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## Georgetown University National Resource Center-Middle East and North Africa (GU NRC-MENA)

**Overview.** Based in the nation’s capital and serving the greater DC, Maryland, Virginia area (known locally as the DMV), Georgetown University (GU) is home to over 3,300 international students from more than 135 countries. With 180 study-abroad programs in 52 countries and 300+ agreements with international partners, around 57% of GU students study abroad during their undergraduate career. More than 400 international scholars teach or conduct research at the university. GU maintains an active presence with program offices and/or staff in Qatar, Italy, the United Kingdom, China, Latin America, Africa, and South Asia.

Since 1997, GU has served as a U.S. Department of Education Title VI National Resource Center (NRC) on the Middle East and North Africa (MENA). The NRC-MENA is administered by the Center for Contemporary Arab Studies (CCAS) and housed within the Walsh School of Foreign Service (SFS), one of the world’s leading and oldest schools of foreign service. SFS hosts over 20 different centers and programs for graduates and undergraduates that cover all regions of the world and key, cross-cutting global issues. SFS has the top-ranked master’s programs for policy careers in international affairs and the U.S. State Department continues to be the top employer of SFS graduates. SFS is committed to using its regional studies programs to address national needs and develop a cadre of experts with the language and cultural knowledge to tackle contemporary challenges and issues from an interdisciplinary perspective.

Since its founding in 1975, CCAS has prepared new generations of diplomats, scholars, teachers, policymakers, and leaders in the business and nonprofit sectors capable of critical thought, constructive dialogue, and creative engagement with the MENA region. CCAS advances research on the MENA region through its academic programs, public events, education

outreach, and multimedia projects. The NRC-MENA is a key partner in this work via its ties with local and regional educational institutions, including public K-12 schools, community colleges (CCs), and 4-year state colleges, among them several minority-serving institutions (MSIs).

# COMMITMENT TO SUBJECT AREA

GU has a strong commitment to the MENA region and a long history of providing MENA content and language training to students. Arabic language classes have been offered at GU since 1949, Hebrew since 1976, Turkish since 1998, and Persian since 2006 with Title VI support.

CCAS and the Department of Arabic and Islamic Studies (AIS) serve as major hubs of regional study. CCAS’ flagship Master of Arts in Arab Studies (MAAS), established in 1976, and certificate programs train students in the language, history, culture, society, politics, and economics of the contemporary MENA. AIS offers undergraduate degrees, MAs and PhDs that cultivate linguistic and cultural expertise. In 2005, GU opened a campus in Qatar (GU-Q).

**A1. Operational Support.** CCAS spearheads the management of the NRC-MENA and the coordination of its activities, which are implemented by several departments within and outside SFS. GU provides significant operational support to the NRC, including staff and faculty salaries, library resources, professional development, and student support. GU provides over

$30,216,970 in operational costs, broken down as follows in **Table 1**.

**Table 1: Estimated Annual Institutional Support for MENA Program (based on 2020-21 budget)**

|  |  |  |
| --- | --- | --- |
| Category | Expense | Amount |
| Program Operation | Administrative salaries and benefits | $1,121,485 |
| Operating and other expenses.*Entirety of FY21 was remote, reflecting reduced travel and event expenditures resulting in a 38% decrease in spending from FY20.* | $572,741 |
| **Total Program Operation** | **$1,694,226** |
| Support for Students | MAAS, AIS & History Graduate Student Financial Aid | $2,816,407 |
| Undergraduate student support -- all the students in the departments listed in section D., majors, minors, and certificates | $1,783,182 |
| MENA language scholarships: | $1,633,932 |

|  |  |  |
| --- | --- | --- |
| Category | Expense | Amount |
|  | **Total Student Support** | **$6,233,521** |
| Teaching Staff | MENA language faculty salaries + benefits | $690,148 |
| MENA non-language faculty salaries + benefits | $4,741,732 |
| SFS Qatar non-language faculty salaries + benefits | $5,125,778 |
| Total Teaching | **$10,557,658** |
| Faculty Support | MENA Faculty research funds | $235,000 |
| **Total Faculty Support***GU faculty & staff are eligible for 90% tuition support* | **$235,000** |
| Main Campus Library Resources | Salaries and benefits | $141,065 |
| Acquisitions in MENA languages | $25,000 |
| MENA studies acquisitions | $127,000 |
| Cataloging in MENA languages | $3,500 |
| **Total Library** | **$296,565** |
| Linkages Abroad Support | GU-Q Operational budget including scholarships | $11,200,000 |
| **Total Abroad Support** | **$11,200,000** |

**A2. Support for Teaching Staff.** GU employs over 100 faculty with expertise on the MENA languages and region. This includes the 26 tenured or tenure-line, 22 full-time, non-tenure line (FTNTL), seven teaching associates (PhD candidates), four visiting fellows, and 32 adjuncts who teach courses with 100% MENA content. An additional 25 faculty teach at GU-Q. Many of the faculty critical to NRC-MENA programs hold joint appointments across departments and schools at GU. GU offers teaching staff a variety of professional development opportunities, including funding for travel and research abroad, as described in C3.2 and E1.2.

**A3. Support for Library Resources.** GU Main Campus Libraries (MCL) contain over 140,000 volumes, 145 periodical subscriptions, 300 print and electronic newspapers, and almost 1,000 holdings in audio-visual materials related to the study of the MENA, Islam, and the Islamic world. Expenditures on MENA and Islamic materials in Arabic, Hebrew, Persian, Turkish, and western languages is approximately $152,000 of the $5.7 million materials budget for MCL. Another $141,065 is specifically designated to staff who focus on the acquisition and cataloging of materials on the MENA and Islam in vernacular languages, including the support of a full- time Middle Eastern Studies Liaison and Reference Librarian.

**A4. Support for Linkages with Institutions Abroad.** GU’s Office of Global Education (OGE) provides support for summer and academic year (AY) study abroad programs in Amman, Doha, Tel Aviv, Jerusalem, and Rabat. GU also supports an AIS summer Arabic program in Jordan, which has been held virtually during COVID-19. GU-Q offers opportunities for faculty exchange and research collaboration. GU-Q’s Center for International and Regional Studies (CIRS) has partnered with CCAS and other units at GU for joint conferences and publications. In collaboration with international partners, the NRC-MENA hosts visiting faculty and scholars from the region to teach, present lectures, and conduct research. CCAS funds two annual post- doctoral fellows who each teach MENA courses, and the Government Department, in affiliation with the Center for Jewish Civilization (CJC), hosts an annual visiting Israeli professor.

**A5. Support for Outreach Activities.** The NRC-MENA conducts extensive outreach to K-14 educators and the larger community. In addition to Title VI support, departments use GU resources for speakers, location costs, technology, associated overhead, travel, and catering expenses. The NRC-MENA is administered at CCAS by a team of highly educated professionals specializing in the MENA, with two staff dedicated to public and K-14 teacher outreach; 90% of their salaries are supported by GU. GU fully supports the salaries of the remaining five NRC staff. Beyond CCAS, the NRC-MENA includes AIS, CJC, the Berkley Center for Religion, Peace, and World Affairs, the Center for Security Studies, and tenure-line faculty teaching Persian and Turkish language and culture. These units provide expertise, logistical support, and resources, sometimes cost-sharing NRC events with locally based experts.

**A6. Support for Qualified Students in Fields Related to the MENA.** GU provides significant support to students in departments related to the NRC-MENA. For AY20-21, MAAS, AIS and the History Department awarded $2,816,407 in scholarships to graduate students. It includes

language study scholarships, which the Graduate School of Arts and Sciences (GSAS) provides to all graduate students studying undergraduate-level languages to improve language abilities and develop research skills. For AY20-21, GSAS awarded $1,633,932 to 85 graduate students for MENA language study. GSAS awards AIS four annual fellowships to provide PhD students with full tuition and a teaching assistantship for five years, and SFS gives CCAS the equivalent of 13 full tuition scholarships ($701,395 for AY20-21). CCAS supplements this with over

$260,000 in endowed scholarships and continues to fundraise for scholarships to ensure the MAAS program attracts the most qualified applicants. SFS provides funding of $3,000-$5,000 to graduate students for summer internships and language study. In summer 2021, MAAS students received over $65,000 to pursue opportunities at U.S. Department of State, International Finance Corporation, and others, as well as language study and thesis research abroad.

# QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

**B1. Instruction in MENA Languages and Enrollments.** GU offers instruction in four languages of the MENA: Arabic (Modern Standard Arabic (MSA) and some dialects), modern Hebrew, Persian, and Turkish. These are offered through AIS, one of the oldest and most respected Arabic programs and the only free-standing department of Arabic in an American university, the CJC, and Persian and Turkish programs. GU’s courses in the four languages number over 100 per year and nearly 950 enrollments. **Table 2** shows the AY20-21 enrollments. **Table 2: Language Enrollments, AY20-21 (UG = Undergraduate, G = Graduate)**

|  |  |  |
| --- | --- | --- |
| Language | By Enrollment | By Language Level |
| UG | G | Total | 1st | 2nd | 3rd | 4th | 5th |
| Arabic | 272 | 205 | 477 | 144 | 125 | 130 | 42 | 36 |
| Arabic (GU-Q) | 364 | N/A | 364 | 70 | 83 | 91 | 120 | N/A |
| Hebrew | 34 | 3 | 37 | 4 | 19 | 14 | N/A | N/A |
| Persian | 53 | 29 | 82 | 26 | 19 | 21 | 16 | N/A |
| Turkish | 19 | 25 | 44 | 13 | 18 | 9 | 4 | N/A |
| **Total** | **742** | **262** | **1004** | **257** | **264** | **265** | **182** | **36** |

## B2. Levels of Language Training Offered and Disciplines Covered.

**Arabic.** Arabic is offered at five levels, with the first three (beginner, intermediate, and advanced) taught as intensive courses. Supplemental courses include Spoken Arabic and Media Arabic. Fourth and 5th level courses are conducted fully in Arabic, including assignments and classroom discussions. These include Business Arabic, Short Stories of the Maghreb, Prison Literature, and Advanced Reading/Writing, Arabic Political Discourse, Syrian Revolution, Arab Feminism, Arab Politics, and others. Since 2018, CCAS has annually offered Academic Topics in Arabic to equip graduate students to coherently and intelligently discuss contemporary issues related to politics, development, refugees, and human rights. AIS also offers courses conducted in English but with substantive readings in Arabic that require post-advanced proficiency, such as those related to classical Arabic poetry, contemporary Arabic literature, Arabic linguistics, the Qur’an and Hadith, and Islamic legal texts. Within CCAS, all faculty are proficient in Arabic and, on occasion, provide supplemental Arabic readings for non-language courses. GU-Q offers a variety of post-advanced Arabic language courses, such as Arabic Gulf Literature and Diplomacy & International Relations, which are available to students who study abroad in Doha. GU-Q offers three levels of MSA for Arabic heritage speakers, a path-breaking initiative helping students of Arab background achieve reading, writing, and cultural proficiency.

