

**U.S. Department of Education
Office of Postsecondary Education
International and Foreign Language Education Office**



**Title VI American Overseas Research Centers
(AORC) Program
CFDA 84.274A
Grant Awards List and Project Abstracts
Fiscal Years 2024–2027**

AORC Awards List

Grantee Institution	Overseas Location	FY 2024 Funding Amount	Page Number
American Center for Mongolian Studies (ACMS)	Ulaanbaatar, Mongolia	\$82,000	3
American Center of Research (ACOR)	Amman, Jordan	\$78,000	4
American Institute for Bangladesh Studies (AIBS)	Dhaka, Bangladesh	\$81,582	5
American Institute for Indonesian Studies (AIFIS)	Jakarta, Indonesia	\$82,000	6
American Institute for Maghrib Studies (AIMS)	Oran, Algeria Tangier, Morocco Tunis, Tunisia	\$83,578	7
American Institute for Sri Lankan Studies (AISLS)	Colombo, Sri Lanka	\$82,000	8
American Institute of Indian Studies (AIIS)	Delhi, Gurugram, Kolkata, and Pune, India	\$75,000	9
American Institute of Pakistan Studies (AIPS)	Lahore, Pakistan	\$70,000	10
American Research Center in Egypt (ARCE)	Cairo, Egypt	\$69,693	11
American Research Center of the South Caucasus (ARISC)	Yerevan, Armenia Tbilisi, Georgia Azerbaijan	\$61,843	12
American Research Institute in Turkey (ARIT)	Ankara and Istanbul, Turkey	\$79,600	13
Center for Khmer Studies (CKS)	Siem Reap, Cambodia	\$82,000	14
Inya-Burma Institute	Yangon, Burma	\$74,360	15
The Mexico-North Research Center/The Americas Research Network (ARENET)	Mexico City, Mexico	\$79,699	16
Palestinian American Research Center (PARC)	West Bank, Palestine	\$66,925	17
West Africa Research Association (WARA)	Dakar, Senegal	\$80,000	18
W.F. Albright Institute for Archaeological Research (AIAR)	Jerusalem, Israel	\$82,000	19

American Center for Mongolian Studies (ACMS)

Award Number P274A240010

Through the AORC program the ACMS plans to focus on three initiatives that meet critical needs in the field: 1) transform our online resources to expand bi-lingual access to information, courses, presentations and other resources; 2) expand library and research resources and training for international and Mongolian scholars; and 3) support academic exchange in key fields of study in Mongolia including the documentation and preservation of Mongolia's cultural and natural heritage threatened by development and global climate challenges. Achieving these goals will support research, exchanges and the development of knowledge and expertise related to the Inner Asian region. This region has significant historical and contemporary importance and is relevant to critical questions in the US such as how to understand and address the impacts of climate change, how to promote democratic principles and institutions, and how to maintain indigenous cultures and traditions in a rapidly globalizing world. The initiatives meet the AORC Program Invitational Priorities and are feasible and sustainable by building on existing capacity and programs. The first highlighted goal is to enhance online resources and programs to expand bi-lingual access to information, courses, presentations, and other resources. Three areas where the ACMS plans to expand its online resources include improving and expanding online access to Mongolian language courses, tutorials and learning materials, developing, and making available online courses and educational materials such as lectures, interviews, videos, and photo stories, and expanding access to research studies, digital archives, and scholarly works in multiple languages. Online resources and programs will be open access and will provide Professional Development and education resources to support underrepresented groups in international education. A second area of focus is the development of accessible library and research resources related to Inner Asian Studies. The ACMS Research Library includes over 5000 titles, the largest English language academic collection in Mongolia, and the ACMS is the primary international organization carrying out library training and development in the country. The ACMS sponsors training for Mongolian librarians and has created numerous video lectures and courses online to support both training and research dissemination. The ACMS is developing information databases such as library and museum collection catalogues and digitized collections of rare documents. The ACMS serves as a source of Mongolian books and materials for US research libraries and supports efforts to create accurate MARC library catalogue records for materials published in Mongolia. A third initiative to be supported by Department of Education funds is the ACMS support for research and exchange in critical fields including the documentation and preservation of the tangible and intangible cultural heritage of Mongolia and the scientific and human dimensions of climate change. The ACMS will disseminate international research work within Mongolia and Mongolian research to an international audience through fellowships, conferences and training workshops, translation support and open access publications. ACMS will leverage funding from the Department of Education to acquire funding support from other organizations to develop and enhance programs and services for scholars, educators, students, and life-long learners. The ACMS will use Department of Education funding to support staff and office expenses to deliver a wide range of programs and services such as library support, fellowships, field schools, speaker series, academic discussion groups, training workshops and international academic conferences and exchanges. Funds will support the evaluation of programs and financial oversight to ensure funds are used effectively to meet critical needs in the field in an efficient manner.

American Center of Research (ACOR)

Award Number P274A240012

Enhancing the ACOR Digital Archive: Making a Multimedia Research,
Teaching, and Learning Resource More Accessible

