

BU and its institutional partners within the SUNY System provides our students with over 100 study abroad and exchange programs around the world. Specifically, BU and the SUNY System offers graduate and undergraduate students study abroad opportunities and exchanges through 31 different programs across five MENA countries (Egypt, Israel, Turkey, Jordan, and Morocco). This represents one of the largest study abroad networks within the United States. Each semester IEGI hosts education abroad fairs for BU students to gain information about the various study abroad and exchange programs available through BU and the SUNY System. IEGI also convenes small informational sessions for individual programs. Additionally, IEGI works with individual faculty members to set up and run faculty-led short- term study abroad programs. Recently, Professor Kent Schull has developed and run two such programs on MENA related topics that were embedded into semester long classes that incorporated a high-impact study abroad component. One was to Turkey and the other on the Middle East Refugee Crisis to Greece. There is broad support for and interest in these types of courses containing a study abroad component. BU also maintains ten cooperative agreements with institutions across the MENA (Egypt, Israel, Jordan, Morocco, and Turkey).

Additionally, BU is an institutional member for Fulbright Fellowships and Critical Language Study Fellowships that facilitate undergraduate and graduate student international education, language study, and research. Many students have taken advantage of other institutions’ study abroad and summer language programs. Most popular are Hebrew Ulpan’s at Hebrew University in Jerusalem, Israel/Palestine, Arabic Language study at Middlebury College and Al-Akhawayn University in Morocco. Additionally, BU students have studied Turkish in Istanbul, Turkey through Bogazici University’s Summer Intensive Program in Turkish, Koc University’s Ottoman Turkish Intensive Program, and the Turkish State’s TOMER program.

**E. QUALITY OF STAFF RESOURCES**

## Quality of staff and training

Teaching faculty and other staff are qualified for the current and proposed Center activities and training programs. The qualifications and talent of our CMENAS affiliated faculty and staff are clearly apparent in their education, training, teaching, research, publications, and service as outlined in their curricula vitae (see Appendix 3). BU has invested significant resources into developing our Middle East and North Africa languages and area studies programs and course offerings. Over the past decade, BU has hired twenty new faculty related to MENA studies across eight different departments and programs. BU’s long history of sustained research and teaching on MENA draws upon a deep pool of academic and administrative talent. All permanent faculty members have Ph.D.s and are teaching courses on subjects in which they are specialists. Additionally, there is a great deal of interdisciplinary collaboration among our faculty that draws upon global research and teaching trends to create important synergies between other regions and MENA. Our administrative personnel are eminently qualified to meet the administrative needs of the NRC-FLAS programs having years of experience in outreach in K-12 programming and collaboration. The stature of the CMENAS personnel in the field of MENA studies is evidenced by the high profile the faculty maintains nationally and internationally, as well as grants and awards received (see Appendix 3).

Faculty and staff have a wide array of professional development opportunities available to them, including overseas experience. Tenure-track faculty are eligible for a dean’s research leave that gives them a two-course release, allowing for a full semester off from teaching to focus on their scholarship. New faculty receive research startup packages that usually provide

$9,000 over three years to support research and conference travel. This is supplemented by research and conference travel funds made available by their individual departments on an

annual basis. All faculty are eligible to apply for faculty research grants (FRG) that provide them with research funds ($6,500) to support their scholarship as well as publication subvention funds. Additionally, there are many research centers and interdisciplinary programs at BU that offer faculty competitive fellowships for research, travel, course development, and course release such as the Institute for Advanced Studies in the Humanities, the Kaschak Institute for Social Justice for Women and Girls, the Institute for Genocide and Mass Atrocity Prevention, the Human Rights Institute, and BU’s six Transdisciplinary Areas of Excellence (TAE). BU also has a generous matching policy for awardees of external grants to enable faculty to keep status and benefits while on leave with external fellowships. Tenured faculty are eligible for regularly scheduled sabbaticals, release time, and course buyouts for research. Faculty and staff are encouraged and supported in their overseas research and conference and workshop participation through our international travel office and our international travel safety board. The University also provides support for faculty and staff to develop and lead study abroad experiences available throughout the SUNY system for our students on campus through the International Education and Global Initiatives (IEGI) office.

BU faculty and staff have access to many SUNY and campus-wide funding opportunities and teaching time off for course (re)development. CMENAS faculty have repeatedly and consistently received such support, especially for the development of teaching skills, online teaching, and new courses pertaining to educational areas of need. BU offers extensive free pedagogical training to faculty through the Center for Learning & Learning (CLT). CLT training includes individual mentoring, sessions on course development, technological training, visual resources, writing curricula, Open Educational Resources (OER), and assessment. Professional staff are eligible to receive professional development training through BU’s Employee Unions

and the UCTD. Both offer various opportunities for professional and organizational development and training to faculty and staff across campus.

All faculty participate in teaching, supervising, and advising students enrolled at BU. BU’s Middle East and North Africa studies faculty have extensive exposure to students through classroom instruction, supervision of research, and advising on academic and career options. The BU academic calendar is on a semester system, with most classes generally meeting three hours per week and the majority of language classes meeting between three and five hours weekly. All BU faculty are required to maintain regular, posted office hours of at least one and a half hours per course each week. Lecturers teach a 3:3 course load and Tenure-stream faculty teach a 2:2 course load. MENA studies faculty who reside in departments with graduate programs such as Sociology, History, Political Science, etc. recruit and supervise graduate students at the M.A. and Ph.D. levels. Faculty belonging to departments without graduate programs serve on graduate committees and assist in training graduate students in key languages and area studies topics. As we develop the M.A. in Middle East Studies, more faculty from across the university will have the opportunity to recruit and supervise graduate students. At the undergraduate level all MENA studies faculty teach courses in their fields of specialty and supervise student research.