**Hebrew.** GU offers three levels of modern Hebrew: beginner, intermediate, and advanced. CJC occasionally offers advanced literature or language courses or has opportunities for students to incorporate Hebrew materials into their coursework.

**Persian.** GU offers four levels of Persian. Beginner and intermediate Persian are intensive (GU offers non-intensive Persian for Arabic speakers who already know script). Fourth-year Persian courses include Post-Advanced Persian Oral Communication and Iranian Cinema and Culture.

**Turkish.** GU offers four levels of modern Turkish. Beginner Turkish is intensive; intermediate and advanced classes meet three hours per week. Fourth-year Turkish, such as Contemporary Issues in Turkey, is typically offered as a semester course once a year.

GU has various opportunities for students to develop language skills outside the classroom. AIS and CCAS offer academic lectures and events in Arabic, and students have conversation and poetry/literature groups to practice MSA and colloquial Arabic. There is a weekly Hebrew conversation coffee hour, and Hebrew classes participate in film screenings and musical events. “Persian Corner” is hosted where students and faculty chat in Farsi, read poetry, and play traditional Persian games. GU’s School of Continuing Studies (SCS) has a Language Exchange and Conversation Partner Program, pairing English as a Foreign Language students from the MENA region with MENA language learners to help each other practice.

**B3. Faculty Resources & Pedagogical Training for Performance-Based Teaching.** Beginner, intermediate, advanced, and some 4th-year Arabic courses are taught by six FTNTLs and two adjuncts. Additional language, literature, and Islamic Studies courses in Arabic or using Arabic materials are taught by seven tenure or tenure-line faculty in AIS. One of the FTNTL Arabic professors originally came to GU from Syria in 2015 as part of the Scholar Rescue Fund. His courses, offered at the 3rd, 4th, and 5th levels, are conducted entirely in Arabic, including a conversation class designed to raise 3rd year students’ oral proficiency interview (OPI) levels to Advanced Mid by supplementing instruction with conversation partners through NaTakallam (see B4: Adequacy of Resources). Hebrew classes are taught by two FTNTLs; Persian and Turkish are each taught by one FTNTL and supplemented with regular adjunct faculty.

Additional adjuncts are hired for post-advanced courses. Over 75% of MENA language courses are taught by full-time faculty. MENA language faculty participate in pedagogical training for

performance-based teaching. All use the American Council on Teaching Foreign Languages (ACTFL) OPI to assess the proficiency of undergraduate and graduate students, and several are certified ACTFL examiners.

## B4. Quality of the Language Program.

**Performance-Based Instruction.** GU students studying MENA languages are expected to communicate effectively and utilize their knowledge and skills to cope with authentic texts and situations, and AIS uses standardized achievement tests to measure student progress. Language instructors make use of their assessments of student progress to suggest areas in need of a different approach, and COVID-19 has presented opportunities for curricular interventions to address common pitfalls for students in creative ways. For example, AIS offered 0-credit grammar modules in AY21-22, which will be continued to help students fill language gaps.

MAAS also mounted a performance-based supplemental conversation course during COVID-19 to help students advance from Intermediate Mid/High or Advanced Low to Advanced Mid. It involves 4-5 hours of weekly conversations with a language professor, individual conversation partner through NaTakallam (see next section), and small group sessions. MAAS also began administering entrance and exit Arabic exams for graduate students to inform performance-based curricular decisions. Since students who did not continue taking Arabic classes after passing the proficiency exam often graduated with a lower language level, the MAAS program began requiring students to take at least one Arabic language content course yearly. For Hebrew, the language curriculum has been completely revamped with emphasis on students attaining advanced-level Hebrew and includes a system for testing students for placement and proficiency. **Adequacy of Resources.** NRC-MENA partners with NaTakallam, an award-winning organization that pairs language learners with displaced people from MENA countries who are

trained as language instructors, enabling students to virtually practice conversation with native speakers from a range of dialects. GU’s Language Learning Technology (LLT) Center integrates technology into language teaching and learning, offering materials, services, consulting support and an audio-visual language lab with video and computing materials for MENA languages.

**Language Proficiency Requirements.** Twice a year, the Arabic, Hebrew, Persian, and Turkish programs offer proficiency exams consisting of a 30-40 minute OPI with a reading comprehension component. Students may take the exam after three years of language and must score Advanced Mid on the ACTFL scale to pass. For the MAAS program only, students must score Advanced Mid and pass an additional written exam for grammar, reading comprehension, and writing that is administered each semester. GU administers approximately 100 proficiency exams per year in MENA languages.

# QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

**Table 3: Main Campus Departments/Programs with 25%-100% MENA Courses (AY20-21)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Dept / Program | # Courses (25-99%) | Students | # Courses (100%) | Students |
| Anthropology | 9 | 368 | 1 | 43 |
| AIS | N/A | N/A | 18 | 131 |
| CCAS | N/A | N/A | 28 | 303 |
| Cult, Comm, Tech | 1 | 6 | N/A | N/A |
| BSFS | 21 | 278 | 18 | 205 |
| Government | 8 | 158 | 6 | 55 |
| History | 10 | 184 | 32 | 480 |
| CJC | 7 | 45 | 13 | 127 |
| MS Foreign Serv. | 2 | 27 | N/A | N/A |
| Security Studies | 14 | 163 | 10 | 121 |
| Sociology | 3 | 58 | N/A | N/A |
| Theology | 29 | 666 | N/A | N/A |
| **Total** | **104** | **1953** | **126** | **1465** |

**C1. Quality and Extent of Course Offerings.** GU’s Main Campus offers a considerable breadth and depth of MENA courses. The departments that house most MENA-focused faculty are in the

College (AIS, History, Theology, Anthropology, and Government) and SFS (CCAS, CJC, and Center for Muslim-Christian Understanding) with other MENA faculty and courses found in Security Studies, Institute for the Study of Diplomacy (ISD), the Berkley Center for Religion, Peace, and World Affairs, and the Communication, Culture, and Technology Program. For AY20-21, GU offered 136 non-language courses with 100% content related to the MENA, and over 100 additional courses with at least 25% regional content. These courses are offered in 12 programs with approximately 20% being in CCAS. **Table 3** shows courses and enrollments for 25%+ MENA content courses offered on Main Campus. GU also offers several professional school courses with 100% MENA content and additional courses with 25% or more. They include Global Business Experience: Morocco and UAE (MSB); Law and Society in the Middle East, International Oil & Gas Industry Seminar, Legal & Political Aspects of Terrorist Recruiting, Issues in Disarmament: Proliferation and Terrorism, Jewish Law Seminar, Refugee Law and Policy (Law School); Capacity Building & Counterterrorism (School of Public Policy); and Terrorism & Man-Made Disasters**,** Terrorism & Weapons of Mass Destruction, The Nation- State and the Islamic Veil (SCS). GU students may take courses at DMV universities through the 20-member Consortium of the Universities of the Washington Metropolitan Area (CUWMA).

**C2. Depth of Specialized Course Coverage in One or More Disciplines.** The History Department has the most 100% MENA course offerings because of its multiple sections of ME History I and II. With six tenured MENA faculty and additional PhD teaching associates, MENA history courses cover topics such as gender, Islamic law, social history, imperialism, and medicine. In AY20-21, GU offered over 35 MENA courses across departments focused on politics, including the Israeli-Palestinian conflict, Foreign Policy and the MENA, Terrorism in MENA, Politics of Syria, Politics of N. Africa, Turkey and the Levant, Political History of

Afghanistan, Oil & Politics of the Gulf, History of Peace-Making in ME, and Islam, Democracy, and Global Terrorism. CCAS, whose interdisciplinary academic program consists entirely of 100% MENA courses, offered courses in the following disciplines for AY20-21: politics (10), anthropology (4), history (4), literature (2), and courses featuring one or more disciplines (6).

**C3.1 Teaching Faculty.** Of the 150 non-language courses offered with 100% MENA content in AY20-21, 83 were taught by full-time faculty with research and teaching focusing primarily on the region. In addition, 16 were taught by full-time faculty at GU-Q, two by visiting fellows, two by PhD students, and 44 by adjuncts, many of whom are practitioners with experience and expertise directly related to the MENA. The faculty are housed across departments (see C1).

**C3.2 Pedagogical Training for Instructional Assistants.** Teaching (or Instructional) Assistants (TAs) are typically PhD candidates who receive pedagogical support and training from faculty with whom they work directly. GU’s Center for New Designs in Learning and Scholarship (CNDLS) provides instructors with innovative teaching and pedagogical tools, resources, and support and offers Course Design Institutes, Digital Learning Days, and an annual Teaching, Learning and Innovation Summer Institute for faculty, teaching associates, and staff. CNDLS’ Apprenticeship in Teaching Program helps graduate students familiarize themselves with pedagogical best practices to become more reflective and skilled teachers. CNDLS was instrumental in helping GU transition online during the COVID-19 pandemic and continues to provide critical support for faculty and TAs navigating ever-changing learning environments and instructional needs.

**C4. Interdisciplinary Courses for Undergraduate and Graduate Students*.*** GU supports and encourages interdisciplinary programs and courses to better prepare students to deal with key, cross-cutting issues. SFS and the MSB jointly offer two interdisciplinary degrees: a four-year BS

in Business and Global Affairs and a one-year MA in International Business and Policy. Both programs explore the intersection of business, global policy, and geopolitics, and include courses with MENA content and experiences in the MENA region. GU offers many classes open to undergraduates and graduates that cross disciplines and involve significant MENA content but are not focused exclusively on the region, such as Islam and Democracy, Authoritarianism, Terrorism and Counterterrorism, and Oil and World Power. Arab Studies, a primarily graduate- level program with core faculty from a variety of disciplinary backgrounds, offers a wide range of interdisciplinary courses, including Politics of Modern Middle Eastern Art, History and Politics of Iraq, Understanding Politics through Literature, and Oral History and Documentary Film. For AY20-21, over 170 courses with 25%+ MENA content were available to undergraduates, with an additional 46 offered at GU-Q. Graduate students had access to 110 courses with 25%+ MENA content, with 65 being exclusively for graduate students.

# QUALITY OF CURRICULUM DESIGN

**D1.1 Undergraduate Instruction Related to MENA.** GU undergraduate curriculum ensures students acquire global knowledge in language and area studies. All undergraduates must take two Engaging Diversity courses, one domestic and one internationally focused, to prepare them to be responsible global citizens. SFS also offers Centennial Labs, cross-curricular experiential classes built around a real-world issue or challenge. Some labs have a global field component, such as Development/Displacement in the Arab World, which was piloted by two CCAS faculty and took a group of 14 undergraduates to Jordan in 2018. Prior to graduation, all Bachelor of Science in Foreign Service (BSFS) students must pass a foreign language proficiency exam, which is offered in Arabic, Hebrew, Persian, Turkish, and Kurdish. Arabic is the second most popular language among BSFS students. Students are required to take three global history

courses: an introductory survey and two regional survey courses. In AY20-21, undergraduate students filled nearly 4,000 seats in courses with more than 25% MENA content. Students have the option of pursuing majors, minors, and certificates centered on MENA studies or languages. **BA in Arabic:** GU has offered an Arabic major since 1949, requiring a minimum of 120 credit hours (38 courses), including 12 foundational courses (2 each in Humanities and Writing, Theology, Philosophy, Math/Science, History, and Social Sciences) and 12-14 courses in Arabic, including two (2), two-semester sequences of intensive language instruction in the first and second year and four semesters at the third level in instructional and media Arabic. Arabic majors complete core courses in spoken Arabic, Intro to Islamic Civilization, and a capstone course, as well as an OPI each April. The goals of the major are to train students who can produce written and oral work that analyzes and narrates current topics in a culturally informed way and grapple effectively with Arabic-language scholarship.