The Center: Established as a consortia of U.S. higher educational institutions in 1968, "ACOR", the American Center of Research is a 501(c)(3) nonprofit American overseas research center in Amman, Jordan, whose mission is advancing knowledge of Jordan and the interconnected region, past and present. ACOR facilitates research by students and scholars at all stages, with extensive library and archive holdings, fellowship and scholarship programs, public lectures and workshops, open-access publications, and residential facilities. Since 2016, ACOR has transformed a large portion of its unique holdings into an open-access online archive. Proposed activities alignment with AORC program purpose and the invitational priorities The proposed project, Enhancing the ACOR Digital Archive..., will provide cross-over benefit between languages, Middle East area studies, and research and educational populations, as well as cultural and professional development opportunities for U.S. educators. The project directly addresses Invitational Priorities 1 and 2 by providing professional development opportunities for Community Colleges and Minority Serving Institutions (MSIs) and also providing free and open access to center-related research, instructional, and scholarly resources. ACOR's online archival collection, numbering nearly 70,000 items at present, is already an interdisciplinary open-access resource for scholars and students of Middle East area studies, but with the proposed addition of 20,000 items, improved discoverability, incorporation of enhanced contextual data, and development of curricular materials to support teaching using a wider range of archival materials, it will become far more accessible and more essential as a resource for postgraduate researchers, the pool of experts related to the region, and instructors of all levels. Goals, outcomes and contributions for research and education The project's primary goals are: (1) To increase the archive's accessibility, enabling it to better serve area-studies research, scholars, and educators by: making 20,000 photographs, audio, and video recordings of threatened or already lost cultural heritage sites freely available online; (2) adding the most common alternate spellings/names for sites to extant and future object records; (3) adding links to the digital records for other publicly accessible information about those people/places/objects to increase contextual awareness for users and (4) through U.S. Educator Fellowships, to create practical, freely available, curricular materials across a number of disciplines developed for, by and circulated within community college and MSI networks. The outcome of these goals will be multimedia documentation of the region's heritage being made available, linked with educational resources ready for community college and MSIs instructors. Population to be served: Middle East area studies researchers at the postgraduate and undergraduate levels, potential future area studies researchers (i.e., growing the pool of experts), Arabic language learners, and U.S. educators and students at community colleges and MSIs are the primary beneficiaries of this project. The wider impact associated with providing free online digital and educational resources to anyone with an Internet connection is significant.

American Institute for Bangladesh Studies (AIBS)

Award Number P274A240008

AIBS was established in 1989 and has been operating in Dhaka, Bangladesh, since 2010. AIBS promotes postgraduate research, academic exchanges, and area studies related to Bangladesh. Given Bangladesh's strategic importance to the US, particularly in economic, climate change, humanitarian, and security matters, AIBS plays a crucial role in facilitating scholarly engagement. Through its network of 28 US institutional members and 25 Bangladeshi university partners, AIBS supports scholars through its programs, grants, and its center in Dhaka. Meeting the statute and invitational priorities purposes; project merit and impact: AIBS will use Title VI support to enhance its Dhaka center programming for scholars and exchanges and to increase involvement from faculty and students at US community colleges, Historically Black Colleges and Universities (HBCUs), and minority-serving institutions (MSIs). AIBS seeks Title VI funding to:

- 1) Support the Dhaka center's operations, which are vital for promoting research, exchanges, and area studies. AIBS staff provide essential support to US researchers, helping with logistics, including security arrangements, visa processing, accommodations, research permits, and access to specialized libraries and archives. AIBS center staff actively facilitate networking opportunities, fostering exchanges between scholars and their Bangladeshi counterparts, government officials, and members of civil society.
- 2) Support a language-instruction program in Bengali/Bangla, with special focus on different dialects and indigenous languages in Bangladesh. Bengali/Bangla, spoken by over 200 million individuals in NE India and Bangladesh, is the sixth most widely spoken native language globally. Despite this, opportunities for teaching and learning Bengali in US higher education institutions are scarce, and primarily concentrated within large research universities. Notably, currently no language-immersion programs are available in Bangladesh. To address this need, AIBS will revive its Bengali language instruction program in collaboration with a partner university in Bangladesh. The program will prioritize the participation of postgraduate students and faculty from HBCUs, MSIs, and community colleges (addressing Invitational Priority 1).
- 3) Develop an online portal to ensure open access to research and other materials related to Bangladesh (addressing Invitational Priority 2). There is currently no comprehensive digital repository dedicated to Bangladesh studies. With Title VI funding, AIBS will create an online hub to house research materials and teaching modules, with a primary focus on the needs of community college educators. AIBS will actively promote and disseminate these resources among targeted users, including faculty from community colleges, HBCUs, and MSIs, while also conducting workshops for integrating these materials into classroom settings.
- 4) Address the urgent need to document and preserve Bangladesh's tangible and intangible cultural heritage, which is facing threats from climate, societal, and economic changes. AIBS will grant fellowships for scholars from the US and Bangladesh focused on cultural heritage research, host conferences for scholarly collaboration, and organize professional development workshops in both countries. These workshops, targeting scholars and librarians, especially from HBCUs, MSIs, and community colleges, will enhance skills in fieldwork and museum collection management, crucial for safeguarding Bangladesh's cultural diversity.

American Institute for Indonesian Studies (AIFIS)

Award Number P274A240022

The American Institute for Indonesian Studies (AIFIS), operating in Indonesia since 2012, fills an urgent research need in a country that is politically, economically, religiously, environmentally, and strategically important to the United States. The present proposal is designed to solidify and support our Indonesia-based center programs and staffs, and to expand our program engagement with community college faculty in the United States. Indonesia is the world's fourth largest country by population and the fifth largest by area. It is the world's largest Muslim country and third largest democracy, controlling vast mineral reserves, containing a substantial proportion of the world's tropical forest, and sitting on top of some of the globe's most vital sea lanes. AIFIS' research center in Jakarta assists in the realization of American goals of maintaining close ties with this important regional power. AIFIS was established with support from several American and Indonesian foundations and is directed by a Board of Directors made up of member institution representatives from 38 prominent American research universities, including a U.S. consortium of two-year colleges (The Midwest Institute for International/Intercultural Education, MIIIE) and a Consortium on Teaching Indonesian language in the US (COTI). AIFIS promote post-graduate research, international scholarly exchanges, and area studies in Indonesia in four key areas: (1) AIFIS fosters the development of a pool of international experts on Indonesia, (2) AIFIS promotes open access to research and training opportunities for US researchers in Indonesia, (3) AIFIS facilitates and supports Indonesian language instruction and curriculum and faculty development workshops for US-based higher educational institutions where resources for Indonesian studies are scarce, including community colleges, (4) AIFIS-in-Indonesia serves as a center for symposia, conferences and research presentations for visiting American researchers in Indonesia. AIFIS research center in Jakarta coordinates with our US consortium network to host virtual and in-person presentations and seminars, and assist American scholars in conducting research in Indonesia. Support for AIFIS' research center provides a strategic investment in a critically important United States partner. Our proposal describes plans to build on proven successes, and raise AIFIS capacity to serve US faculty and postgraduate researchers—especially those from community college and minority serving institutions—with opportunities for research and academic exchange in this critically important country, and to bolster our rich offerings of open-source research symposia and library materials for researchers in Indonesia.