## Staffing and oversight arrangements

CMENAS mechanisms for oversight and accountability extend across multiple sectors on and off campus. As a unit in Harpur College of Arts and Sciences, oversight of CMENAS will be rigorous at the intellectual, fiscal, and managerial levels. The Center’s Faculty Director will be appointed by the Dean of Harpur College and approved through a vote by the affiliated faculty of CMENAS. All activities, whether academic, programmatic, fiscal, or managerial, will be subject to the oversight of Harpur College. CMENAS affiliated faculty will meet twice each semester to

review center activities, discuss issues, organize committees such as admissions/ scholarships, and vote on extending membership to off-campus colleagues. Minutes will be taken at all meetings and posted electronically to the membership. Fiscally, all Center budgets are to be handled by the Associate Director who reports to the Center’s Faculty Director. All CMENAS fiscal matters will also be monitored by the Harpur College Fiscal Manager, who reports to the Dean of Harpur College of Arts & Sciences. Well-established procedures are in place for all fiscal activity. Harpur College is regularly subjected to internal, SUNY, and New York state audits. All expenditures will be signed off by at least four individuals (Center Faculty Director, Travel Office, Budget Office, and Dean’s Office), and no one can authorize their own travel or other expenses.

At the managerial level, CMENAS’ Associate Director will manage and oversee the Center’s day-to-day activities, including CMENAS staff (Outreach Coordinator, Administrative Assistant, Graduate and Undergraduate Assistants). Activities include programming, FLAS fellowships, and outreach. The Associate Director will also be responsible for preparing quarterly course lists, gathering statistics for reports, publicity, and the implementation of special projects. The AD will be assisted in these responsibilities by graduate and undergraduate assistants, the Faculty Director and Advisory Committee. The Outreach Coordinator will be responsible for planning, coordinating, and implementing all outreach activities for the Center.

Most importantly the Outreach Coordinator will coordinate closely with our K-12 partners, the Master Teacher Program, the American Civic Association, and our institutional partners (SUNY Broome and Purchase College). The OC will work closely with and be supported by the Center’s Associate Director, Faculty Director, and Advisory Committee. Further, CMENAS will have

available to it the talents of a data manager-analyst to design surveys and gather data that tracks Center impact and informs the decision-making process.

Additionally, the Faculty Director and Associate Director of CMENAS will be assisted by a twelve-member Advisory Committee (three language faculty, five area studies faculty from across campus, two representatives from our institutional partners–SUNY Broome and Purchase College, and two student representatives). The language and area studies faculty and the student representatives will be chosen by their respective peers affiliated with the Center. The Advisory Committee will meet twice per semester; will provide advice and oversight to the Center; and will assist with the FLAS awards, programming, outreach, and events. CMENAS staff and directors will have weekly staff meetings and regularly meet with off-campus stakeholders involved in major Center projects for input and feedback.

CMENAS-affiliated faculty come from all sectors of the university, including BU’s professional schools and library. CMENAS works closely with numerous centers, department chairs, program directors, deans, and vice-provosts from around the university to find ways to collaborate and support programming, internationalization, civic engagement, research, and teaching related to the Middle East and North Africa. These collaborations and communications are essential in fulfilling the core mission of the university and CMENAS.

## Employment of traditionally underrepresented populations

BU is an Affirmative Action Equal Opportunity Employer strongly committed to diversifying its faculty, staff, administration, and students by offering opportunities to members of racial or ethnic minority groups, women, persons with disabilities, and the elderly. BU is dedicated to ensuring that it recruits, promotes, and maintains diversity in its hiring and student recruitment. Central to implementing this mission is BU’s Division of Diversity, Equity, and Inclusion (DEI).

DEI’s mission supports the development and implementation of diversity and inclusion initiatives that create a welcoming campus climate that exudes a fundamental respect for human diversity in all its dimensions and views diversity as encompassing all individuals and groups, as well as social, cultural, political, religious, and other affiliations. The office is committed to the idea of respect for human diversity in our learning and working environs and to creating an atmosphere where prejudice, harassment and discrimination are unacceptable. DEI provides several key services on campus: 1.) Oversight of BU’s recruitment process for faculty and staff.

2.) Professional development for faculty, staff, and students as it relates to cultural competency, civility, equity, and inclusion. 3.) DEI encourages and supports the retention of underrepresented faculty, staff, and students 4.) Conducting of investigations regarding alleged discrimination or bias in the work environment, recruitment process, tenure process, and in classrooms and university spaces, and 5.) Conducting equity studies. CMENAS fully supports the DEI’s mission. Academic student employees and all staff and faculty are unionized to help protect their rights as workers at the university. Labor contracts prohibit all forms of discrimination in hiring and employment.

**F. STRENGTH OF LIBRARY**

## Strength of Materials

BU Libraries constitute the primary repository of information supporting research and teaching at the university and throughout the SUNY System. BU Libraries’ Middle East collection is one of the largest of its kind in the United States. The collection offers comprehensive coverage of all the countries of the MENA region in Western and major MENA languages (Table F.1). The collection is significant for its breadth of coverage and is particularly strong in areas related to

Arabic Studies, Islam, Islamic law, Turkish, Ottoman Turkish, Hebrew, Kurdish, and Persian in both print and digital, as well as in the quantity of Arabic periodicals and serials it contains. We are particularly strong in Ottoman/Turkish social, labor, and military history. BU Libraries also has subscription access to the most important Islamic studies-related online databases, including Index Islamicus, the whole suite of Brill Islamic Studies online databases

**Table F.1: BU Library Holdings in Major MENA Languages**

**Table F.1: BU Library Holdings in Major MENA Languages**

|  |  |
| --- | --- |
| **Language** | **Current Holdings (Print & Digital)** |
| **Arabic** | 74,512 |
| **Hebrew** | 14,938 |
| **Kurdish** | 1,990 |
| **Persian** | 1,193 |
| **Turkish** | 2,939 |
| **TOTAL** | 95,572 |

(Encyclopedia of Islam, 3rd Edition; Encyclopedia Islamicus; Encyclopedia of Jews in the Islamic World; Women and Islamic Cultures). BU Libraries also invests in online databases such as JSTOR, Gale E-Books, and Gale Archives Unbound that grant access to the latest research and archival material related to MENA, especially European Colonialism, in the region. BU Libraries holds unique access to the Vera Beaudin Saeedpour Kurdish Library and Museum Collection—one of the pre-eminent collections related to Kurdish life and culture in North America. This collection was donated to BU Libraries in February 2011 and contains more than 3,000 books, journals, and newspapers in Kurdish and other languages. The collection also holds artifacts, costumes, maps, photographs, artwork, and other unique materials, including a 19th century traveler's account of Kurdistan.