**BSFS in Regional and Comparative Studies (RCST):** All BSFS students must complete a minimum of 40 courses (120 credits), SFS Core requirements (1st year Pro-seminar, Government, History, Economics & Map of the Modern World), and University Core requirements (Theology, Philosophy, Writing, HALC and Engaging Diversity). The RCST interdisciplinary major fosters regional understanding through intense study of the region’s languages and cultures and prepares students for a globalizing world. With support from a dean or faculty mentor, students identify a major theme in the MENA (or other) region and propose a course list to enable a comprehensive multi-disciplinary study of the selected theme.

**Minors in Arabic, Hebrew, Persian, and Turkish:** Minors must take six courses. For Arabic and Turkish, students must take language courses, as well as an area studies course; for Persian and Hebrew, the certificates are for language only. Due to curricular changes allowing BSFS

students to declare minors in languages, the numbers of minors have increased six-fold. In A15- 16, there were 19 students minoring in these languages; by AY20-21, they numbered 120.

**Minor in Jewish Civilization (CJC).** A minor in Jewish civilization allows undergraduates to obtain an interdisciplinary perspective on Judaism and the Jewish people with an emphasis on Jewish civilization and its interrelationship with other cultures. Students take “Introduction to Jewish Civilization,” four relevant electives chosen from the humanities, social sciences, and Hebrew language, and the “Senior Colloquium” with a required senior essay and presentation. **Arab Studies Certificate (CCAS):** This undergraduate certificate enables students to study the language, history, politics, economics, and culture of the MENA within the framework of their disciplinary majors. Certificate students must take “Understanding the Arab World,” and courses in modern history, politics, culture, and society. They must also take four semesters of Arabic or pass an Arabic proficiency exam and write and present a research paper.

**Certificate in Arab and Regional Studies (GU-Q)**. This certificate is designed to provide students at GU-Q with a broad interdisciplinary understanding of the Arab and Islamic worlds. The certificate requires six courses (18 credit hours), a research thesis, and four semesters (or passing the proficiency exam) in MSA or another regional language.

**D1.2 Training Options for Graduate Students from a Variety of Disciplines and Professional Fields.** The graduate programs are a strength of the NRC-MENA. Anchored by MA and PhD programs in AIS and by the MA in Arab Studies, GU also offers multiple dual degree programs across departments and professional schools, and a graduate certificate program in Arab Studies.

**MA and PhD in AIS:** With concentrations in either Arabic literature, Arabic linguistics, or Islamic studies, each student chooses two minor concentrations from among the following:

Arabic literature, Arabic linguistics, Islamic Studies, linguistics, Arab Studies, modern or classical history and thought, modern Islam, or other related fields. The PhD requires proficiency in written and spoken Arabic, a European research language, and another language relevant to the study of Arabic or Islam, in addition to passing comprehensive exams and defending a dissertation. PhD candidates must complete 54 credits/18 graduate courses from the AIS lists, including 10 in the major concentration and five in each of two minor concentrations. MA students take 12 courses (36 credits): 11 program courses (eight in a major concentration and three in a minor concentration) plus one MA research course.

**MA in Arab Studies (CCAS):** The 2-year MAAS program provides an interdisciplinary framework for students who seek to pursue higher education or careers in government, public, non-profit, educational, business, or private sectors. An average of 30 students enroll each year. The 12 required courses include mandatory history and theory courses, three core courses from various disciplines, three from Arab Studies (including AIS and History), and four electives.

Students must pass Arabic oral and written proficiency exams at the Advanced Mid level on the ACTFL scale to graduate and take at least one Arabic course after passing the proficiency exam. In Section I2: Goal 1, we propose to offer additional post-advanced Arabic courses. MAAS has dual degree options for PhDs in Government and History, BSFS, and the law school.

**Graduate Certificate in Arab Studies (CCAS)**: This certificate for MA and PhD candidates requires students to take either the history or theory course required for the MAAS program (three credits), and four electives (six for PhD students) related to the MENA chosen for the coherence and support they lend to students’ academic and career objectives. Two years of Arabic (or placement into advanced Arabic) are also required.

**D2. Academic and Career Advising Services.** SFS and the College’s dual-advising system allows undergraduates to take advantage of faculty expertise and Dean’s office guidance. During their first two years, students meet with a member of the dean’s staff each semester to discuss their academic interests and goals and construct a four-year plan. After declaring a major, they are assigned a faculty advisor from their major’s department, and usually meet with both a dean and their faculty advisor. GU provides individual advising and mentoring to all graduate students. Incoming graduate students are advised in the fall by the Director of Graduate Studies and meet to discuss course selection and registration. In the spring, they select a faculty advisor based on shared research interests. Advisors meet with students to discuss their academic interests, career questions, course selection and registration. NRC-MENA staff advise students on the FLAS process and provide information on language opportunities at GU and abroad.

GU offers professional and discipline-specific career services through the SFS Career Center (SFSCC), the Graduate School of Arts and Sciences (GSAS), the Georgetown College (GC) Cawley Career Education Center, MSB/MBA Career Management, and the Law School’s Office of Career Services. All these centers offer job-search workshops, interview preparation, career counseling/coaching, career fairs, and circulate employment opportunities. SFSCC career support in areas of national need is described in detail in section G2.

**D3.1 Formal Arrangements for Students to Conduct Research or Study Abroad.** For AYs 17-20, GU’s OGE supported 327 graduate students and 180 undergraduates to conduct research or study in MENA countries: Egypt (9), Israel/West Bank (87), Jordan (151), Kuwait (2), Lebanon (15), Morocco (37), Oman (51), Qatar (45), Tunisia (13), Turkey (6), and United Arab Emirates (91). This includes 340 participants in the following GU-sponsored programs: Summer Arabic in partnership with the American Center for Overseas Research and the Qasid Institute in

Jordan (GC); Government Department Tunis Exchange (GSAS); Global Business Experiences and EMBA Capstone Projects (MSB); Centennial Labs (SFS – see D1.1); Global Residencies for the Executive Master's in Emergency & Disaster Management (SCS); and study abroad at GU-Q.

Between 2017-2020, 61 graduate students and 20 undergraduates were approved for research in MENA countries. Graduate students receive financial support from GSAS to support research opportunities abroad. For AY20-21, two of GSAS’ ten dissertation grants and four of its 28 research project grants went to students engaged in MENA-related research. GSAS provides research development assistance, proposal preparation, directed funding searches, and grant workshops to support student research. CCAS is pursuing a partnership with Sijal Institute in Jordan to provide support for graduate students conducting research (see Section I, Activity 1A). **D3.2. Student Access to Other Institutions’ Study Abroad and Summer Language Programs.** Undergraduate students may study at non-partner institutions abroad and transfer the credits, and the OGE coordinates with other institutions offering study abroad and language programs to facilitate students’ participation. From 2017-2020, 86 GU students participated in other institutions’ study abroad and language programs at Hebrew University, Tel Aviv University and Ben Gurion University (Israel); Middlebury (Jordan); SIT (Jordan, Morocco); and CIEE (Jordan), among others. Graduate students do not transfer language credits to GU and have more latitude when choosing programs abroad. Prior to COVID-19, which halted most study abroad, students enrolled in language programs in Egypt, Israel, Jordan, Morocco, Lebanon, Oman, Tajikistan, Tunisia, Turkey, and the West Bank. Some have participated in these programs remotely over the last two summers. Funding comes from FLAS and GU departments. Because of the high Arabic proficiency standards for the MAAS program, CCAS provides language grants of up to $5,000 for summer Arabic study.

# QUALITY OF STAFF RESOURCES

**E1.1 Qualifications of Teaching Faculty and Staff.** GU is currently home to more than 100 faculty who teach or conduct research on the MENA region (see Appendix 1). With its DC location, GU attracts high-level scholar practitioners (e.g., former Secretary of State Dr.

Madeleine Albright) as visiting professors of practice, distinguished scholars in residence, NTL full-time faculty, and adjuncts teaching MENA-related courses. Half of the NRC-critical faculty (see Appendix 1) are from the MENA region, and MENA faculty include U.S. Ambassadors who have served in the region, such as Barbara Bodine, former U.S. Ambassador to Yemen and current director of the ISD. During the past grant cycle, the 31 NRC-critical faculty have published 15 books. Professor Judith Tucker is the immediate past president of the Middle East Studies Association, the largest MENA-oriented academic organization in North America.

MENA faculty have been fellows at Brookings Institutions’ Center for Middle East Policy, the Project on Middle East Democracy, and the Woodrow Wilson International Center for Scholars and received fellowships from Fulbright, MacArthur Foundation, Guggenheim, and National Endowment for the Humanities. GU is also dedicated to supporting at-risk scholars. SFS supported a Syrian professor to teach at SFS in 2021 through the Scholars at Risk program and has allocated $260,000 in FY22 for two at-risk scholars from Afghanistan.

**E1.2 Faculty and Staff Professional Development Opportunities.** GU’s “Very High” Research Activity classification by the Carnegie Foundation for the Advancement of Teaching, reflects a deep commitment to the discovery and transmission of knowledge. GU provides substantial support for faculty development, including travel, curriculum development, and research. In 2018, GU became a member of the National Center for Faculty Development & Diversity (NCFDD), a nationally recognized organization that provides online career

development and mentoring for faculty, post-docs, and graduate students. The Office of the Vice President for Global Engagement provides support for faculty research in collaboration with international partners. The Office of the Provost awards roughly $1 million annually in grants or fellowships to Main Campus faculty for overseas research. It also awards junior faculty research fellowships to take a semester of leave before their tenure review. The Deans of GC, GSAS, and SFS award grants to faculty for conference and/or research travel. GU also hosts an Office of Scholarly Publications, which serves as a resource for faculty and facilitates high-impact article and book publishing workshops. CNDLS (see C3.2) offers curriculum development and pedagogical support and training for GU faculty and staff. The Doyle Fellowship program at CNDLS provides grants to faculty to redesign undergraduate courses to incorporate themes of tolerance, diversity, and global awareness. Of the 168 faculty who received a Doyle Fellowship in the past 11 years, 10 teach courses with at least 25% MENA content, and five are MENA

language faculty. Full-time faculty and staff can take advantage of the Tuition Assistance Program (TAP) to continue their education. In FY21, GU spent $7.6 million on TAP’s benefits for 511 employees and $8.3 million on employee dependents. The Office of University Training and Organizational Development offers staff professional development.