American Institute for Maghrib Studies (AIMS)

Award Number P274A240015

Strengthening and Expanding U.S. Postgraduate Studies on North Africa
by the American Institute for Maghrib Studies

Founded in 1984, the American Institute for Maghrib Studies (AIMS) is an American Overseas Research Center (AORC) that strengthens the field of North Africa area studies by promoting postgraduate research and scholarly exchange on and in North Africa – the Maghrib. AIMS addresses important institutional gaps by funding and facilitating field research, providing professional development opportunities for researchers, and coordinating trans-Maghribi program of scholarly events. As a scholarly society, AIMS is comprised of a membership network of close to 200 individuals and 25 U.S. institutions of higher education, and its services directly benefit over 15,000 scholars annually. AIMS strives to broaden and diversify its academic community through outreach to community colleges and minority-serving institutions and the creation of a new online, open access platform that make its resources available to a global audience. AIMS requests Title VI funding for four specific purposes to meet the project goals: 1) to cover ongoing operations and ensure its administrative capacities and ongoing programming; 2) to hone the interdisciplinary scholarly agenda produced by U.S. and Maghribi scholars; 3) to expand the new, open access Maghrib in Past & Present | Portal to go live in summer 2024; 4) to enlarge its U.S.-based Curriculum Development Seminars to benefit MSIs and community colleges. In North Africa, AIMS offers important services for postgraduate researchers through its unique network of three local AORCs: the Centre d'Études Maghrébines en Algérie (CEMA), founded in 2007; the Tangier American Legation and Institute for Moroccan Studies (TALIM) in Morocco, associated with AIMS since 1989); and the Centre d'Études Maghrébines à Tunis (CEMAT) in Tunisia, founded in 1985. The AORCs facilitate in-country logistics for affiliates doing fieldwork, promote the dissemination of research findings through in-person events, and organize writing and methodology training for U.S. and Maghribi scholars. AIMS is a member of the Council of American Overseas Research Centers and organizes the vast majority of its programs in collaboration with scholars and institutions throughout North Africa. In the United States, AIMS supports a robust professional community of scholars working on the Maghrib. The institute provides grants for American and North African scholars to conduct research in the Maghrib, offers an annual dissertation-writing workshop and mentoring program, invites its members to organize its annual conference, sponsors the Journal of North African Studies, and coordinates a growing program of Curriculum Development Seminars for MSIs and community colleges. Its U.S. headquarters is at the University of Arizona. Globally, and with past Title VI funding, AIMS makes its unique and specialized resources available online through the open access Maghrib in Past & Present | Portal. The platform includes its long-running podcast series, library catalogs, specialized archives, curriculum development tools, and other digitized resources from its AORCs. AIMS' strategic priorities for the next funding cycle are to strengthen, expand, and diversify its scholarly programming through its U.S.-based Curriculum Development Seminars and open access Maghrib in Past & Present | Portal. The diversity of its academic community and its strong relationships with American and Maghrebi institutions form the bedrock of AIMS' work in achieving the outcome of academic excellence in the field of U.S. postgraduate North Africa area studies.

American Institute for Sri Lankan Studies (AISLS)

Award Number P274A240024

The overall purpose of the American Institute for Sri Lankan Studies (AISLS) is to develop and support US research and expertise on Sri Lanka. We seek operating and program support from the US Department of Education for our Overseas Research Center in Colombo, Sri Lanka's main city and cultural, economic, and educational center. This project has four main components. First, it provides operating support for the Colombo Center, established in 2000, which enables our staff to help US researchers with matters such as research permits, visas, transport, housing, and access to specialized libraries and archives. Our staff also provides advice on research methods, understanding Sri Lankan academic culture, and making contacts with Sri Lankan scholars, government officials, and members of civil society. These services extend across all fields in the humanities and social sciences and are especially important because many graduate students and scholars using the Center do not have previous experience working in the country. Second, the project funds our language instruction programs in Sinhala and Tamil, both of which the Secretary of Education has designated as priority languages. It also supports the creation of a new online course in Sri Lankan Tamil, which will be hosted by the University of Chicago. Third, the project provides for our workshop and seminar programs, which bolster the expertise of US educators and facilitate their building ties with Sri Lankan and third country counterparts. Most workshops in the first two years of the project will be related to the current focus areas of historiography and art history/museum studies, but we also plan to hold events in a range of other fields. In addition, a program of online seminars on new academic books on Sri Lanka will enable interaction among scholars in North America, Europe, and South Asia. Fourth, the project provides support for the Center library and for the creation of open access online bibliographical resources. AISLS will continue to place considerable emphasis on the digitization of newspapers, rare books, and pamphlets with research value, which will be made available online through digital hosts such as Princeton University, the University of Chicago, and the South Asia Open Archives. In addition, AISLS will also continue to publish teaching modules aimed primarily at community college teachers, expanding the offerings accessible on our website. The project has been designed to complement AISLS activities that are carried out with other federal and private funds. For instance, the support requested from the Department of Education for the Colombo Center staff and facilities is essential to the success of our research fellowship and dissertation planning grant programs, which are funded through a grant from the Department of State. AISLS also maximizes the impact of its programs by working closely with its member institutions and other organizations that share its goals and often provide in-kind or financial support for particular events or initiatives. AISLS programs serve around 110 individual American members, as well as many other students and faculty affiliated with the 24 colleges and universities that have institutional membership. Annual individual membership rates are set at an affordable level (\$40 for those employed full time; \$15 for students, community college teachers, retirees, adjuncts and the unemployed), thus ensuring wide access.