Institutional Support for Acquisitions and Staff: BU Libraries has a total staffing profile that includes seventy-eight faculty and staff. Seven members of our faculty are engaged in work directly supporting disciplines pertinent to the grant including Judaic Studies, the Middle East and North Africa, Classical and Near Eastern Studies, Special Collections, and History. Beyond

these faculty members, an additional eight people work to acquire and make these collections as accessible as possible. Not included in this count are the central administrative staff who provide vital support functions such as human resources, facilities and finance, and accounting. BU Libraries’ total operating budget is approximately $14 million, and of this about fifty-three percent is spent on collections ($7.4 million) and just under forty percent is spent on salaries ($5.3 million exclusive of benefits). The dollar value of our investment in supporting collections is being calculated and will be provided by our Collections Office. Our annual expenditures on salaries for the fifteen faculty and staff in direct support of these programs total about $950,000, although it is important to recognize that each of these individuals have responsibilities for other regions or for activities in which geographic designations are not meaningful.

Middle East monographs, journals, and databases are purchased with funds created for support of related departments and with money from other subjects and general funds. Relevant material is also acquired through ebook collections that are paid for with general funds.

Monographic support is provided by the MENA fund which totals $2,080. A review of monographic purchasing to support MENA studies from other funds for FY 20-21, including Judaic Studies funds, amounts to at least $18,000. Continuing resources (databases, indices, and journals) that directly support MENA studies totals $21,218 in FY 21-22. This figure does not include the cost of subscriptions to more generalized databases that also support the area such as Academic Search Complete, JSTOR, Historical Abstracts, and others.

## Access to/from other institutions

BU Libraries is part of the Empire State Library Network (ESLN) that gives our students, faculty, and patrons access to many of the nation’s greatest public and private institutional libraries, including the New York Public Library System; Queens Borough Public Library; the

libraries of the City University of New York System (CUNY); and the university libraries of Columbia University, Cornell University, New York University, and Syracuse University. Other library cooperative agreements and alliances include multiple resource sharing consortia on the regional, national, and international levels. These consortia include: SHARES, RapidILL, IDS Project, Empire State Library Network (ESLN), and the SUNYLibrary Consortium.

Material requested from outside BU Libraries is generally available to patrons within six days for articles and nine days for loans. In the past three years (January 2018-January 2021) we have had at least 1,000 requests for material on the Middle East and North Africa from patrons. BU is a net lender, and we lend out at least 300 items per year pertaining to the MENA region. Through our RAPIDILL agreement, we have access to Critical Research Libraries (CRL) material, and BU Libraries covers nearly all ILL costs. Libraries has five FTE staff working in Resource Sharing, four part-time staff in other Libraries locations (Science Library, the University Downtown Center, and our offsite storage facility), and approximately ten student employees. To aid our students in finding material they need on the Middle East and North Africa, Libraries conducts orientation sessions, has dedicated Judaic Studies and Classics Librarians to answer questions, and offers in person, email, telephone, and chat consultations. BU Libraries is constantly innovating to better serve its patrons. During the start of the COVID-19 pandemic, Libraries instituted curbside pickup and open holding shelves pick up in order to reduce person- to-person interactions. Libraries is also exploring controlled digital lending, which provides electronic copies of physical books to students as needed for certain courses, making educational materials less costly and more accessible. The purchase on demand pilot allows certain patrons to request that books be purchased, rather than loaned through ILL, based on certain parameters. Libraries is committed to serving non-BU community patrons as well. Researchers from

anywhere can place a request with Special Collections to see items from the Turkish and Kurdish collections. Library cards are available to the wider Binghamton community for a small fee.

**G. IMPACT AND EVALUATION**

## Impact on university, community, region, and nation

As the only public R1 University in New York State with a center dedicated to the study of the Middle East and North Africa Studies, BU is the leader in programming, languages taught, and degrees bestowed by a public university in the Northeast United States. Our student population comes from over 100 countries and all US states and is a microcosm of NYC’s diversity.

According to US News and World Reports 2022 rankings, BU is the 33rd top ranked public university in the United States and 83rd overall, and among the most affordable institutions in that list for both in-state and out-of-state students. BU is also the only campus within sixty-four universities, four year colleges, and community colleges that make up the SUNY System to have an Arabic Studies major and teach Arabic, Hebrew, and Turkish through the advanced levels.

Over a typical academic year, our faculty teach thirty-five different MENA language courses that enroll roughly 270 students, while our average offerings of 100+ area studies courses (i.e. those with >25% MENA content) reach over 4,300 students at the graduate and undergraduate levels. This means that on average nearly a quarter of all BU students takes a course with significant MENA related content each academic year. The volume of students receiving MENA related training each year is staggering and demonstrates how important our programming and curriculum are to providing an in-depth knowledge and cultural competencies related to the MENA region for the United States. Our graduates from MENA concentrated majors, minors and graduate degrees go on to careers in the public and private sectors, including politics, public service, non-profit and non-government work, the military, law, human rights, business, finance, and further graduate studies in academic and professional programs. In spite of the pandemic

conditions over the past two years, we still held and co-sponsored numerous virtual events on migrations, conflict resolution, human rights, MENA cultures, politics, and history. Now that BU is back to full in-class teaching and are now allowed to once again to bring speakers and visitors to campus, our programming will return to normal pre-pandemic levels when we had weekly events that brought scholars, activists, and practitioners to campus.

## Record of student placement in areas of national need

Alumni of CMENAS-affiliated programs are represented across a diverse range of employment sectors, including business, federal, military, education, academia, private for profit, private non- profit, and NGOs. Examples of where alumni now have careers include: departments of Defense, Energy, Homeland Security, Justice, and State; all branches of the US Military; United Nations, Microsoft, Amazon, Doctors Without Borders, New York Post, Deustche Bank, World Bank, United Nations, Amnesty International, Humanitarian Outcomes, the United Way, various law firms, the MET, Disney, MSNBC, Business Insider, and the American Institutes for Research, to name just a few. CMENAS-affiliated programs have also placed numerous graduates at various university academic and administrative positions around North America and overseas. By creating dedicated B.A. and M.A. degrees in Middle East Studies, CMENAS will provide more opportunities for BU students to secure advanced degrees related to the MENA region that will enable them to leverage this knowledge for careers in foreign service, security studies, public health, human rights, law, business, immigration, and public and private sectors.