**E1.3 Teaching, Supervision, and Advising of Students.** All departments have faculty directors of undergraduate and graduate studies. Tenure-line faculty serve on committees at the department, college, and university level. Full-time faculty teach two courses per semester and are expected to spend at least 16 hours per week on teaching, office hours, and advising.

Students receive careful mentoring and advising from faculty and staff each semester regarding registration, research, and/or career mentoring (see D2). Core faculty at CCAS are assigned 10- 12 graduate advisees, who also meet with the Academic Director and Assistant Academic

Director, who holds an MA in Learning Design and helps students navigate the transition to graduate school and fosters a cohesive, inclusive environment among cohorts.

**E2. NRC Staffing and Oversight Arrangements.** The NRC-MENA team is comprised of seven members from CCAS and the SFS Dean’s Office. The current CCAS Director, **Dr. Joseph Sassoon**, is a Professor of History and Political Economy and the PI on the Title VI grant. The NRC-MENA data collection and FLAS administration is done by **Kelli Harris**, CCAS Assistant Director of Academic Programs for over 10 years (MA in Liberal Studies, MA in Learning, Design, and Technology). CCAS Editorial Director, **Vicki Valosik** (MA in Sociology, MA in Writing) produces content for the web and publication. **Dana Al Dairani**, Associate Director of CCAS (MA in Arab Studies), **Ryan Gillis**, SFS Interim CFO, and the SFS Grants Manager (hiring in progress), administer the budget. GU provides the compensation of these grant management-critical personnel. NRC-MENA Outreach Program is managed by **Dr. Susan Douglass**, CCAS K-14 Educational Outreach Director (PhD in World History), and supported by **Maddie Fisher**, CCAS Event and Program Manager (BA in Arabic and Islamic studies). One- hundred percent of Dr. Douglass’ time is devoted to managing the NRC’s outreach activities and 70% of Ms. Fisher's work is dedicated to the NRC’s university and public outreach programs, but only 10% of their salaries is charged to the grant.

Different committees oversee NRC-MENA programming. A staff and faculty committee review education outreach and public event proposals to ensure events represent a diversity of subjects and viewpoints and generate debate on international affairs. The planning and evaluation for courses and languages is conducted by faculty from AIS, CCAS, CJC and SFS Dean’s Office. The CCAS Executive Committee (faculty, staff, and student reps) reviews the impact of new funding streams and programs, and opportunities at GU for meeting national

needs in language and area studies and employment. CCAS’ Diversity, Equity & Inclusion (DEI) committee of faculty, staff and students ensures NRC operations and activities continue to place scholarly and strategic emphasis on DEI. The committee liaises with the SFS Vice Dean for DEI, gathers data on the state of DEI across all areas of our work, and makes recommendations.

**Involvement of Faculty and Staff from Professional Schools and Library:** The NRC benefits from the expertise of faculty beyond SFS’ regional and global affairs programs, with MENA courses taught by faculty across GU (i.e., Departments of History, Culture & Politics, Gender Studies, Government, Theology, Linguistics, etc.) and GU professional schools. MSB offers Global Business Experience courses in Morocco and UAE (see D3.1) that deepen student understanding of business practices in these countries. The Law School’s internationally focused courses, such as “International Arbitration in the Middle East,” often touch on the MENA.

The NRC-MENA is supported by a full-time Middle Eastern Studies Reference Librarian who serves as the expert for all materials related to the study of the MENA and its languages.

The Middle East librarian analyzes information needs of students, faculty, and other library users, recommends and directs them to appropriate sources of information, teaches library research sessions, and creates research guides and instructional materials. They also assist NRC- MENA faculty and staff in preparing outreach materials and activities. The person who held this position at GU for many years recently retired. At the time of submission, MCL has already extended an offer to their top candidate to fill the Middle East Librarian vacancy.

**E3. Non-Discriminatory Employment Practices.** GU provides equal employment opportunity and prohibits unlawful discrimination because of age, race, religion, national origin, disability, family responsibilities, gender identity, political affiliation, sexual orientation, or any other factor prohibited by law. GU is committed to recruiting and employing qualified candidates, including

persons of color, women, veterans, and persons with disabilities. Academic departments are uniquely positioned to recruit diverse scholars, researchers, and educators with a wide range of perspectives. The GU Office of Institutional Diversity, Equity, and Affirmative Action assists departments in their recruitment efforts, reviewing diversity recruitment plans (required for every position) and identifying additional measures to achieve diverse applicant pools. GU also conducts annual audits on the composition of its workforce in comparison to relevant labor pools, engaging in specific steps to address underutilization. Employees and applicants have clear channels to submit grievances and receive fair and impartial consideration through GU’s Affirmative Action Plan. The Just Employment Policy demonstrates GU’s commitment to going above what is legally required to ensure fair and competitive wages, setting a minimum compensation limit at $18.10 per hour as of 2021. GU is committed to protecting union contracts and ensuring hourly wage earners receive equivalent pay for equivalent work.

# STRENGTH OF LIBRARY

**F1. Strength of Library Holdings.** The GU library collection has benefited from many years of systematically collecting materials on the MENA and is part of the Library of Congress (LOC) Middle East Cooperative Acquisitions Program. Over 130,000 of the MCL's 3.8 million volumes relate to the study of the MENA, Islam, and the Islamic world. Approximately 88,000 volumes on the region are in western languages, 65,557 are in Arabic, more than 3,667 in Turkish, over 2,000 in Modern Hebrew (up from 300 four years ago), and 500 in Persian. At least 145 out of the more than 11,000 MCL periodical subscriptions focus specifically on the MENA, Islam, and Judaic studies, with one-third of these in Arabic. In addition to print materials, MCL houses over 500 titles in microformat on the MENA and Islam, with an emphasis on the modern history and politics of the region. Users have access to dozens of digital collections related to the MENA,

including Foreign Office and State Department Files, holdings from libraries in the region, and historical databases. Subject-specific databases available through GU Libraries that lend support to MENA and Islamic studies include Columbia International Affairs Online, Oxford Analytica, and Business Monitor International Research. MCL holds over 300 Arabic and subtitled films and approximately 500 documentaries on the region that are regularly utilized in classes and public screenings. Over 100 audiotapes and videos of primary sources are held by the MCL. Special Collections at GU are particularly strong on the Arabian Peninsula and Turkey, including papers and oral histories of U.S. diplomats with MENA experience. Beyond MCL, there are extensive MENA-related holdings at other GU libraries. The Law Library houses nearly 8,000 books and 600 journals on the MENA and subscribes to several databases, while the Woodstock Theological Library has 887 holdings related to the MENA. The Bioethics Research Library hosts an Islamic Medical Ethics Collection and a Jewish Ethics Collection. The GU-Q campus hosts its own library with 6,000+ MENA-related holdings.

**F2. Cross-Institutional Library Access.** MCL belongs to the Association of Research Libraries, Association of Jesuit Colleges and Universities, Washington Research Library Consortium (WRLC), Northeast Research Library Consortium, and Chesapeake Information and Research Library Association (CIRLA). GU also participates in the Online Computer Library Center Reciprocal Faculty Borrowing Program with about 200 research libraries across the U.S. MCL is a founding member of the Middle Eastern Microform Project, a cooperative project based at the Center for Research Libraries to preserve and make available rare research materials for MENA studies. Membership in these consortia offers students and faculty access to millions of additional resources free of charge through interlibrary loan. GU MCLs are open to the public and are ADA compliant. Faculty and students from institutions participating in WRLC or CIRLA

are entitled to borrowing privileges at GU at no cost. Those at institutions not party to these consortia may obtain special borrower privileges for a small fee. MCL is a selective depository for U.S. government documents for which area residents may request access.

# IMPACT AND EVALUATION

This section documents the impact of the NRC-MENA on the university, community, region, and nation and outlines a comprehensive evaluation plan for the Center organized around four goals. The activities to be developed for each of these goals are described in detail in section I.

* + **Goal 1:** Support GU students in improving their MENA language capacity.
	+ **Goal 2:** Increase GU students’ interdisciplinary knowledge of and preparation for engagement with issues related to the MENA.
	+ **Goal 3:** Create increased MENA capacity for pre- and in-service K-14 teachers.
	+ **Goal 4:** Increase MENA capacity among the larger community.

## G1. Impact on the University, Community, Region, and the Nation.

**Impact on the university:** As discussed in B.1, GU offers more than 100 courses each year in Arabic, Hebrew, Turkish, and Persian language instruction with approximately 1,000 enrollments annually. GU regularly offers five levels of Arabic, with the 4th and 5th levels taught fully in Arabic. Of the 841 students who took Arabic in AY20-21, 198 enrolled in these top two levels. GU also offers “Persian for Arabic Speakers,” helping students build on advanced Arabic skills to learn an additional MENA language. GU is one of the only universities in the nation that has been able to consistently offer three levels of Persian and Turkish, and we are currently offering 4th levels of each. GU also offers the only Turkish program in the DC area and serves students in the CUWMA (see Impact on Community). For Fall 2021, four of the 23

students enrolled were from other area universities. In AY20-21, Persian and Turkish courses filled 82 and 44 seats, respectively. As detailed in sections C and E, GU offers non-language courses with MENA content across numerous schools and departments. These courses span multiple disciplines and are taught predominantly by full-time GU faculty, augmented by PhD students and adjunct faculty members. In AY20-21, across 17 programs GU offered 150 non- language courses with 100% MENA content (with 1,809 students enrolled) and an additional 124 courses with at least 25% MENA content (with 2,216 students enrolled). Undergraduate enrollments in MENA language minors doubled from 2016 to present (from 62 to 120 students). Graduate enrollments and interest in MENA programs have increased as well; the number of MAAS students grew by 20% from 56 students in Fall 2018 to 68 in Fall 2021, reaching historic numbers in both MAAS and GSFS. Additionally, the number of students utilizing NaTakallam tutoring in Arabic and Persian increased from 12 to 33 students in the past three years.

NRC-MENA faculty and staff participation in a range of school-wide committees not only strengthens NRC programming by fostering cross-department collaboration but also builds a symbiotic sharing of feedback and best practices among programs and the NRC-MENA. In the coming cycle, the NRC will utilize these platforms to draw on lessons learned and build a culture of assessment that strengthens both the NRC and GU’s academic programs.

**Impact on the community and the region: (**We have combined the community and regional impact in this section, as many of the Center’s events and programs draw participants from throughout the DMV region.) GU is party to the 20-member CUWMA, which facilitates cross- institution collaboration, library lending, and course registration—dramatically increasing the resources and course options available to the roughly 400,000 post-secondary students in the

DMV, including GU’s MENA content and language courses. CUWMA members include public and private universities, CCs and MSIs, federal universities, and the Smithsonian Institute.