American Institute of Indian Studies (AIIS)

Award Number P274A240002

The American Institute of Indian Studies (AIIS) was formed in 1961 to further the knowledge of India in the United States by supporting American scholarship on India. The principal methods by which the AIIS achieves its goals are providing financial and logistical support to U.S.-based scholars, students and artists conducting research, language training and artistic projects in India. It provides language instruction in India to more than 200 American graduate and undergraduate students each year and fellowships for research in India to about 32 doctoral and post-doctoral scholars from all fields of academic inquiry focusing on aspects of India, as well as to performing and creative artists. The AIIS maintains two internationally recognized research archives: the Center for Art and Archaeology and the Archives and Research Center for Ethnomusicology, whose resources are made available to a wide audience through innovative web platforms. It also organizes workshops and outreach projects; obtains documentation necessary for American academics annually to obtain research visas for India; and provides substantial in-country support to scores of American scholars and students each year. AIIS is also building on its projects that meet the Department of Education's Invitational Priorities 1 and 2. It has been very engaged in outreach efforts to provide opportunities to faculty and students at community colleges and minority-serving institutions, for instance by organizing faculty development seminars in India and providing funding to faculty at those institutions to carry out projects in India. In response to a growing interest among faculty and students in the use of digital methodologies and resources for creating and disseminating knowledge about India to broad audiences, AIIS launched the Digital India Learning Initiative under the leadership of a working group of leading experts who have developed a robust digital scholarship blueprint. The AIIS is a consortium of 90 American universities and colleges at which scholars engage in teaching and research about India. The current president of AIIS, Sumathi Ramaswamy, is an eminent historian who also has considerable administrative experience. The U.S. administrative office is located at the University of Chicago while its principal activities take place in India where AIIS has multiple facilities: headquarters in Delhi and Gurugram, Regional Centers in Kolkata and Pune and several Language Program Centers. The programs of AIIS promote and advance mutual understanding between the citizens of the U.S. and of India. They contribute to the creation of an increasingly large group of experts on all aspects of India, who will use their knowledge in their teaching, their scholarship, in government service or in their work for non-governmental organizations. All AIIS fellows in India are affiliated with an Indian institution of higher education and contribute to the scholarly interaction that takes place at that institution. In addition, performing/creative arts fellowships promote the arts of India in the U. S. through performance as well as teaching. The Institute endeavors to reach out to the widest possible audience in the U. S., in terms of scholarly discipline, geographical location, gender, and national origin. It actively solicits applications from students and scholars who are not located at major research universities and not located in large states and has been increasing its efforts at creative and collaborative outreach activities. AIIS seeks U.S. Department of Education funding to enhance the critical in country support that the Institute is able to deliver to its fellows and other scholars working in India, to faculty at community colleges and minority-serving institutions participating in AIIS seminars and follow-up projects, and to strengthen its, its digital scholarship projects that will promote exchange among scholars and dissemination to broad audiences.

American Institute of Pakistan Studies (AIPS)

Award Number P274A240007

The American Institute of Pakistan Studies (AIPS) is a member of the Council of American Overseas Research Centers (CAORC). Its mission is to encourage and support research on Pakistan and to promote scholarly exchange between the United States and Pakistan. The goal of AIPS during the tenure of this grant is to promote the study of Pakistan and language training. To accomplish these aims, AIPS plans the following activities during the next four years (2024- 2028): 1) Provide 10 short- and long-term research fellowships; 6 conference travel grants; and 12 Emerging Scholars Symposia scholarships to increase and diversify the number of national experts on Pakistan; 2) Enhance national expertise at Minority-Serving Institutions and Community Colleges (MSI/CCs) by funding the American-Pakistan Educational Exchange (APEX) program. This multifaceted project, facilitated by Sauk Valley Community College and Bristol Community College, promotes curriculum sharing and integration of Pakistan studies and culture; 3) Support enhanced language training for 4 MSI/CC staff and faculty members during each year of the grant (total of 16 participants). This training aims to further Urdu proficiency among MSI/CC staff and faculty and infuse the study of Pakistan into their university and college curricula; 4) Organize annual conferences and/or workshops on the Diversities of Pakistan. AIPS Institutional Members, in collaboration with MSI/CCs, will apply for funding to host US conferences and/or workshops on Pakistan's society, languages, and cultures; 5) Increase the availability of resources about Pakistan via the AIPS website and its open access AIPS Resource Library (ARL). AIPS will develop a new, updated website in order to host its ARL. This library contains field research reports, members' presentations from scholarly conferences, lists of members' publications, language and content curriculum development materials, and more. The ARL is accessible to the public from any device connected to the Internet. AIPS is ideally positioned to fulfill the grant's Pakistan Studies proposals due to the variety of relationships that it has with institutions in Pakistan. It has 27 Memoranda of Understanding with public and private institutions that span all regions of Pakistan. These partners open-up research and networking opportunities for AIPS as well as play host to the organization's members and fellows. In the forthcoming grant cycle, AIPS will continue to build its relations with these partners, as well as with Pakistan government officials at institutions like the Higher Education Commission (HEC) and US government officials at the Embassy in Islamabad and the Consulate in Lahore. Over the four years of this proposal, AIPS looks forward to ensuring the success of its programming, encouraging involvement by the institute's US and Pakistan-based partners, and reinforcing collaboration between US and Pakistani scholars and students. With support from this grant, AIPS will continue to promote and strengthen the exchange of scholarly research and information between the US and Pakistan through fellowships, conferences, workshops, travel grants, and other projects that promote its mission.