## Activities to address national needs and inform the public

CMENAS and its affiliated faculty and programs regularly host activities and public events that address national needs and generate information for and disseminate information to the public. As a public institution, it is BU’s central mission to provide research and knowledge to the

general public. CMENAS faculty and students focus on a critically important region of the world that continues to have enormous impact on the national security of the US in all its forms. Our faculty, students, curriculum, and programming provide a vital link in the educational chain that contributes critically important knowledge and insight into one of the most understudied and understood regions of the world. Not only do our LCTLs, such as Arabic, Hebrew, Persian, and Turkish address key national needs, but we routinely host dozens of in-person speakers, symposia, round table panels, conferences, workshops, and public cultural events each semester related to MENA studies for university and public consumption. While restrictions over the past two years have made in-person events nearly impossible, our faculty and programs were able to hold several virtual events these past two years. These events included virtual book talks, classroom speakers, virtual practitioners-in-residence that held excellent events related to conflict resolution, genocide and mass atrocity prevention, forced migration and immigration through a virtual LOCO festival. Other events included a virtual book talk on comparative roots causes of forced migration in Latin America and the Middle East that drew 75 virtual attendees and an Upstate NY Ottoman Workshop on WWI and the Middle East that included a member of MESA’s Global Academy (a displaced scholar from Turkey) and three of our MENA-affiliated graduate students.

## Strength of evaluation plan

Through a combination of formative and summative evaluation methods, we will integrate continuous improvement into the implementation of our program. Formative evaluation tools will include: departmental and institutional course evaluation data; external evaluations of language course offerings; BU faculty feedback regarding student growth; pre- and post-test results for students; and K-12 teacher and student feedback regarding their MENA-related

training. Results from the formative measures will be analyzed and used to guide program improvements from year to year. The formative measures, over time, will inform our summative evaluation. Summative evaluation tools will include: institutional measures of student performance; course evaluation data; and summary data reflecting the evolution of program success over time. Our summative evaluation efforts will inform our dissemination of results to support efforts from other institutions of higher education to increase MENA awareness and expertise in K-12 education, expand the pipeline for training MENA specialists, and build national capacity around MENA.

Formative and summative evaluation efforts will be coordinated by our External Evaluator, Dr. Greta Myers. Dr. Myers has a Ph.D. in Psychology and over thirty-five years of experience in assessment and evaluation in commercial enterprises (IBM, AT&T) and educational programs (K-12 and postsecondary). Dr. Myers will be responsible for the creation of all surveys, structured interview forms and pre-post measures, and for the analysis of all collected results. Evaluation of new language coursework will be the responsibility of an external language expert hired for that purpose. The FLAS Scholarship program and language pedagogy workshops will be assessed by ACTFL. Evaluations of the existing degree programs, new degree programs, professional development activities for Center-affiliated faculty, conferences and events, and international partnerships will be addressed using existing institutional measures. In the service of our goals and objectives, our evaluation efforts will focus on the specific activities outlined in this proposal as follows (Table G.4; a complete summary of our objectives, activities, external evaluation tools, and evaluation timeline is provided in Appendix 5):

# Table G-4: Evaluation Plan as related to Goals and Objectives

|  |  |  |
| --- | --- | --- |
| **OVERALL GOALS** | **SPECIFIC OBJECTIVES** | **FOCUS OF EVALUATION EFFORTS** |
| **NRC Goal 1:** Expand the pipeline for training specialists in the language, history, and culture of the Middle East and North Africa (MENA). | **A.** Expand the reach and impact of MENA expertise (history, culture, language) across the BU campus. | * 1. Add additional sections in Arabic Language, and new coursework in Persian.   2. Create new MENA-related courses in various academic departments and infuse MENA content in existing courses.   3. Expand the number of students in existing MENA- related degree programs   4. Complete approval for new M.A. in Middle East Studies   5. Create a new B.A. in Middle East Studies   6. Develop and deliver a year-long, research-intensive course for first-year students through Source Project   ***A.vi.*** Offer academic year and summer FLAS scholarships to undergraduate and graduate students |
| **NRC Goal 2:**  Foster meaningful engagement between the U.S. population and MENA communities, both at home and abroad. | **B.** Develop and deliver programming to share MENA expertise with regional, national, and international communities and with K-12 students, teachers, and  administrators. | * 1. Explore MTP workshops focused on MENA content   2. Develop in-depth MENA training for K-12 teachers delivered via local Teacher Centers and school districts   3. Create PBS PublicMedia modules to share MENA- related teaching tools with K-12 educators   4. Engage public and K-12 audiences to increase awareness of MENA region, history, cultures, and languages via programming hosted at BU and ACA |
| **NRC Goal 3:** Build national capacity around MENA by leveraging the unique strengths of BU and the SUNY system. | **C.** Enhance the internationalization of BU and other SUNY campuses by sharing and extending CMENAS expertise, language training, curricula, and training modules. | Engage with CCs, beginning with SUNY Broome, to:   * 1. Integrate Broome and other CC faculty into CMENAS programming held at BU and Broome   2. Develop MENA content for SUNY-wide General Education courses   3. Increase number of CC students in Arabic training   4. Strengthen CC pathways to 4-year MENA degrees   5. Provide funding for MENA-related professional and curricular development for CC faculty   Engage with MSIs, beginning with SUNY Purchase, to:   * 1. Integrate Purchase and other MSI faculty into CMENAS programming   2. Develop MENA content for SUNY-wide General Education courses   3. Strengthen pathways for MSI students to pursue MENA-related undergraduate and graduate degrees at BU and other R1 institutions   4. Provide funding for MENA-related professional and curricular development for MSI faculty |