As described below in H1, the NRC-MENA offers workshops and disseminates teaching resources that support K-14 instructors and students in public schools and postsecondary institutions in the region. Over the past cycle, the K-14 outreach program offered 78 events serving 5,302 educators. A quarter of workshop attendees teach 200+ students per year, a third teach 100-200, and another third teach 20-100 (some attendees being administrators), giving a potential reach of 300,000 unduplicated students annually. The CCAS K-14 Outreach website,

which hosts teaching materials and links to hundreds of videos, serves as a resource for DMV educators and beyond. Through an ongoing collaboration between the NRC and Theodore Roosevelt High School (TRHS) in DC, SFS faculty provided expertise for course development on global and MENA topics. The NRC also works with regional public schools and maintains instructional collaborations with DMV-area institutions Montgomery [Community] College, Howard University and Virginia State University (VSU), each MSIs, and George Washington University and George Mason University (GMU). It has also partnered with organizations based in DC to offer public events, including the Smithsonian, Brookings Institution, World Bank, Middle East Institute, and U.S. State Department. SFS places a substantial proportion of its graduates in the federal government, the largest employer in the DMV region (see G2).

**Impact on the nation:** NRC-MENA Outreach has provided support to school districts in Florida and Michigan, and to state-level curriculum and standards revision efforts in Virginia, Texas, and California. The program has also supported pre-service teacher training at universities in several states outside the DMV area, as documented in section H2. CCAS is an affiliate of the University of Arizona (UA) resource website on curriculum internationalization for Community College

Educators and the Teaching the World website collaboration between global NRCs.

Additionally, our Summer Teacher Institute (see H1) has expanded its efforts to reach educators beyond the DMV area. Prior to the pandemic, 15 travel grants were awarded to teachers from 19 states who could not otherwise attend due to travel costs. The past two summer institutes have been conducted virtually, enabling us to reach teachers from 20 states and abroad.

As detailed in G2, the SFS supports the federal government and foreign service by providing highly trained graduates and professional development opportunities to current employees. SFS faculty provide expertise to news organizations and the public (see G3). The NRC-MENA shares videos of public and educator events on YouTube, establishing a national audience. Between July 2020 and June 2021, the CCAS website logged 35,000 visitors, 102,000 page views, and 1,000 downloads of K-14 teaching materials; the CCAS YouTube channel, featuring 348 videos and 42 thematic playlists, logged 3,000 hours watched. CCAS has 851 YouTube subscribers, 6,500 Facebook followers, 2,940 Twitter followers, and 753 Instagram followers. The *CCAS News Magazine* had 3,600 online and print readers for two recent issues. **G2. Placement of Students after Graduation in Areas of National Need.** SFS prepares students for careers that address areas of national need and maintains a strong record of job placement among recent graduates. Despite COVID-19 challenges, 92.4% of GSFS 2020 graduates were employed (one-third in the public sector) by April 2021 and 4.3% pursued further education. The U.S. Department of State was the top employer for 2021 MAAS graduates, and recent graduates from MENA studies are also employed by private and multilateral entities like World Bank Group, the International Organization for Migration, the International Finance Corporation, and the National Endowment for Democracy. SFS’ own career center (SFSCC), offers 200+ events annually, spanning the public and private sectors, a majority of which target

areas of national need. During AY20-21, 35% of employer events targeted federal careers, including intelligence, law enforcement, national security, Congress, and State Department. Another 35% targeted contracting and technology firms with direct services to the government. SFSCC provided 1,500 hours of one-on-one career coaching to 700 students and alumni, including 200 hours with intelligence, government, and national security practitioners and 900 hours with staff experienced in federal hiring and security clearance processes, consulting, and nonprofit and academic careers. In 2021, SFSCC gained an Assistant Director of Public Service Initiatives to work with SFS students focusing on federal, state, and local government careers. **G3. Addressing National Needs and Disseminating Information to the Public.** NRC-MENA faculty are regular contributors to media and have written for *Foreign Policy*, *Foreign Affairs*, *Open Democracy*, *The Washington Post*, and *The Atlantic*, among others, with op-eds syndicated by news outlets in the U.S. and abroad. A media citation analysis shows that SFS faculty (not only MENA faculty) were cited by national and international news outlets more than 8,000 times in 2021. The NRC-MENA’s curriculum, degree programs, outreach and public events, and library offerings respond to the ongoing national need for training individuals and growing institutions with expertise and competence in world languages and area studies. Through its events and outreach activities, the NRC trains educators (and their students), members of the public, and those with professional interest in the region. This helps create an informed cadre of people who will participate in employment or programs related to the MENA region. NRC- MENA hosts hundreds of teachers each year free of charge, and provides teaching resources and access to world-class, specialized knowledge of direct interest to their work.

All four of the NRC languages, as well as the MENA region, are designated by the Secretary as FY22 areas of priority for addressing national need. Forty-seven FLAS fellowships

have been awarded to 38 students since AY18-19 (four undergraduate, 33 graduate, and one dual law student). Forty-one were awarded for Arabic, five for Persian, and one for Turkish.

Fellowships were awarded each year to students demonstrating full financial need. Recent FLAS awardees now hold positions in Departments of State and Treasury, U.S. House of Representatives, International Rescue Committee, Norwegian Refugee Council, and in the private sector, including with defense contractors. Four are U.S. military (three active duty, one veteran) and three are pursuing PhDs. Fifteen are still students at GU. All but one of the recipients attended programs in the SFS, which engages students in debates on critical global issues to prepare them for careers related to the MENA in areas of national need.

**G4.1. Evaluation Plan.** The NRC-MENA collects data that is used by oversight committees to review programming. The principal objective of the proposed evaluation plan for 2022-2026 will be to build on this process and formalize a “culture of ongoing assessment” throughout the NRC. As such, the NRC-MENA has engaged an external evaluator to develop indicators for measuring progress in achieving the four program goals listed at the beginning of Section G. The core of the proposed evaluation plan will involve asking questions, gathering evidence, and then making use of that evidence in decision-making about NRC programming. When planning or reviewing an activity, NRC staff will first ask the following: How will this activity impact the University, the community, the region, and the nation? How will this activity support GU students in improving their MENA language capacity (Goal 1)? How will this activity increase GU students’ interdisciplinary knowledge of and preparation for engagement with issues related to the MENA (Goal 2)? How will this activity increase MENA capacity for pre- and in-service K-14 teachers (Goal 3)? How will this activity increase MENA capacity in the broader community (Goal 4)?

During event implementation, staff will collect evidence to provide answers to these questions

and support the ongoing review process by: 1) Tracking event registration and tabulating (at minimum) whether participants are GU students, students or faculty from other institutions, or members of the community; 2) Collecting data on programming in line with the examples of measurable outcomes shown in **Table 4**. Through monthly planning and review meetings, the staff and committees will implement an assessment process where actions and decisions are documented, and recommended changes are tracked. The ongoing data collections will then inform the review of those decisions. The external evaluator proposed for 2022-2026 is Dr. John

W. Curtis, a sociologist and independent research and evaluation consultant with extensive experience in U.S. higher education, having served as director of the American Sociological Association and the American Association of University Professors. Dr. Curtis is based in Washington, DC and will provide both formative and summary evaluation for the project. He will participate in NRC staff meetings to help document the decision-making process and advise on collection of evaluation data, complete annual site visits and prepare annual reports on goal progress and a summary report at the end of the 4-year cycle to inform future planning.

**Table 4: Examples of Measurable Indicators for Evaluation of the NRC** (see Table 7 for baselines and targets)

|  |
| --- |
| Specific Program Elements Examples of Measurable Outcomes |
| Goal 1. Support GU students in improving their MENA language capacity |
| Increase graduate offerings in Arabic | # graduate-only intermediate/advanced reading/writing and speaking/listening courses offered# summer courses (and # enrolled) offered through Sijal Institute |
| Enhance quality of Arabic instruction | # GU Arabic instructors completing ACTFL OPI training workshops # courses or materials developed by AIS Arabic pedagogy laboratory |
| Improve GU students’ Arabic dialect capacity | # students participating in NaTakallam sessions with native speakers # weekly conversation groups held |
| Increase programming for MENA languages other than Arabic | # students enrolled in 1) post-advanced course on Turkish politics; 2) post-advanced Persian course; 3) online Kurdish and Pashto classes through partner universities# GU instructors in other MENA languages completing ACTFL OPI training workshops# students participating in NaTakallam sessions with native speakers |
| Goal 2. Increase GU students’ interdisciplinary knowledge of and preparation for engagement with issues related to the MENA |
| Cross-regional, cross-discipline area studies courses | # new courses offered; # students enrolled |

|  |  |
| --- | --- |
| Specific Program Elements | Examples of Measurable Outcomes |
| Political economy summer institute | # students participating; # faculty participating; # universities represented |
| Monthly career and professional development discussions | # events; # students participating |
| Increasing DEI capacity among faculty and students | # faculty participating in curricular and pedagogical workshops; # students enrolled in “Race and Racism in the MENA” course |
| Goal 3. Create increased MENA capacity for pre- and in-service K-14 teachers |
| * Workshops and PD opportunities for K-14 teachers
* Outreach on global literature for the classroom
* Middle East Studies Pedagogy Initiative
* Summer Teacher Institutes
 | # teachers participating; # of pre-service participants from MSIs; #of participants from underrepresented groups; # school districts/institutions represented;# topics and countries/regions covered |
| Curriculum Development at Local and State Levels | # projects; # school districts/institutions represented; # topics/disciplines and countries/regions covered |
| "Unfold Your Own Myth" | # workshops; # teachers participating; # from underrepresented groups; # school districts/institutions (including MSIs) |
| Goal 4. Increase MENA capacity among the larger community |
| * Targeted event series
* Topical events
 | # events; # speakers, by GU status (faculty, alumni, etc.); # registrants, by sector; # from underrepresented groups |
| Expand library holdings, expertise, and access | # materials acquired and/or accessed; # communications distributed; # sponsored university associates granted access, by institution |

**G4.2. The Extent to Which Recent Evaluations Have Been Used to Improve the NRC.** NRC staff collect program data and evaluations to ensure we continue to address the learning needs of our constituents. K-14 Education Outreach event participants complete an evaluation at the end of each workshop. Eighty to ninety percent report the highest satisfaction rating and 5% -10% report the second-highest satisfaction rating. Using feedback gleaned through open-ended questions, we adjust workshop topics, the balance of lectures vs. interactive sessions, event duration and discussion time with speakers, and note the effectiveness of individual speakers.

We pair the rollout of in-development curriculum material with workshops where teachers receive pilot versions for classroom use and provide feedback on how it could be improved.