American Research Center in Egypt (ARCE)

Award Number P274A240011

Established in 1948, the American Research Center in Egypt (ARCE) is a non-profit organization dedicated to supporting research on Egyptian history and culture, fostering broader knowledge about Egypt, and promoting and strengthen American-Egyptian ties. This project builds upon the achievements of the Archive Digitization & Publication Project (ADPP) conducted from 2020 to 2024, funded by the Department of Education. It represents a continuation of our ongoing efforts to enhance accessibility and safeguard the invaluable materials housed in the ARCE Conservation Archive. Additionally, this initiative aims to address priorities related to professional development and curriculum enhancement at community colleges and minority-serving institutions, ultimately creating an open-access repository of educational digital resources. In partnership with Montgomery College and Northern Virginia Community College, this project aims to enhance curriculum and build capacity among faculty through the integration of immersive technologies and digital resources. The partners will receive training on two innovative tools, CWRUXR and Google Arts & Culture. The creation of course content will be supplemented by the digitization and publication of eight archival collections on ARCE's Conservation Archives website documenting the conservation of important historical monuments throughout Egypt. In collaborating with the Interactive Commons at Case Western Reserve University, the project will train faculty from participating colleges to create original 3-D extended reality (XR) course experiences using CWRUXR. These experiences will expand class curricula with innovative teaching methods and build capacity in 3D content creation. Additionally, partner colleges will develop course design further by implementing in-class assignments using ARCE's online Conservation Archives, fostering a deeper understanding of cultural heritage preservation among students. At least two student stories will be published annually on ARCE's Google Arts & Culture Partner page, showcasing the significance of ARCE's conservation efforts and highlighting Egypt's rich cultural heritage to a global audience. Through these objectives, the project seeks to empower educators and students to explore Egyptian history and culture in immersive ways and expand course content, while promoting the accessibility and preservation of cultural heritage materials. The Project Director, Dr. Yasmin El Shazly will oversee project implementation and evaluation as the ARCE Deputy Director for Research and Programs. Prior to joining ARCE, she served in a variety of positions in the Egyptian Ministry of Antiquities and brings seven years' experience as the Head of the Registration, Collections Management and Documentation Department at the Egyptian Museum in Cairo and over three years as a member of the Museum's Board of Directors. In addition, she is familiar in university contexts as she has taught as an adjunct professor of Egyptology at the American University in Cairo. In her current role at ARCE, Dr. El Shazly directed the previous ADPP project funded by DOE (2020-2024).

American Research Center of the South Caucasus (ARISC)

Award Number P274A240021

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MISSION

Incorporated in 2006 and designated a 501(c)3 in 2007, ARISC plays a critical role as the only American Overseas Research Center (AORC) established in the former Soviet Union and is dedicated to supporting research on the countries of the South Caucasus (SC) – Armenia, Azerbaijan, and Georgia – across all disciplines. Our 21 institutional members include Minority-Serving Institutions, research institutions, and top tier universities committed to the study of the region, while our 67 individual and student members include leaders in SC area studies and in their own fields. Over the last decade, we have established an exemplary track-record of funding and administering 134 research fellowships. Our graduate fellowship alumni place into highly desirable institutions and universities, while our established fellowship recipients publish seminal works on the region. Through a rich array of scholarly programming and educational events, we advance the boundaries of research on our world region and increase public awareness of its role in world affairs. Our representatives in the SC (Baku, Tbilisi, and Yerevan) assist students and scholars new to the region and host sponsored and co-sponsored lectures and public events, facilitating US-SC engagement and dissemination of knowledge.

CULTIVATING US-SOUTH CAUCASUS EXPERTISE, DIVERSIFYING HIGHER EDUCATION

For the 2024-2028 grant cycle, ARISC proposes a comprehensive program that builds on our programming achievements and our ability to connect scholars and educators across the nation with the rich intellectual and cultural resources of the SC. We propose to: 1) increase postgraduate research and exchanges in the SC through the Junior Research Fellowships for early-career scholars; 2) expand US area studies of the SC by increasing the number of educators teaching the region through curriculum development programs; 3) increase support of instructors at Community Colleges, Historically Black Colleges and Universities, and Minority-Serving Institutions through curriculum design workshops domestically and abroad, professional development, and guest lecture support; and 4) promote the study of the critical languages of the SC by using open access technology to publicize language study programs, hosting an online session on the state of SC language instruction, and growing the dialogue on SC language learning. These programs will produce measurable outcomes that include professional development opportunities for CC/HBCU/MSI instructors.

American Research Institute in Turkey (ARIT)