## Equal access and treatment for traditionally underrepresented groups

BU prohibits discrimination on the basis of race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability or veteran status. It is in compliance with all local, state, and federal laws governing these categories. CMENAS adheres to these standards in order to provide equal access for and the treatment of eligible project participants of groups that have been traditionally underrepresented, such as members of racial or ethnic minority groups, women, persons with disabilities, and the elderly. It is critical that our faculty, students, staff, and community can see themselves in the programming and be represented in accurate and non- discriminatory ways. High standards associated with equity and accessibility must be met for the creation and dissemination of curriculum, events, scholarship, and knowledge related to MENA. CMENAS works closely with BU’s Office of Services for Students with Disability (SSD) in order to make curriculum, resources, activities and events accessible to our diverse campus, local, state, regional, and national communities. CMENAS also works closely with BU’s Division of Diversity, Equity, and Inclusion to promote best practices in the recruitment and retention of diverse staff, faculty and students. All BU staff and faculty receive annual compliance training on workplace violence prevention, discrimination and harassment prevention, and Title IX training in order to promote a better, more inclusive campus environment.

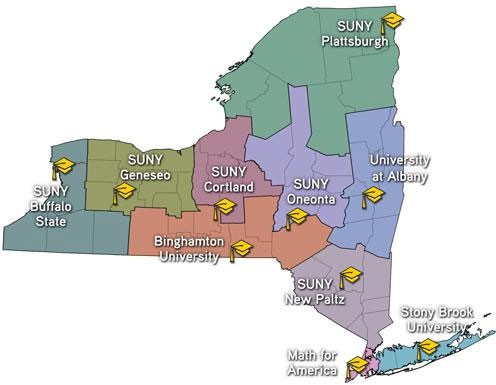
**H. OUTREACH ACTIVITIES**

Civic engagement is central to BU’s identity. Three of our six Strategic Priorities – Engagement, Inclusive Campus, and Internationalization – are dedicated to expanding our social, economic, and cultural impacts at the regional, national, and international levels. Our nationally recognized Center for Civic Engagement (CCE) is currently leading a University-wide initiative to attain Carnegie Elective Classification for Community Engagement within 3 years. CMENAS faculty

work with local and global nonprofits, educational institutions, and community groups, and the proposed NRC would provide a powerful incubator that could extend this service by growing support for K-12 educators and leveraging the dynamic SUNY network.

## Outreach activities for elementary and secondary schools

New York State Master Teacher Program (NYSMTP): CMENAS will have a close partnership

with the New York State Master Teacher Program, a network of 1,400+ outstanding public school STEM teachers spread across 9 state regions (see map inset). During each of their 4 years in the program, Master Teachers are required to complete 50 hours of NYSMTP-created programming (cohort meetings, learning teams,

minicourses, workshops). Each region has a SUNY campus that serves as central hub for the MTP and that tailors programming for the regional cohort’s particular interests and needs. BU provides the hub for the Southern Tier region, which includes 206 current and emeritus Master

Teachers from 46 different school districts. It is led by Director Dina Hartung, a faculty member in TLEL with deep experience as a K-12 educator in local school districts. CMENAS will contribute directly to one of NYSMTP’s three core objectives “Knowledge of Students, Their Families, Their Communities,” which addresses how STEM teachers use their understanding of students’ neighborhoods, cultures, and values to inform their curricular and pedagogical choices. NYSMTP teachers will be true partners and co-contributors at all stages. Starting in Year 1, CMENAS faculty and staff will meet with Director Hartung and Southern Tier MTP participants to gather input on types of content to be developed regarding MENA populations, cultures, and

languages within their schools. This input will also help shape additional K-12 outreach efforts through our work with PBS LearningMedia (§). CMENAS faculty will then potentially teach workshops or minicourses requested by MTP participants starting in Year 2 and continuing through Year 4, with NRC funds directly supporting teaching materials (books, printing costs, etc.) and regular assessment of learning outcomes. If the NYSMTP expresses sufficient demand, CMENAS would expand workshop offerings to statewide program and/or offer intensive summer institutes hosted at BU.

PBS LearningMedia Modules: PBS LearningMedia is a free, open-source collection of learning

resources for pre-K to postsecondary teachers that is searchable by subject area, grade level, learning standard, and more. Using input from MTP participants and other local teachers, CMENAS will develop MENA-focused modules for LearningMedia starting in Year 1, with the goal of publishing two substantial modules per year (fall/spring) from Year 2 on. Each module will feature high-quality video segment(s) paired with supporting pedagogical materials (lesson plans, handouts, presentations, in-class activities, primary/secondary, source materials, etc.) for teachers to integrate into their curricula. Jackie Stapleton-Durham, the Education Director for the Binghamton NPR/PBS affiliate (WSKG), will provide regular consultations (roughly 10 hours/month) to working groups comprising CMENAS staff, faculty experts, and experienced teachers. These consultations will ensure that all materials are teaching standards compliant and follow best practices in terms of content design and delivery. WSKG will upload materials to the LearningMedia and promote the new modules both locally and nationally. The platform has extensive metrics and feedback mechanisms built into the site, and CMENAS will regularly consult teachers regarding the quality and utility of modules.

## Outreach activities for postsecondary institutions

CMENAS has the explicit goal of increasing both the quantity and quality of MENA-related content taught in the entire SUNY System. Over the next four years, we will significantly expand collaborations with two fellow SUNY schools: SUNY Broome, a two-year community college just 15 minutes from BU that serves predominantly first-generation and low-income students, and Purchase College, a four-year liberal arts school designated as a Hispanic-serving institution. Both institutions will receive an annual subaward through CMENAS to support (i) MENA cultural and community events at their campuses, (ii) professional development opportunities hosted and/or organized by CMENAS, and (iii) international travel and partnerships with institutions overseas. Faculty from both institutions will be integrated into nearly all of the pedagogy, curriculum, and professional development activities run by CMENAS, and they and their students will be invited to participate in conferences, lectures, and events, both in person and via Zoom. This close working relationship will allow faculty from three very different SUNY institutions (a doctoral center, a four-year PUI, and a community college) to create a shared vision for MENA languages and area studies that can speak to the full range of educational institutions within the SUNY system. The work proposed during the first four years of this grant would position CMENAS to engage many more SUNY institutions, while providing a roadmap for shared content development in other public university systems across the US.