As noted in E2, NRC-MENA programming is overseen by committees responsible for ensuring constituent needs are met and a diversity of subjects and viewpoints are represented. In response to input from the DEI taskforce at CCAS, we launched a new course “Race and

Ethnicity in the MENA” in spring 2021 and held, in collaboration with the African Studies Department, a public lecture series on Race and Racism in the MENA. The work of the SFS Faculty Council on Global Anti-Racism led to faculty across the school participating in a syllabi and curricula review to identify DEI areas for improvement in content and classroom practices. **G5. Inclusion of Participants Who Are Members of Groups That Have Been Traditionally Underrepresented.** GU strives to provide equal access and encourage diversity in its university- wide and NRC programming. All graduate SFS programs have scholarship matching agreements for recipients of the Thomas R. Pickering Foreign Affairs Fellowship, the Rangel Graduate Fellowship, and the Payne Fellowship programs, all of which aim to increase diversity within the foreign service; 20 such fellows matriculated at SFS this fall. The SFS DEI team, including a Vice Dean and two new full-time staff positions, has increased efforts to track hiring and enrollment data in support of the school’s effort to continue to become more inclusive of traditionally underrepresented groups, and the NRC will take advantage of those efforts. Students of color make up 49% of the undergraduate SFS population (up from 40% a decade ago) and a third of SFS graduate students. In the past decade, we have also seen a shift from a male to a female majority among SFS graduate students. Of the 33 students who matriculated to MAAS in 2021, 18 are students of color and three are from the MENA. As part of a larger GU effort to support Afghan scholars and students, SFS allocated $464,000 for FY22 to provide full scholarships for eight graduate students from Afghanistan.

In addition, SFS has begun several new initiatives to engage students from historically excluded backgrounds: 1) The SFS Future Global Leaders Fellowship provides DC high school students full scholarships (20 awarded for 2021) to attend online summer programs taught by SFS faculty.

2) In partnership with the National Education Equity Lab, SFS sponsors students from Title I

high schools nationwide to take Prof. Mark Giordano’s Map of the Modern World class at no cost. This fall 115 participated, and there are plans to expand the program. 3) An SFS Ambassadors Program is under development to expand undergraduate recruitment to a broader set of high schools. GU is also a member of the Graduate School Consortium of the Public

Policy and International Affairs Program, which promotes the inclusion of historically

underrepresented groups in these fields. 4) GSFS’ Security Studies program will launch, in July, a pipeline initiative to bring 12-18 rising juniors from HBCUs across the country to GU for a five-day program to expose them to graduate school programs to support career development in security studies and international affairs.

The NRC is engaged in ongoing collaborations with Howard University, Montgomery College, and VSU, all of which are MSIs. NRC Outreach provides instructional support for DC Public Schools, whose enrollment is roughly 80% African American or Hispanic. GU is committed to making its online and in-person programming as widely accessible as possible. All GU websites follow the Web Content Accessibility Guidelines to ensure that content is consumable by every visitor, regardless of ability. All public events hosted by the NRC-MENA are wheelchair accessible, with sign language interpretation provided upon request. The shift to virtual events during the pandemic has enabled greater participation by those with mobility issues or who would otherwise not be able to attend in person. We plan to continue to make virtual and hybrid events a core part of our public outreach.

# OUTREACH ACTIVITIES

The NRC-MENA Outreach Program is implemented by the CCAS team but involves a robust network of partners **(Table 5)** who add diverse perspectives to our programming and

enables us to reach larger audiences. During the past grant cycle, NRC-MENA outreach has worked with 52 external partners and 17 partners within GU.

**Table 5: Georgetown University NRC-MENA Partners**

|  |  |
| --- | --- |
| Type | Partnering Organizations |
| K-12 Schools and School Districts | District of Columbia Public Schools; Theodore Roosevelt High School; Montgomery County Public Schools; Fairfax County Public Schools (and the Virginia Inquiry Collaborative); Baltimore County Public Schools; Maryland State Department of Education |
| Nonprofits and Professional Associations | Middle East Outreach Council; National Council for Social Studies; National Council for Teachers of English; North Carolina Council for the Social Studies; Middle East Policy Council; Qatar Foundation; NaTakallam; Greater DC Area AUB Alumni Association; ITQAN (The Muslim American Society); Collateral Repair Project; Embassy of the Republic of Yemen; Council of American Overseas Research Centers; American Institute for Yemeni Studies; U.S. Department of State’s Middle East Partnership Initiative; U.S. Department of States’s Population, Refugees, and Migration; United Nations International Organization for Migration; Bethlehem University Foundation |
| CCs, MSIs and HBCUs | Center for African Studies, Howard University; School of Education, Howard University; Office of Advancement and Community Engagement, Montgomery [Community] College; College of Education, Virginia State University (MSI); Frederick Community College MD; University of Arizona Center for Middle East Studies Community College resource "Curriculum Internationalization Resources for Community College Educators" |
| Other Postsecondary Institutions | Ali Vural Ak Center for Global Islamic Studies, GMU; Middle East and Islamic Studies, GMU; Institute for Middle East Studies, GWU; African Studies Center, Boston University; North Carolina State University; University of Pittsburgh; American University of Beirut; Bethlehem University |
| Georgetown University (internal partners) | Campus Ministry; Department of Arabic and Islamic Studies; Alwaleed bin Talal Center for Muslim-Christian Understanding; African Studies Program; Center for Eurasian, Russian and Eastern European Studies; Department of History; Department of Anthropology; Institute for the Study of International Migration; Institute for the Study of Diplomacy; Catholic Studies Program; Center for Latin American Studies; Culture, Communication, and Technology Program; Mortara Center for International Studies; Master of Science in Foreign Service Program; McCourt School of Public Policy; Disability Studies Program; The Jerusalem Fund |
| Cultural & Media Organizations | Sultan Qaboos Cultural Center; Unity Productions Foundation; Religious Freedom Center in the Newseum Institute; World Artists Experiences; National Museum of Asian Art (Smithsonian); World Area Book Awards at Internationalizing Social Studies; Arab American National Museum (Smithsonian affiliate); Textile Museum at GWU; National Museum of African Art (Smithsonian); International Prize for Arabic Fiction; Woolly Mammoth Theater; King Abdulaziz Center for World Culture; Just Vision; Arab American Institute Foundation; American Druze Foundation; The Middle East Institute |

**H1. Elementary and Secondary Schools.** In its fourth decade, the NRC-MENA K-14 Outreach Program continues to grow and serve thousands of educators across the country through the following ongoing activities (which are detailed further in Section I.2, Goal 3): 1) workshops and professional development for pre-and in-service K-14 teachers; 2) customized presentations developed at the invitation of institutions and public schools; 3) collaborations with museums to

create interactive workshops and classroom materials; 4) children’s and youth literature workshops for teachers; and 5) annual summer teacher institutes addressing grades 7-12 curriculum needs. Over the past four years, we led 78 K-14 education outreach events with 5,302 participants, a more than 500% growth in attendance from two grant cycles ago. **Table 6** demonstrates the growth over previous cycles and a yearly breakdown of the current cycle.

**Table 6: Total NRC-MENA Teacher Outreach Events**

|  |  |  |  |
| --- | --- | --- | --- |
| Workshops, Institutes, & Professional Development for K-14 Educators | 2010-2014Grant Cycle | 2014-2018Grant Cycle | 2018-2022 Grant Cycle |
| Year 12018-19 | Year 22019-20 | Year 32020-21 | Year 42021-22(in progress) | 2018-22Total |
| Attendance | 877 | 1,938 | 624 | 2,190 | 2,247 | 241 | **5,302** |
| Number of events | 25 | 78 | 26 | 22 | 22 | 8 | **78** |

NRC-MENA supports the shift in social studies curriculum for elementary and secondary schools from the study of individual civilizations in isolation toward a paradigm of interacting societies on the global stage. In addition to workshops, we support local schools, districts, and state bodies with curricular and associated professional development that includes current scholarship adapted for the classroom. We do this by: 1) researching topics on which teachers are in need of well-grounded scholarship; 2) working with qualified curriculum developers who consult with faculty and MENA librarian to develop approaches and scholarly sources, often recruiting MAAS graduate students for research assistance; and 3) reviewing and piloting the material, which is then published online and disseminated through workshops, national conferences and outlets such as the Middle East Pedagogy Initiative Secondary Education Module, developed by NRC-MENA. Through institutional partners and school systems, NRC- MENA supported state-level curriculum and standards revision efforts in Texas, California, and Virginia. Our ongoing partnership with TRHS in DC has resulted in initiatives that support its

global focus, including development of its career track in international diplomacy by providing course development support by SFS faculty. In addition, we work with the public school systems of DC and Montgomery (MD) and Fairfax (VA) counties.

**H2. Postsecondary Institutions.** NRC-MENA regularly conducts outreach in collaboration with area universities and other GU departments, regional programs, and professional schools to foster interdisciplinary study of the MENA. During the past cycle, we conducted programming with 17 internal partners and 14 academic departments at other postsecondary institutions in DC, Maryland, Virginia, Arizona, North Carolina, Massachusetts, Pennsylvania, Lebanon and the West Bank (see Table 5). Of these, six of the departments are located within CCs, MSIs and HBCUs. These robust partnerships ensure diverse voices and perspectives in our programming. Prior to the pandemic, CCAS hosted around 40 public events (in person and online/in-person hybrids) on MENA topics annually. The shift to virtual only events during COVID-19 enabled us to attract wider audiences from other universities, and speakers from the MENA and globally. We will continue offering a mix of virtual webinars, hybrid, and in-person events.

**H3. Business, Media, General Public.** By co-sponsoring events with MENA-focused think tanks, professional associations, media producers, embassies, and cultural organizations, NRC- MENA programs not only target students and scholars but also journalists, business professionals and the general public interested in more holistically understanding the MENA. For example, we offered immediate commentary from panels on uprisings in Iraq, Sudan, and Algeria as they were unfolding. The NRC has worked alongside media organizations and embassies to host screenings of documentaries and educational films coming out of the MENA region. The NRC maintains an active collaboration with Unity Productions Foundation (UPF), a media organization that creates films to educate the public about MENA culture. The NRC has

contributed to web and curricular materials, including the website Cities of Light on Andalusian

Spain, to help teachers use UPF films in the classroom. With an NRC staff person dedicated to editing and media, we are able to promote outreach through a news magazine, publish event videos on YouTube, and support student publishing. The Arab Studies Institute, an integral NRC partner, produces podcasts, articles, MENA resource guides, and curriculum units available to audiences around the country and the world. NRC-supported podcasts and video projects allow tens of thousands of viewers to access the latest scholarship in MENA studies.

# PROGRAM PLANNING AND BUDGET

**I1. Development Plan and Timeline.** The NRC-MENA goals and proposed activities for 2022- 2026 build on the accomplishments and lessons learned during the past four years. **Table 7** shows the implementation timeline of program activities and their relevance to the Absolute (AP1.1 and AP1.2) and Competitive (CPP1) Priorities.