Award Number P274A240023

The American Research Institute in Turkey (ARIT) is a consortium of 43 U.S. institutions of higher learning and a founding member of the Council of American Overseas Research Centers (CAORC). A 501(c)(3) non-profit organization incorporated in 1964, ARIT aims to support post-graduate research and promote academic exchanges and collaborations related to Turkey in the full range of fields of the humanities and social sciences, and archaeology. To meet these purposes, ARIT administers programs of fellowships for advanced research and Turkish language study, maintains two research centers in Turkey, in Istanbul and Ankara. ARIT provides outreach programs to engage a diverse range of students, scholars, and the public at large with Turkey and the resources of the research centers in Istanbul and Ankara. More than 807 research scholars based at North American universities and institutions, expand our understanding of Turkish history, culture, society and the country's role in the region, including the Middle East, the Caucasus, Central Asia, and Europe. The ARIT advanced language program has helped develop 704 proficient speakers of Turkish language, supporting academic area studies, as well as U.S. diplomacy, security, and business. In addition to ARIT-sponsored research and language fellows, the centers serve the needs of hundreds of visiting U.S., Turkish, and other scholars and students each year. They are hubs for promoting collegial interactions and developing scholarly exchanges and collaborations. In Turkey, the ARIT centers each provide a focused research library, facilities for meetings and conferences, and support staff. ARIT centers are open to the public during business hours. ARIT libraries are building open access to digitized research resources on-line, including full text journals, maps, and archives. An American director in each location facilitates research, and develops conferences and exchange activities. The directors assist individual U.S. scholars with both logistical and research needs – providing support for travel, visas, and permits, as well as access to research resources and connections with local colleagues and institutions. They develop conferences and facilitate outside overseas programs. The U.S. office, located in the Penn Museum of Archaeology and Anthropology, provides administrative support for program operations. In all three locations, ARIT offers outreach programs to diverse communities, now expanded with online events and videos. The proposed project will support language and area studies centers and programs in the United States in attaining their primary objectives, that is, to prepare American scholars and experts to develop academic and professional careers related to Turkey and the region, and forge ties between the American and Turkish academic communities. ARIT respectfully requests support under an AORC grant to: 1) Maintain and expand access to ARIT's research support facilities and services in Turkey 2) Maintain and expand outreach programs to engage CCs and MSIs in the U.S. with ARIT opportunities and programs, through lectures series, electronic content, and targeted outreach. 3) Support the development of open-access digital research resources and disseminate lectures and conference proceedings via the internet (Invitational priority 2) 4) Develop new conferences in Turkey and public programming in the U.S. on topics of current concern including 1) protection of natural and cultural heritage and its role in building pluralism and civil society and 2) minority and migration studies related to Turkey and the impact of migration on the wider region.

Center for Khmer Studies (CKS)

Award Number P274A240016

The Center: The Center for Khmer Studies (CKS) is a 501(c)(3) organization established in 1998 to expand and support knowledge about Cambodia and Mainland Southeast Asia (MSEA) in the humanities, arts, and social sciences in the US, Cambodia, and abroad. We achieve this by providing fellowships for postgraduate and doctorate research, fostering a network of scholars, maintaining an open-source physical and digital library housing rare collections, running a publishing program, offering language training, engaging with minority-serving institutions (MSIs), Historically Black Colleges and Universities (HSBUs), and community colleges (CCs), and organizing robust programming, including conferences, webinars, workshops, and other events. Need for the project: CKS plays a pivotal role in promoting American values and countering Chinese influence in Cambodia and MSEA. US scholars require logistical and professional support for their research, language training, and access to resources in the region. If funded, CKS will be able to enhance our center operations and programming to provide US scholars with necessary support and will increase US knowledge of Cambodia and the region. Project Goals: The project design is structured around clear, measurable objectives aligned with Title VI priorities, including promoting postgraduate research, area studies, and exchanges. CKS seeks Title VI funding to enhance comprehensive programs crucial for supporting US scholarship on Cambodia and MSEA. These encompass various operational aspects essential for achieving the following specific goals:

Goal 1) Promoting deeper and more comprehensive knowledge of Cambodia and the MSEA region (aligning with Invitational Priority 1). This entails providing language training, facilitation of research for doctoral and postdoctoral scholars, providing a network of scholars and institutions, maintaining and continuing to expand our robust library resources (material and digital), and expanding our outreach to MSIs, HBCUs, CCs, and universities.

Goal 2) Increasing open access to knowledge and provide the most expansive set of resources available to strengthen and expand support for US scholars and engaged scholarship on Cambodia and the region (aligning with Invitational Priority 2). This involves increasing open-access library resources and digitization of collections through CKS's efforts and collaborations with other institutions, conducting library training workshops, providing hybrid/online workshops, seminars, and talks, and raising awareness of our resources through digital newsletters, social media, and our website. It also involves strengthening our outreach, partnerships, and professional opportunities with US universities, MSIs, HBCUs, and CCs, and expanding partnerships with Cambodian institutions to provide more resources and exchanges for US scholars and faculty. It also benefits their counterparts in Cambodia, the Cambodian-American community in the US, the local community in Siem Reap (home to CKS headquarters), and the global public through our online programming and library resources.

Inya-Burma Institute

Award Number P274A240003

The Inya-Burma Institute, a 501 (c)(3) non-profit organization incorporated in the State of Illinois and affiliated with the Center for Burma Studies, Northern Illinois University, the sole research center focusing on Burma in the U.S., operates from its Yangon-based office in Burma. Burma's prominent geopolitical situation between the world's two most populous countries, China and India, is now made even more critical in the aftermath the military coup of February 2021 and the regional implications of the multiple crises that ensued. Already significant before the 2021 coup, U.S. engagement with Burma has further developed in the past three years. Aligning itself with this increased engagement, the Inya-Burma Institute remains committed to promoting a better understanding of Burma's past and present political and socio-economic situation and to promoting postgraduate research, exchanges between U.S. researchers and scholars and their Burmese counterparts, and Burma and Southeast Asia area studies in all aspects of the region's cultural, ethnic, religious, and linguistic diversity. It does so by offering two fellowship programs and language courses which primarily support research conducted by U.S. graduate students and post-doctoral researchers. It also does so by jointly organizing faculty development seminar open to U.S. researchers, academics, and administrators. In a last example of alignment with the U.S. engagement and its support to Burma's youth in the context of a near collapse of Burma's higher education system, the institute seeks to develop joint projects with Burma-based community schools, thus offering support to post-secondary students who may not be able to pursue, at this time, overseas study programs. AORC grant funds will help to further develop the Yangon-based institute's programming and staffing, to expand our digital tools (library catalog, digital archives of artifacts currently under threat, tutorials and educational, library, and research resources primarily supporting Burmese students), to further develop our language learning program, and lastly to support collaboration between Southeast Asia and South Asia AORCs for the joint organization of events in the Southeast Asia Region. More specifically, these funds will be used to support portions or full salaries of the Director, the Digital Resources and Information Assistant, and Education and Training Manager, all based at the Yangon office. They will also be used to support the curriculum development of an advanced beginners' language course following the successful launch of an online 'Languages of Myanmar' course series in 2022. Lastly, they will be used to support the organization of annual workshops and conferences at which U.S. experts, academics, and researchers will be invited, including what we hope will become a biennial International Interdisciplinary Conference on Myanmar's Borderlands (IICMB). These initiatives, which build on the experience of the past four years, are designed and developed to meet the AORC Program Invitational Priorities. They are also feasible and sustainable as the Inya-Burma Institute has the operational and physical capacity in place to manage the proposed project/program. The anticipated impact of the proposed project is to broaden scholarly and exchange opportunities to a larger community of U.S. researchers, educators, and experts, including the Burmese diaspora in the U.S.