## Outreach activities for business, media, and the general public

CMENAS is dedicated to helping with the integration and acculturation of MENA diaspora communities into the state and region. One of our key partners is the American Civic Association (ACA), who for over 80 years has assisted immigrants, asylum seekers, and refugees resettling into this region. Over its history, the ACA has played a key role in helping diaspora communities

from Syria, Iraq, Lebanon, Palestine, Turkey, and, most recently, Afghanistan. MENA faculty and students already volunteer extensively at the ACA by organizing speakers and cultural events, serving as language translators, and providing community assistance. CMENAS, with NRC support, will further support this vital civic mission by hosting an expanded slate of MENA cultural events at the ACA headquarters in downtown Binghamton and by helping to preserve and organize the ACA’s archive via the Source Project course for first-year students.

Additionally, CMENAS will offer cultural competency workshops for international businesses with a substantial presence in upstate NY that employ and/or bring significant numbers of MENA personnel to the region, including Corning, Inc. (based in Corning, NY), Chobani (based in Norwich, NY), Lockheed-Martin (subsidiary based in Owego, NY), and others, as well as the two major health service providers, United Health Services (UHS) and Lourdes-Ascension, who serve close to a million residents spread across dozens of rural counties on either side of the New York-Pennsylvania border. Additional sessions will be offered for small businesses through BU’s Koffman Southern Tier Incubator, which is currently home to 40+ startups and provides popular professional development and informational programming for business owners and entrepreneurs across the Southern Tier. Center staff will draw on existing BU partnerships with workforce development programs for underserved rural populations, which includes Broome-Tioga Workforce and SUNY Broome’s Office of Workforce Development.

CMENAS will also host an annual speaker series, including at least one high-profile public event per year that will be held at BU’s Anderson Center for the Performing Arts.

1. **PROGRAM PLANNING AND BUDGET**

## Development plan for proposed activities

CMENAS has conceived of a robust four-year development plan that seeks to build deliberately from year to year. The following tables (Table I.1a, I.1b) lay out this comprehensive vision:

# Table I.1a: Timeline for Activities at Binghamton University

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Priorities Addressed** | **Area** | **Objectives** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| AP1 | **Language Courses** | * Add additional sections of intermediate and advanced Arabic * Teach Persian at the elementary and intermediate levels on alternating academic year cycle | *Year 1:* Hire Arabic lecturer | *Year 2:* Offer Persian I | *Year 3:* Offer Persian II | *Year 4:* Offer Persian I |
| AP1, FLAS CPP1, FLAS CPP2 | **FLAS Scholarships** | * Provide summer and academic year stipends for undergraduate and graduate students to pursue advanced language study, dissertation research, and related activities * Award summer stipends for one undergraduate student from each SUNY partner (Broome and Purchase) | *Year 1-4:*  Administer annual application process, select recipients, and coordinate pre- and post-FLAS assessments | | | |
| AP1, AP2, NRC CPP1 | **Language Pedagogy** | * Summer and winter retreats for MENA language faculty to share, review, and update teaching practices * Develop core curricular materials for internal language courses, and share with external partners | *Year 1-4:*  Coordinate twice-yearly language pedagogy workshops with ACTFL for internal and external language faculty, including one in-person workshop and one remote workshop | | | |
| AP1 | **Area Studies Courses** | * Continue expansion of area studies curriculum * Incorporate MENA training into existing professional degree programs in CCPA, SOM, and Decker * Develop new year-long, research-intensive course (Source Project/FRI) for first-year students using ACA archives * Teach course regularly and track student outcomes | *Year 1-4:*  Offer two annual course redevelopment grants to BU faculty | | | |
| *Year 1:* Develop pilot Source course | *Year 2-4:*  Rotating MENA faculty teach course each year | | |
| AP1 | **Degree Programs** | * Expand numbers of students in current MENA-related degree programs (BA,MA,MS, MPA, Ph.D., 4+1) * Complete SUNY process to create a new M.A. in Middle East Studies * Create new B.A. in Middle East Studies | *Year 1-4*:  Annual recruitment and assessment | | | |
| *Year 1:* Receive SUNY  approval for MA | *Year 2-3:*  Go through university and SUNY process to create BA; recruit students for MA | | *Year 4:* Review existing degrees |
| AP2 | **Professional Development** | * Provide internal funding for Center-affiliated faculty to participate in national and international conferences, training, and other relevant activities | *Year 1-4:*  Provide funding for BU and partner faculty to participate in national/international conferences, training, and other activities | | | |
| AP1, NRC CPP1 | **Conferences & Events** | * Host and co-sponsor MENA related conferences, workshops, speakers, and other events | *Year 1-2:*  Develop speaker series | | *Year 3-4:*  Hold annual conference | |
| AP1 | **International Partnership** | * Reinforce and expand overseas institutional partnerships | *Years 1-4:*  Annual travel and outreach by CMENAS staff | | | |