**Table 7: Program Planning and Implementation**

|  |
| --- |
| Specific Program Elements Implementation Timeline |
| Goal 1. Support GU students in improving their MENA language capacity (Supports: AP1.1 and AP1.2) |
| Increase graduate offerings in Arabic. Baseline = X courses offered per year | 4 Graduate-only intermediate/advanced courses offered every year (2 intermediate, 2 advanced)2 post-advanced content courses for graduate students every year Summer courses through Sijal Institute every other summer (Y1, Y3) |
| Enhance quality of Arabic instruction. Baseline = 1 ACTFL training/cycle | 1 ACTFL OPI training workshop AY2024-252 NEW curricular enhancements every other year developed through pedagogy lab (Y1, Y3) |
| Improve GU students’ Arabic dialect capacity. | NaTakallam sessions with native speakers every year (Y1 to Y4) Weekly conversation groups (Y1 to Y4) |
| Increase programming for MENA languages other than Arabic.Baseline = 1 Persian and Turkish course/2 years; 8-10 NaTakallam participants | Post-advanced course on Turkish politics offered Y2, Y4 Post-advanced Persian course offered Y1, Y3NEW Online Kurdish and Pashto classes through partner universities offered annually starting in Y1 (summer 2023)NaTakallam sessions with speakers of other MENA languages– every semester starting Y1 |
| Goal 2. Increase GU students’ interdisciplinary knowledge of and preparation for engagement with issues related to the MENA. (Supports: AP1.1 and AP1.2) |
| New cross-regional, cross-discipline area studies courses. | NEW courses developed (Y2, Y4) |
| Political economy summer institute. | NEW - Every summer during 2022-26 |

|  |  |
| --- | --- |
| Specific Program Elements | Implementation Timeline |
| Monthly career and professional development discussions. | NEW - Every semester starting Y1 (2022-23) |
| Increasing DEI capacity among faculty and students. Baseline = 1 course or workshop/year | Faculty workshops every other year starting in Y2“Race and Racism in the MENA” course offered in Y1, Y3 |
| Goal 3. Create increased MENA capacity for pre- and in-service K-14 teachers. (Supports: AP1.1 and CPP1) |
| Workshops & professional development for pre- and in-service K- 14 teachers. Baseline = 8-10/year | 10-15 workshops conducted per year incorporating feedback from teacher evaluations and other constituents on MENA topics of need, starting Y1 |
| Outreach on global literature for the classroom. Baseline = 1-2/year | 2-4 Events conducted per year, including NEW Teacher’s Book Club session with collaborating NRCs, starting Y1 |
| Curriculum Development at Local and State Levels. | Completing ongoing projects and initiating new ones based on the outlined development process, starting Y1 |
| Middle East Studies Pedagogy Initiative. | Continuing enhancement of the Secondary Education Module for teachers and researchers, starting Y1 |
| Summer Institute. Baseline = 1/yr | 1 week-long summer teacher institute offered each year, starting Y1 |
| "Unfold Your Own Myth" Project. | Offer 1 NEW workshop and 1 NEW curriculum development project for K-12 use of the film *Lamya’s Poem,* both in Y1 |
| Goal 4. Increase MENA capacity among the larger community. (Supports: AP1.1 and AP1.2) |
| Targeted event series. Baseline = 2/yr | 4 series (12-16 events) offered each year, starting Y1 |
| Topical events related to current issues. Baseline = 8/yr | 12 events offered each year, starting Y1 |
| Expand library holdings and access. Baseline = current holdings; SUA is NEW activity | Increase GU’s library spending on MENA holdings by 24% annually. NEW SUA program to offer ~60 educators from public & underserved institutions free access to GU library each year, starting Y1 |

**I2. Quality of Proposed Activities and Relation to NRC-MENA Program.** The proposed activities listed below are designed to meet the four program goals next cycle. To communicate these activities and opportunities to our growing constituencies, we will build an NRC-MENA website containing information on NRC events, teacher materials, library resources, FLAS, and other NRC programming. While much of this information currently lives on the CCAS website, creating a dedicated site will raise the profile of the NRC and provide a one-stop landing page that can be shared across platforms and constituent groups (such as Teaching the World, a

website for teachers that joins all the global NRCs).

## Goal 1: Support GU students in improving their MENA language capacity

**Activity 1A: Support Arabic language needs of undergraduate and graduate students to better prepare them for professional and academic careers.** Graduate students who wish to

reach more advanced levels of Arabic have only two years to improve their language skills and must do so while also focusing on other coursework. To better prepare graduate students to use Arabic language skills in their professional and academic careers, we propose to: 1) Offer graduate-only intermediate and advanced level reading/writing and speaking/listening classes. 2) Increase content course offerings designed to equip students with functional, sector-specific knowledge in Arabic and get 80% of students from Advanced Mid to Advanced High/Superior.

3) Support summer content courses through Sijal Institute, an Arabic language and culture institute in Jordan. Courses would be offered at the 400 level through GU with instruction at Sijal. 4) Provide grants for AIS faculty to develop curricular materials that support Arabic language acquisition. This includes developing and utilizing in-house language resources and curricular materials, such as worksheets and technology-based activities to reinforce the building blocks of the Arabic language and provide increased opportunities to measure students’ progress. **Activity 1B: Offer faculty training in pedagogy and assessment.** We propose to offer the following training for MENA language faculty: 1) ACTFL OPI refresher workshop to help faculty enhance the classroom experience, create authentic communicative exchanges, and enable students to improve their oral proficiency; 2) Two Language Pedagogy Workshops offered in collaboration with partner universities and in which MENA language faculty will participate. One will be hosted by University of Texas Austin (UT) and include faculty-lead sessions and discussion on the latest methods in language teaching. In addition, UA will host the Consortium of Middle East NRCs’ Language Pedagogy Workshop, which will examine the transformative paradigms emerging in environments enriched with digital technologies.

**Activity 1C: Expand GU students’ Arabic dialect capacity.** Given the need for proficiency in both MSA and Arabic dialects, we endeavor to provide students with exposure and opportunities

to practice in a variety of Arabic dialects through the following: 1) Continue our partnership with NaTakallam for online language learning & cultural exchange. Graduate students have the opportunity to engage in one-on-one conversations over virtual platforms (i.e., Skype or Zoom) with native speakers from a range of dialects who are trained as language instructors. Students who have reached Advanced Mid in MSA may choose to focus solely on an Arabic dialect with their NaTakallam partners. 2) Support informal learning through weekly dialect conversation groups that engage language learners with faculty, staff, and students from the region. The dialect would change each semester to ensure diverse exposure.

**Activity 1D: Increase programming for MENA languages other than Arabic.** Increasing programming in languages other than Arabic addresses both national need and growing demand. We propose: 1) Adding one post-advanced course on Turkish politics that involves conversation in Turkish with students and DMV-area professionals. 2) Adding a post-advanced Persian course that includes literature, poetry, history, and culture. 3) Supporting students to take online Kurdish and Pashto classes through other universities including UA and UT. 4) Supporting students studying MENA languages other than Arabic who wish to practice with NaTakallam partners in those languages, when available.

## Goal 2: Increase GU students’ interdisciplinary knowledge of and preparation for engagement with issues related to the MENA

**Activity 2A: New cross-regional, cross-discipline area studies courses.** To prepare the next generation of undergraduate and graduate students to find innovative solutions to complex global challenges, we propose launching new 1) Cross-regional courses that expand on existing offerings, such as “China and the MENA,” “Russia and the MENA”; 2) Co-sponsored courses with GU professional schools (i.e. the Law School and McDonough School of Business) such as

“Legal Systems in the MENA.”; and 3) A course on science and technology in the MENA to expose students to these issues and combine industry-specific knowledge with regional expertise. **Activity 2B: Political Economy Summer Institute.** We propose supporting, in partnership with the Arab Studies Institute and the Middle East and Islamic Studies Program at GMU a 4-day summer institute to foster and support scholarship on the political economy of the MENA. It will bring together faculty and 15-20 graduate and undergraduate student participants to present their research and conduct immersive study. The project has produced one edited volume and intends to use grant funding to develop further avenues for publication for participants.

**Activity 2C: Monthly career and professional development discussions.** We plan to launch in Year 1 a monthly career series for undergraduate and graduate students to meet alumni from a variety of job sectors related to the MENA. The series will expose students to a wide range of career options and opportunities for knowledge application. Events will be conducted in-person with virtual components in partnership with the GU MENA Forum, a graduate student-led organization that raises awareness about pressing issues in the region. The grant will also support student participation in the annual Middle East Studies Association conference to be able to network and present their research in the primary professional network in our field.

**Activity 2E: Increasing DEI knowledge/capacity among faculty and students.** In 2020, SFS launched the DEI Initiative to engage the SFS community in making global anti-racism a core principle of SFS. We propose to further these efforts by offering: 1) a workshop for faculty that supports curricular and pedagogical enhancements to increase diversity and inclusion in MENA studies and international affairs; 2) a graduate course on race and racism in the MENA, (first offered in spring 2021 and will become part of the standard curriculum); and 3) a comparative regional studies lecture series on global race and racism led by SFS Vice Dean for DEI.

## Goal 3: Create increased MENA capacity for pre- and in-service K-14 teachers

**Activity 3A: Workshops and professional development.** The NRC-MENA will continue to host professional development for pre- and in-service K14 teachers, including: 1) Workshops based on areas of expertise of GU faculty, visiting scholars, and invited speakers; 2) Customized presentations developed at the invitation/request of other institutions and public school systems; and 3) Arts integration and museum collaborations to create workshops, develop resources, and exhibit tours that enhance the global focus of MENA curriculum and help teachers create lesson materials based on exhibitions and building students’ primary source skills. Many events in the coming year may remain virtual due to COVID-19. When in-person events resume, we will offer hybrid events that include teachers beyond our region. We will continue our support of Community College Outreach, a collaboration with 14 NRCs to share and promote online resources for community college instructors in a wide range of social science, arts, humanities, and STEM fields for all Title VI World Areas.

**Activity 3B: Outreach on global literature for the classroom.** NRC-MENA will continue highlighting quality children’s and youth literature for pre- and in-service teachers by 1) Collaborating with schools of education, MSIs and HBCUs: We will continue our 7-year partnership with Howard University’s School of Education and Center for African Studies to offer workshops for teachers and school librarians on literature combining themes from the MENA, and other African regions, providing attendees with books of their choice. NRC-MENA holds similar workshops at VSU’s College of Education and DC and Montgomery County Public Schools. 2) Continuing our participation in the World Area Book Awards, joining five regional children’s and youth book awards, including the Middle East Outreach Council’s Annual Book Award, which we co-chaired during the current cycle. The collaboration includes the

annual Global Read Webinar Series, featuring an award-winning book author or illustrator, and joint presentations for teachers at the National Council for the Social Studies and the National Council for Teachers of English. 3) Launching a new collaboration with several other NRCs to host an annual Book Club for teachers featuring and providing copies of award-winning youth fiction on the MENA.

**Activity 3C: Curriculum development at local and state levels.** As discussed in H.1, the NRC-MENA actively assists with curriculum development at the school, district, and state levels. We will continue our partnership with TRHS by 1) supporting global curriculum development and courses in the international diplomacy career track program by facilitating partnerships with SFS faculty and providing access to GU library resources; 2) facilitating SFS student and faculty visits to TRHS classrooms; 3) hosting TRHS students at GU admissions events and featuring their alumni who attend GU; and 4) inviting TRHS teachers to NRC outreach events.