The Mexico-North Research Center/The Americas Research Network (ARENET)

Award Number P274A2400009

The Americas Research Network (ARENET), an American Overseas Research Center (AORC), is a consortium of forty U.S. institutional members dedicated to fostering international collaboration. Initially established in 1998 as the Mexico-North Research Network, ARENET operates with permanent facilities in Mexico City. With 501(c)3 status in the U.S., ARENET secures over 50% of its funding from public and private U.S. sources. As the only AORC operating in Latin America, its forty-member consortium includes Community Colleges (CC) and Minority-Serving universities (MSI) in the U.S. ARENET seeks a 4-year grant from the DOE AORC Title VI Program to advance postgraduate research by U.S. scholars in Latin America, facilitate Overseas Development Seminars for CC faculty, and develop open-source platforms supporting Latin American research and public outreach, with particular attention to Latino/a, Afro-descendant, and Indigenous constituents in the U.S., with roots in Latin America.

Mission: ARENET's mission is to promote international collaboration through innovative programs in postgraduate research, exchanges, education, and outreach in the Americas. It provides logistical and financial support for U.S. scholars and graduate students conducting research in Latin America while fostering collaboration with local institutions and communities. ARENET disseminates information through its website, social media, publications, and public events such as conferences, lecture series, and exhibitions. **Services:** ARENET offers comprehensive support for U.S. scholars, facilitating in-country hosting arrangements, identifying partners, assisting with permissions and accommodations, and ensuring personal safety guidance. Through ARENET alliances and its own on-line platforms, scholars gain access to extensive library, archival, and museum collections across Latin America. **Constituents:** ARENET serves a diverse constituency including American researchers, graduate students, educators, museum professionals, indigenous communities, and the public. It promotes exchange and collaboration across disciplinary, institutional, national, and cultural boundaries, ensuring equal access and encouraging participation regardless of background. **The Project:** The proposed project aims to broaden support for postgraduate scholarship and Latin American studies, translating knowledge into digital resources benefiting Community Colleges and Minority-Serving Institutions (MSIs) in the U.S. By strengthening U.S. membership in ARENET from CCs and Tribal Colleges and Universities (TCUs) and expanding institutional alliances in Latin America, ARENET will enhance its ability to serve constituents. Through digital platforms hosting open-access materials, ARENET will support scholars, students, and teachers, while offering Overseas Faculty Development Seminars in Mexico in collaboration with CAORC. These seminars will provide on-the-ground experiences for CC and MSI faculty, to enrich curricula and develop open-access resources to integrate Latin American perspectives into U.S. classrooms. This multi-faceted project builds on ARENET's strengths while extending its reach to new constituencies, embodying its commitment to international collaboration and education.

Palestinian American Research Center (PARC)

Award Number P274A240025

Project: PARC Support for U.S. Scholars to Build and Disseminate Knowledge of Palestine

Established in 1998, PARC is a 501(c)(3) tax-exempt organization with a U.S. office in Washington, DC, and a permanent overseas research center in Ramallah, Palestine. PARC is a consortium of 20 institutions of higher education. PARC's mission is to improve scholarship about Palestinian affairs, expand the pool of experts knowledgeable about the Palestinians, and strengthen linkages among Palestinian and American institutions and scholars. PARC's Palestine Director (Project Director) and Executive Director (Key Personnel) have been with PARC for 12 and 18 years, respectively. Their professional experience, deep knowledge about and connections in Palestine, and leadership capacity provide PARC with the solid base needed to implement and manage the ACOR program.

Goals, Activities, and Impact: The proposed project goals, activities, and impact link directly to PARC's mission and the Title VI program purpose, initiatives, and invitational priorities:

- 1) Operate our on-the-ground AORC in Ramallah, Palestine, to serve visiting U.S. researchers and U.S. Faculty Development Seminar professors in a challenging region of the world by providing a network of support services, a host of local contacts, access to archives, and engagement with the local scholarly community and educational and research institutions in a complex and often difficult to navigate environment. This vibrant Palestine office is the cornerstone of this project and the hub of scholarly exchange among U.S. and Palestinian scholars and connections to Palestinian academic institutions.
- 2) Promote postgraduate research via annual research fellowship awards for U.S. scholars to conduct research in Palestine on a wide variety of topics. PARC fellows take up-to-date, on-the-ground knowledge and experience back to their classrooms and publications.
- 3) Develop a pool of scholars interested in pursuing further research and connections to Palestine via our Faculty Development Seminars (FDS), with special attention to outreach to community colleges, HBCUs, and Minority Serving Institutions (MSIs) to engage their faculty members in PARC programs. PARC's FDS is an intensive, two-week introduction to Palestine that develops enduring connections between U.S. and Palestinian scholars and institutions, leading to expanded U.S. capacity in teaching and research.
- 4) Develop new resources for the PARC website to provide open access to PARC's research and teaching materials (Invitational Priority 2). New website material will include a bibliography of publications authored by PARC fellows on a wide variety of topics as well as teaching and learning tools such as sample course curricula and units on Palestine engaging a wide variety of fields of study. These materials will provide resources for the scholarly community as well as an interested public audience.