**Table I-1b: Timeline for Activities with External Partners**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Priorities Addressed** | **Partner** | **Objectives** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| AP1, AP2 | **K-12 Outreach (1)** New York State Master Teacher Program | * Consult MTP cohort on curricular needs * Professional development workshops for K-12 teachers in Southern Tier region during academic year, and for teachers across NYS during summer sessions * Produce supplemental curricular materials on MENA languages, topics, etc. | *Year 1:* Gather input from Southern Tier MTP  cohort/director | *Year 2:* Develop and teach Southern Tier MTP workshops | *Year 3-4:*  Expand offerings to statewide NYSMTP program; host multi-day summer institutes on campus | |
| AP1, AP2 | **K-12 Outreach (2)**  PBS LearningMedia | * Convene CMENAS, WSKG, and K-12 partners to create curricular materials (short videos, lesson plans, handouts, etc.) that address key needs for K-12 teachers * Create open-source multimedia learning modules on MENA topics for national distribution via platform * Continuously improve existing modules | *Year 1:* Development and planning meetings | *Year 2-4:*  Produce standards-compliant videos and related curricular materials (two modules per year) for PBS LearningMedia platform | | |
| NRC CPP1 | **Minority-Serving Institutions** Purchase College | * Support PC’s training and programming needs * Foster pathways for MSI students to pursue graduate training in MENA-related fields at BU and other R1s * Expand professional and curricular development for faculty * Incorporate faculty into pedagogy and curriculum workshops (in-person and online) and overseas research partnerships | *Year 1-2:*  Identify needs and obstacles for MSI students related to MENA courses/degrees | | *Year 3-4:*  Create and pilot pathways to MENA advanced degree programs (B.A. to M.A. or Ph.D.) | |
| *Year 1-4:*  Provide annual subaward for professional development, curriculum support, course redevelopment, and related activities | | | |
| NRC CPP1 | **Community Colleges**  SUNY Broome | * Collaborate with SUNY Broome faculty to develop course materials for standard SUNY Gen Ed courses * Provide professional and pedagogical development for instructors, and MENA programming for students/community * Expand language training opportunities for AA/AS students and Continuing Education offerings for local region | *Year 1-2:*  Create Gen Ed materials with BU and SUNY Broome faculty | | *Year 3:* Disseminate to other SUNY CCs | *Year 4:* Assess and revise materials |
| *Year 1-4:*  Provide annual subaward for professional development, curriculum support, course redevelopment, and related activities | | | |
| AP1 | **Community Organizations** American Civic Association | * Host up to four events per year at ACA community space * Connect MENA community members to events at BU and other SUNY campuses * Support archival preservation via Source Project (see below) | *Year 1-4*:  Provide funds, advertising efforts, and logistical support for community-focused events at ACA | | | |

## Quality of proposed activities and relevance to NRC program

As a public institution, BU’s and CMENAS’ central mission is to educate American citizens in order to improve and increase the US population’s understanding and knowledge about the MENA on all levels of formal education (K-12, community college, and undergraduate and graduate university levels). This in turn is supposed to produce citizens with a deep and abiding knowledge of the region to prepare them for success in business, industry, government, and non- profit sectors of the economy. This mission is in direct alignment with NRC absolute and competitive preference priorities to offer diverse perspectives, build capacity, and encourage service in areas of national need related to the MENA. Our MENA focused curriculum, staff, faculty, outreach, and programming stem directly from the NRC’s primary purpose to create diverse, deep and abiding knowledge of the MENA region within a broad swath of the US population and at all levels of society.

## Reasonableness of costs

As a public institution for higher education, BU takes its stewardship of federal funding very seriously. CMENAS, by extension, takes this stewardship very seriously as well. Our proposed programs and activities are carefully planned in order to maximize these public funds for the good of as many as possible. BU epitomizes the public trust to provide an excellent education at a reasonable cost. Of the top 100 best universities in the US, BU has the second lowest cost of attendance. As a public university, our limited resources must be stretched carefully in order to maximize benefit and impact. Our proposed programming taps into already existing activities and programs on campus in order to maximize benefit and impact. For example, I-GMAP already hosts an annual conference on Genocide and Mass Atrocity Prevention to which CMENAS will utilize funds to ensure a panel on Middle East topics of prevention and case

studies. Such an event will maximize benefit by integrating Middle East Studies into a preexisting forum, thus intersecting MENA related issues within broader global trends. This approach guides our entire programming agenda to maximize impact and integration of MENA studies at all levels. Additionally, most of our proposed expenditures go towards strengthening staff, faculty, outreach, and programming. BU institutional commitments enables this proposal to keep administrative salaries very low. If funded at the level requested, CMENAS will be able to maximize the talent and resources of the Center to leverage substantial institutional commitment to further strengthen a comprehensive and innovative MENA studies program that impacts students, staff, faculty, and broader US community.

## Long-term impact on undergraduate, graduate, and professional training programs

The activities proposed in this application link across undergraduate, graduate, and professional programs in both language and area studies instruction related to the Middle East and North Africa. They are framed to develop and strengthen language instruction and content curriculum beginning at the K-12 level and continuing through the community college and university levels (both undergraduate and graduate). These activities will improve core competencies in MENA studies and deepen and broaden the pipeline of US citizens prepared to fruitfully engage with all aspects of the MENA region through a variety of careers in government, the private, and public sectors. The proposed activities orchestrated by CMENAS at BU and our partner institutions (SUNY Broome, Purchase College, the ACA, and the MTP) all significantly strengthen the teaching and research competencies and productivity of core MENA faculty, students, professionals, and the general public. Through NRC support for MENA studies at BU, the Department of Education is reaching a hitherto neglected and underserved population in New York State and the Northeastern United States and building critical competencies to help meet

the global, national, regional, state, and local challenges facing our communities in the twenty- first century.

**J. NRC COMPETITIVE PREFERENCE PRIORITIES**

## NRC CPP1: Partnerships with community colleges

CMENAS will also collaborate with SUNY Broome, a community college within the SUNY System, to: 1.) Provide teacher training activities for SUNY Broome faculty on language and area studies related to the Middle East and North Africa to develop new courses and support current core content with supplemental materials related to the region, including World History, Comparative Politics, Western Civilization, World Literatures, and US History surveys. 2.) Support faculty professional development related to MENA studies, including conferences, workshops, research grants, pedagogy, and teacher training workshops. 3.) Engage in collaborative activities with SUNY Broome’s teacher education programs in K-12 schools related to MENA studies, cultural competencies, and diaspora communities. 4.) Provide a FLAS Summer Fellowship to a qualified SUNY Broome student with demonstrated financial need studying a MENA language (Arabic). 5.) Support the development of Arabic language instruction at SUNY Broome and/or facilitate Broome students in taking advantage of MENA language courses in Arabic, Hebrew, Persian, and Turkish at BU. 6.) Help support speaker series and events at SUNY Broome related to MENA studies broadly defined.