We plan to continue making use of opportunities to impact curriculum at the state level by 1) serving on state committees to review and suggest revisions to standards documents; 2) developing curriculum to help teachers implement new standards; and 3) providing targeted professional development on new topics in collaboration with school district curriculum supervisors. K-14 Education Outreach Director serves on the Historians Committee for the revision of History/Social Science Standards of Learning in Virginia and will continue this work. **Activity 3D: Middle East Studies Pedagogy Initiative (MESPI).** MESPI is a curated interactive platform for MENA studies supported by a small consortium, including CCAS, that provides course- and lesson-design resources for teachers. We will continue to enhance the Secondary Education Module, which includes 1) the Secondary Education Resource Guide with

100+ annotated resources; 2) a database of education standards on the MENA and Islam from all 50 states, as well as the national standards for history and geography; 3) free downloadable curriculum materials; and 4) Critical Readings for Educators. MESPI’s numerous resources serve to educate students from high school to graduate levels.

**Activity 3E: Summer Institutes.** NRC-MENA will continue to offer an annual week-long summer teacher institute focusing on in-demand topics based on grade 7-12 curriculum requirements. The topic for STI 2022 will be “Diplomacy in the MENA and Its Global Implications.” We will offer travel grants to teachers in underserved areas and virtual capability. Our partnerships, including with two HBCUs (HU and VSU) and CCs (Montgomery College and Frederick CC), allow us to reach thousands of pre- and in-service teachers. All resources developed for STIs will be available online.

**Activity 3F: Unfold Your Own Myth collaboration with Unity Productions Foundation (UPF).** UPF is an educational media organization that creates films to educate the public about Middle Eastern culture and with which CCAS has partnered previously. The Unfold Your Own Myth writing workshops, intended for ages 12-18, are inspired by the UPF animated film *Lamya’s Poem* about a Syrian refugee girl’s flight from civil war and her magical encounter with 13th century poet Rumi as a narrative vehicle to leverage the power of story in overcoming trauma and loss. We propose a collaboration to build on this workshop model to offer curriculum integration for teaching the film in high school social studies classes.

## Goal 4: Increase MENA capacity among the larger community.

**Activity 4A: Targeted event series.** CCAS public event series take deep dives into targeted topics, utilizing our robust partnerships to bring in diverse, interdisciplinary perspectives. These series supplement the academic program and ensure that students are well-versed in topics

related to national need. We have planned, in partnership with the Middle East and Islamic Studies Program at GMU, the following multi-event series: 1) “The U.S. In/And the Middle East” to address U.S. disengagement in the region; 2) “The New Authoritarianism in the Middle East” to examine developments following the region’s uprisings; and 3) “Climate Crisis in the Middle East and North Africa” to challenge simplistic narratives about climate change and politics. Inter-NRC collaborations will allow us to cover less commonly covered topics, such as our intended series on Jewish populations in the MENA, offered in conjunction with CJC and the Berkley Center. In addition, with partners across SFS, we plan to hold series with MSB, the GU Law School, and the Educational Transformation program. We advertise events to reach broad audiences through GU email lists, social media platforms, cross-promotion by event partners, and global networks of over 2,000 CCAS event and 1,500 K-14 outreach email subscribers.

**Activity 4B: Topical events.** We offer approximately 20 public events annually, drawing from our faculty of scholars and practitioners, experts from partner organizations, diplomats from the region, and U.S. government officials to break down the causes, context, and impact of unfolding developments in the region. We also draw from our alumni and academic networks to amplify emerging scholarship on the MENA through book talks and paper workshops. These events include exhibits, films, and other forms of cultural production to promote public engagement.

With both targeted series and topical events, we follow a model where speakers present for a public audience and then follow with an in-depth conversation with a graduate class or small group of students. This allows us to engage a wide audience interested in the topic, while also making space for high-level conversations with students building expertise in a given area.

**Activity 4C: Expand library holdings and access.** We plan to expand GU library MENA holdings and make them accessible to underserved groups by 1) Hiring a MENA librarian

student assistant to work with the Middle Eastern Studies Reference Librarian and MENA faculty to identify gaps in library holdings and important new scholarship (to be purchased with Title VI funds), including foreign-language holdings in Persian, Hebrew, and Arabic. The MENA librarian student assistant will liaise with faculty across departments and draft announcements of new holdings for departmental newsletters. 2) Extending the GU Sponsored University Associates (SUA) program, which provides participants with full access to GU library materials, to educators at MSIs, HBCUs, and in underserved communities. We regularly grant SUA access to visiting researchers and summer interns who come to CCAS via ongoing partnerships with Bethlehem University and the National Council on U.S.-Arab Relations. CCAS will advertise this opportunity for educators through the K-14 outreach listserv, review requests against approved criteria, and carry out administrative tasks involved in setting up new SUAs.

**I3. Reasonable Costs.** Because of GU’s location in DC, we are able to attract high-quality NTL instructors for occasional teaching outside of their other professional responsibilities. Drawing on a large pool of contingent faculty enables us to expand and diversify offerings to fit the changing needs of our students and ensure we offer courses that cover a broad spectrum of topics related to the ever-changing contemporary region. At the same time, maintaining core faculty to teach foundational courses ensures students receive a solid grounding in key topics. We are proposing eight additional courses on topics not covered by tenure-line faculty to ensure the NRC-MENA offers courses relevant to national need. With seminar classes capped at 18 students, these semester-long courses cost just over $450/student. The cost per attendee of NRC outreach activities averages $65 for one-day workshops and seminars, and $375 for week-long Summer Teacher Institutes. Institutional support provided for space, salaries, logistics, and co- sponsoring with other programs reduce the NRC-MENA cost for these workshops by half.

**I4. Long Term Impact.** The proposed program will have a lasting impact on GU and its students. It aims to increase the number of students with MENA language skills; using NRC- MENA funding to offer those classes, we will see more students graduating at advanced and post-advanced levels in Arabic, Hebrew, Persian and Turkish, as well as exposure to a variety of Arabic dialects. We will expand MENA expertise by offering cross-regional, cross-disciplinary courses and DEI training to develop the next generation of reflective leaders equipped to address complex global challenges. K-14 Education Outreach, conducted in collaboration with area museums and a strong network of partners, including MSIs, will increase pre- and in-service teachers’ MENA knowledge through workshops, curriculum, and online material. Our public events will increase the number of people who are qualified for careers in government service,

education, business, and non-profit sectors. These programs fundamentally change our faculty by supporting their engagement beyond academia and make our institution more responsive to the needs of the students, the surrounding community, and the government. By implementing the evaluation plan described in section G4.1, we will be in a better position to measure and document these long-term impacts.

# (FLAS). FLAS AWARDEE SELECTION PROCEDURES

The NRC-MENA requests nine academic year FLAS Fellowships (7 graduate; 2 undergraduate) and seven summer FLAS Fellowships (5 graduate; 2 undergraduate). We plan to use FLAS to strengthen our recruitment and encourage more diversity in careers related to the MENA region. One undergraduate FLAS will be given annually to a student enrolled at an HBCU or MSI. To be eligible, students must be enrolled full-time and must have attained at least intermediate proficiency in a FLAS language by the beginning of the award period, ensuring the awards are reserved for dedicated language students.

* + 1. **FLAS Selection Plan**. The NRC-MENA’s website (see I.2), as well as SFS and the Graduate School, will advertise the availability of FLAS fellowships at GU. The NRC-MENA will send announcements to all eligible departments and host information sessions in fall or early spring. We will also consider applications of students at schools that do not receive FLAS awards and will advertise to partner HBCUs and MSIs. The CCAS Assistant Academic Director, who serves as the FLAS coordinator, is linked to other GU initiatives related to diversity, inclusion, and financial need and connects knowledge related to FLAS to the larger GU community. The NRC-MENA will require all undergraduate applicants to demonstrate financial need. Graduate students will be considered for need after the first year to not disadvantage those who were employed prior to attending graduate school. Full need for graduate students is

$69,910 to $83,580 for AY21-22, pending the number of credits required. This means FLAS covers 45%-54% of the yearly attendance cost, so, the NRC-MENA requests institutional support from GU departments to allow students to focus on language acquisition and area studies. Graduate students’ home departments will be encouraged to provide some matching funds for AY FLAS. Eighty-five percent of the last three years’ graduate FLAS recipients received additional departmental scholarships. We will encourage tuition-matching arrangements for summer and AY FLAS for undergraduates. The recruitment process will begin in the fall and applications for AY and summer FLAS will be due in March with awards announced in April.

* + 1. **FLAS Application.** FLAS applications, to be submitted through the NRC-MENA website, include an application form, personal statement, transcripts, two letters of reference, and a letter of financial support from the student’s department (for AY FLAS graduate students only). The application will request information about the student’s career or academic goals and how the FLAS fellowship will contribute to the achievement of their goals. Applicants must

submit a FAFSA through GU or their home institution determining financial need based on expected student contribution and before considering other aid, such as scholarship(s) (criteria details in section 608(a) of the HEA and in 657.3 for the academic year and subsequently for the summer term). The need calculations will then be used in the selection process.

* + 1. **FLAS Selection Process.** FLAS recipients will be selected based on a point system that considers students’ demonstrated aptitude for language learning, academic excellence, and dedication to studying the MENA, as well as their interest in pursuing careers utilizing their language and regional knowledge. The committee will seek to award fellowships to students in a variety of programs and disciplines studying all four of the NRC-MENA's FLAS languages. Based on these criteria, the committee will choose a short list of merit candidates. Candidates demonstrating the highest financial need will be awarded FLAS Fellowships and the remaining short-listed candidates will be placed on a waiting list.

The FLAS selection will be conducted by a committee of three to four GU faculty and staff with expertise in one of the FLAS languages or in the MENA. Potential committee members include FTNTL language faculty; tenured Arab Studies, AIS, or History faculty; and CCAS staff with MENA expertise and language proficiency. The process will be managed by the FLAS coordinator and overseen by the CCAS Director, a tenured professor. Committee members will be given the application packets, an evaluation scale based on selection criteria, and information about the selection process before reviewing applications. Applicants will be notified of decisions, and the FLAS coordinator will work with GU units to administer the award. All FLAS Fellows receive support and advising from the FLAS coordinator, and those who are GU students will also have access to all GU academic and career advising (see D2).

# COMPETITIVE PREFERENCE PRIORITIES

**Table 7** (pg. 37) lists the proposed activities’ relevance to the absolute and competitive priorities. **NRC CPP 1.** The NRC-MENA maintains partnerships with two MSIs, Howard University and VSU to provide programming for pre-service teachers in their Colleges of Education, and with Montgomery [Community] College to provide MENA-area workshops for their faculty and students. The NRC contributes to the Community College Outreach group at UA’s Center for Middle East Studies, providing resources for globalizing curriculum and supporting integration of MENA content into faculty preparation. Details provided in Section I2 – Activities 3A and 3F. **FLAS CPP1 1.** The NRC-MENA will implement a two-tiered process to award FLAS to undergraduate and graduate students based on both merit and need. The selection committee will choose a shortlist of candidates based on merit, and the final selection will consider the students’ demonstrated financial need as determined by FAFSA. (see H.F.1-H.F.3).

**FLAS CPP 2.** All FLAS Fellowships will be awarded to students studying Less Commonly Taught Languages (Arabic, Hebrew, Persian or Turkish).