Populations Served: The project will serve U.S. professors and doctoral students in a vast array of fields of study. PARC's research fellows have Palestine as the focal point of their work and are primarily in anthropology and history but also include literature, theatre, economics, geography, and a host of other fields. PARC's U.S. Faculty Development Seminar professors are experts in other fields of study and are interested in incorporating Palestine into their research and teaching. Their fields include Latin American Studies, Critical Race and Ethnic Studies, Medicine and Public Health, Asian Studies, Architecture, Journalism, Film, Philosophy, Environmental Studies, American Studies, and many other disciplines.

West Africa Research Association (WARA)

Award Number P274A240014

The West African Research Association (WARA), a member of the Council of American Overseas Research Centers, is a consortium of 58 US institutions of higher education. Established in 1989, WARA is a 501(c)3 tax exempt organization with US headquarters located at Boston University's African Studies Center. WARA is applying for funds to support the operation of the West African Research Center (WARC), WARA's overseas headquarters in Dakar, Senegal. WARC promotes African area studies through supporting postgraduate research and creating opportunities for scholarly exchange. WARA's mission is to foster the production and dissemination of current research on West Africa and the diaspora; to promote scholarly exchange among West African scholars and institutions and their counterparts in the US and beyond; to provide US audiences with accurate information on events and developments in West Africa; and to increase awareness of the critical place of West Africa in the global community. WARA accomplishes its mission by promoting collaborative research and exchange between US and West African scholars, students, and institutions and supporting the training and development of a pool of Americans with expertise on this region. WARA's director, Jenny Parker, is a PhD candidate in Anthropology, and has extensive experience in Senegal and has taught in universities in both the US and Senegal. Critical to WARA's mission is WARC, which is the only research center of its kind in subSaharan Africa and covers 18 countries in the region. WARC offers an array of resources and services to scholars conducting postgraduate research in the region, and to programs sponsored by US member institutions. These services include a research library, computers and wireless internet access, conference facilities, and logistical and scholarly support. Through its program of regular seminars, film screenings, exhibits, and forums, WARC provides a rich and vibrant venue for scholarly exchange between American scholars and their West African counterparts. WARC enjoys a collaborative relationship with Senegalese universities and the US Embassy in Senegal and provides a strong institutional presence that lends continuity and stability to programs sponsored by US post-secondary institutions. In addition to operating WARC, WARA awards fellowships to US scholars for postgraduate research in West Africa, a fellowship for career development, and residencies for WARA member institutions to host West African scholars on their US campuses. WARA organizes study tours and professional development seminars for US faculty on a variety of pertinent topics. These programs increase the capacity of US faculty to learn and teach about Africa. The vital role played by populations of African descent, both historically and at present, in US economic and cultural life, as well as America's increasing ties to West Africa, dictate that we increase our knowledge of this under-studied world region. With the rapidly changing geopolitical environment in West Africa and its growing strategic importance to the US, it is critical that we develop a cadre of experts who are fluent in its languages and cultures. With Title VI support, WARA will use the next four years to maintain and improve operations of the West African Research Center and its ability to support US scholars and assist US institutions of higher education with faculty development and study abroad programs in West Africa; increase free access to WARA/WARC online resources; and will, through regional Africa-related conferences across the US, increase professional development opportunities for our member institutions, as well as MSI and community college faculty and students.

W.F. Albright Institute for Archaeological Research (AIAR)

Award Number P274A240019

The AIAR was founded in Jerusalem in 1890 and is one of the longest serving American Overseas Research Centers (AORCs) in the world. It is also unique amongst the AORCs for its location in a divided city since 1948. While its position in East Jerusalem presents daily challenges, this location – accessible to Israelis and Palestinians alike – enables the AIAR to engage with stakeholders on both sides of a deep geo-political divide. The AIAR has carefully forged a rare and trusted reputation as a US Center where Israeli, Palestinian, and international graduate students and scholars can pursue and share their research in all aspects of Levantine area studies, from antiquity to the present day. Proposed Project: This application seeks salary support for the new position of Assistant Director, which was created in 2023 to help the Director manage the AIAR's expanding academic programs. The role of AIAR Assistant Director has three primary goals: (1) To manage and expand the AIAR's 13 doctoral, postdoctoral, and senior research fellowships, which are available to US, Israeli, Palestinian and international researchers. (2) To increase the scope and capacity of an active academic program as part of the fellowships scheme, by promoting events such as lectures, workshops, and fieldtrips, and to integrate this program with the Israeli and Palestinian academic communities. (3) To capture aspects of the academic program digitally and to curate this content on open access platforms, as a resource for teaching and research for stakeholders across Israel, the West Bank/Gaza, the US, and beyond. Alignment with AORC program purposes: The goals of the AIAR Fellowship Program align precisely with the AORC program purposes, by promoting postgraduate opportunities and exchange for US, Israeli, and Palestinian researchers. To promote closer engagement with local academic communities in Israel and the West Bank, the Assistant Director will manage a broad scheme of academic activities around the Fellowship Program, including a lecture series, Fellows-led workshops with respondents invited from local universities, and fieldtrips to research institutions and archaeological sites led by experts from local institutions. These events will be open to all local academic communities in Israel and the West Bank. The lecture series (in-person and online) will also promote public engagement that will enable the AIAR to further research excellence in area studies of the Levant. By alleviating the AIAR Director of some responsibilities (above), the project addresses Invitational Priority 1 by giving the Director time to develop a curriculum for submission to CAORC's Faculty Development Seminars (FDS). If successful, the AIAR will serve as an annual host to provide professional development opportunities to FDS-targeted participants from Community Colleges, Historically Black Colleges and Universities, and Minority Serving Institutions. The project addresses Invitational Priority 2 by creating and curating open-access content from AIAR-related research, including lectures, workshops, book discussions, and scholarly interviews hosted on its Albright Live YouTube page. These platforms provide scholarly resources for teaching and research by stakeholders across the region, particularly universities in the West Bank, for whom library resources are scarce.