## NRC CPP1: Partnerships with minority-serving institutions

CMENAS will collaborate with Purchase College, a Hispanic designated Minority Serving Institution (MSI) in the SUNY System to: 1.) Provide teacher training activities for Purchase College faculty on language and area studies related to MENA subject matter and to develop new courses and support current core courses with supplemental materials related to the MENA. These courses will include World History, Comparative Politics, Western Civilization, World

Literatures, US History surveys, etc. 2.) Support such faculty professional development

activities related to MENA studies as conferences, workshops, research grants, pedagogy, teacher training workshops, etc. 3.) Conduct collaborative activities with teacher education

programs in K-12 schools related to MENA studies, culture, diaspora communities, etc. 4.)

Provide a FLAS Summer Fellowship to a Purchase College student with demonstrated financial need studying a MENA language (Hebrew). 5.) Help support the development of Arabic language instruction at Purchase College. 6.) Help support speaker series and events at your Purchase College and the surrounding community related to MENA studies broadly defined.

**K. FLAS AWARDEE SELECTION PROCEDURES**

## Advertising and recruitment of FLAS applicants

The FLAS competition will be a year-round endeavor. Each summer, the CMENAS FLAS website, which will provide comprehensive information about the awards and online application, will be reviewed, updated, and made ready for opening of the competition during the Fall semester. The publicly accessible website and application will be linked to and announced by the BU Graduate School and Office for Undergraduate Research, Fellowships & Awards in addition to being posted on their websites. Professionally designed announcements will be sent electronically and via hardcopy to all professional schools, department chairs, grad/undergrad advisers, relevant language instructors, the Graduate Student Employee Union, all affiliated CMENAS faculty, and relevant student clubs. Throughout the fall, the FLAS Coordinator will convene information sessions for potential undergraduate and graduate students and visit relevant language classes. The FLAS Coordinator will additionally table BU’s campus Education Abroad fairs held each semester for students interested in studying abroad. These Education Abroad Fairs include SUNY System-wide programs and draw interested parties from across the SUNY System. Competition announcements will be posted repeatedly on relevant student email

lists, the Center’s YouTube Channel, Facebook, Twitter, Instagram, and other social media platforms. Incoming students will receive FLAS information in their admissions and orientation packets. Even after the FLAS competition closes in early winter, advertising and promotion of the FLAS program will continue as CMENAS announces awardees in its newsletter, on its website, and in various university outlets such as BU’s Dateline and Newsline services and the student run newspaper, Pipedream. Throughout the year, CMENAS will look for ways to highlight its FLAS fellows’ activities, through short interviews and writeups to be posted on our Website and social media accounts. CMENAS will also work closely with our External Scholarships and Undergraduate Research Center to inform students of these overseas research and language training opportunities. This will enable CMENAS to caste a wide net to draw in numerous qualified applicants for FLAS funding opportunities.

## Selection Timeline

-October 31: Application opens

-November-January: CMENAS Holds application workshops and info sessions

-February 15: Application deadline

-February 15-March 15: Applications reviewed and ranked

-March 20-April 20: Applicants are awarded

-Year-round advertising and promotion

## Selection plan’s compatibility with announced priorities.

Selection will prioritize qualified applicants with financial need and will dispense awards in four languages (Arabic, Hebrew, Persian, and Turkish) all of which are LCTLs, thus meeting all Competitive Preference Priorities. CMENAS takes seriously its responsibility to meet critical language needs and strives to award its FLAS fellowships in line with stated priorities.

## Application for Awards

To expedite the process, ensure security, and handle the anticipated large numbers of applications, the entire application process for both undergraduate and graduate FLAS applicants will be accomplished online via the CMENAS FLAS website, to be established after receiving the grant. The site will provide extensive application guidance, including links on how to file FAFSA documents—essential for determining financial need. Students will be further encouraged to meet with the FLAS Coordinator for individual advising on application procedures and general questions (See 10.1 for the informational sessions offered to FLAS applicants and 10.2 for application deadlines.). Applicants who are abroad or have not yet been admitted to BU will be able to join FLAS informational web chats or take advantage of online advising via Zoom.

## FLAS Selection Committee

The CMENAS Director will appoint the FLAS Selection Committee from among CMENAS Advisory Board. The selection committee is to be composed of at least six faculty members representing the social sciences, humanities, and professional programs, as well as the four languages offered (Arabic, Hebrew, Persian, and Turkish). To guarantee continuity and compliance to regulations, the CMENAS Director will always serve as the selection committee chair. The FLAS Coordinator and CMENAS Director will brief members of the selection committee on FLAS priorities and regulations. All committee members are to have access to the complete online application files that allows all members of the selection committee the opportunity to view the applicant files simultaneously. The applicant pool is grouped into four sections based upon type of award (undergraduate, graduate, academic year, and summer) and ranked according to the criteria listed below prioritizing financial need and merit.

## Selection Criteria Used

Students will be awarded FLAS Scholarships based on several criteria: demonstrated excellence in area studies and language acquisition; genuine potential for future achievement in research or public service in MENA studies and related fields; commitment to using language and cultural training in future careers; and overall academic performance. The committee will prioritize students with documented financial need based upon FAFSA and BU admissions data. Awards will not be granted to native speakers or those at the dissertation writing stage whose research is complete. We intend to seek and reward a broad representation of graduate and undergraduate students from the social sciences, humanities, professional schools, and interdisciplinary programs with career interests in the private, public, non-profit, education, and government sectors. Preference is given to students at intermediate and advanced proficiency levels, however, students learning a second LCTL may be considered at the beginner level.

**L. FLAS COMPETITIVE PREFERENCE PRIORITIES**

## FLAS CCP1: Preference for students who demonstrate financial need

In accordance with the first FLAS Competitive Preference Priority, CMENAS will prioritize applicants who demonstrate academic achievement, language ability, and financial need through formal federal criteria as evidenced through FAFSA. CMENAS will privilege high caliber applicants with perceived ability to increase their language proficiency, a potential to use the language in their intended professional path, and those with identified financial need.

## FLAS CPP2: Awards for languages other than French, German, and Spanish

In accordance with the second Preference Priority, all CMENAS FLAS fellowships will be designated for the study of Less Commonly Taught Languages (LCTLs)/priority languages, including Arabic, Hebrew, Ladino, Persian, and Turkish. We will further prioritize students at ILR1+ and higher levels of proficiency, and those who intend to go abroad.