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**APPLICATION FOR GRANT
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CFDA # 84.015A and 84.015B

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The George Washington University

The George Washington University
Grant Application
for the
National Resource Centers
and
Foreign Language and Area Studies Fellowship Programs
Middle East

CFDA No. 84.015A & B

A Response to a Request for Proposals (RFP) from:
US Department of Education

Closing Date: June 30, 2014

Submitted by:
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Original

The George Washington University Institute for Middle East Studies

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Acronyms List

ACTFL – American Council on The Teaching of Foreign Languages
AY – Academic Year
BA – Bachelor of Arts
CAORC – Council of American Overseas Research Centers
CCAS – Columbian College of Arts and Sciences
CIBER – Center for International Business Education and Research
Co-PI – Co-Principal Investigator
DC – District of Columbia
DCPS – District of Columbia Public Schools
DOE – Department of Education
EAP – Embassy Adoption Program
EFC – Expected Family Contribution
EO/AA – Equal Opportunity and Affirmative Action
ESIA – Elliott School of International Affairs
FAFSA – Free Application for Federal Student Aid
FLAS – Foreign Language and Area Studies
FY – Fiscal Year
GRC – Global Resources Center
GSEHD – Graduate School of Education and Human Development
GTA – Graduate Teaching Assistant
GW – The George Washington University
GW VALOR – GW Veterans Accelerate Learning Opportunities and Rewards program
HEA – Higher Education Act
IMES – Institute for Middle East Studies
IP – Internet Protocol
LCTL – Less Commonly Taught Languages
MA – Master of Arts
MBA – Master of Business Administration
MCCC – Montgomery County Community College
ME – Middle East
MEPF – Middle East Policy Forum
MES – Middle East Studies
MESA – Middle East Studies Association
MIPP – Master of International Policy and Practice
MIT – Massachusetts Institute of Technology
MOU – Memorandum of Understanding
MPA – Master of Public Administration
NCLRC – National Capital Language Resource Center
NGO – Non-Governmental Organization
NRC – National Research Center
NYU – New York University
OCLC – Online Computer Library Center
OGSAF – Office of Graduate Student Assistantships and Fellowships
OPI – Oral Proficiency Interview
PhD – Doctorate of Philosophy
PMF – Performance Measurement Form
POMEPS – Project on Middle East Political Science
SMPA – The School of Media and Public Affairs
UG – Undergraduate
WRLC – Washington Research Library Consortium

Abstract

The Institute for Middle East Studies (IMES), housed within The George Washington University's Elliott School of International Affairs, was founded in 2007 to foster interdisciplinary intellectual collaboration across the university and to promote open dialogue and informed analysis of the Middle East among scholars, students, and the broader public. IMES is committed to educating the next generation of international relations and area studies experts by building on the accomplishments since its 2010 designation as a Title VI National Resource Center. GW continues to show exemplary commitment to its ME program through recruiting interdisciplinary faculty; enhancing curricular offerings in less commonly taught languages (LCTLs); providing substantial additional funding for graduate research and language training to build student expertise in the region; securing formal agreements with regional educational institutions to facilitate students' overseas study; and establishing a Middle East and North Africa Research Center at GW's Gelman library. The ME is well represented in undergraduate, graduate, and professional school programs with 32 core faculty and more than 20 language faculty teaching over 100 courses distributed across 24 departments, interdisciplinary programs, and schools. Additionally, high-quality language instruction is offered in Arabic, Persian, Turkish, and Hebrew.

Over the next four years IMES will continue to engage in significant public outreach through our lecture and speaker series, conferences, expert panels, and documentary and independent film screenings, and continue our targeted outreach activities that focus on K-12 teachers, freelance journalists, and US military veterans of regional conflicts. With robust institutional support, IMES will: (1) expand our K-12 teacher training program by leveraging new technologies to broaden our geographic reach, notably through our Skype-A-Scholar initiative and the online dissemination of curriculum modules; (2) increase training in less-commonly taught languages (LCTLs) by developing new courses at the advanced level, expanding institutional support for overseas language study, and providing language faculty with continued funding for pedagogical training; (3) grow our highly successful Iraq War veteran outreach activities by incorporating programming aimed at veterans of other regional conflicts, drawing upon GW's expanded commitment to student veterans, dependents, and military personnel; (4) enhance our partnership with local Title III/Title V institution Montgomery College through collaboration with their journalism students and faculty; (5) continue our close collaboration with GW's professional schools – notably the Graduate School of Education and Human Development (GSEHD), which is our partner in designing K-12 curriculum modules – as well as the Schools of Business, Law, and Media and Public Affairs to develop curricular offerings, outreach programs, and public events; (6) continue to apply evidence-based evaluation practices to clearly validate and quantify IMES's progress in teaching LCTLs, training interdisciplinary ME experts, performing outreach to the general public, and fostering dialogue between academic experts and policy-makers; (7) collaborate with other Elliott School regional and functional institutes to develop interdisciplinary outreach programming; and (8) strengthen the regional resources available to students and faculty through expanded library holdings. These initiatives, along with the major new investments in Middle East Studies over the last eight years, will allow GW to increase its already significant impact in advancing the national interest through education, engagement, and outreach.

1. COMMITMENT TO SUBJECT AREA

The George Washington University's strategic plan, Vision 2021, made the globalization of a GW education a top institutional priority. The University has invested heavily in area studies and expanding research and study opportunities abroad to achieve this objective. GW devotes \$8.5 million to Middle East Studies annually in support of faculty salaries, library resources, student fellowships, study abroad, outreach and language instruction, and continues to make major new strategic investments in Middle East Studies. Since 2010, GW has established the new Middle East and North Africa Research Center in the university's main library; added two new Middle East-related degree programs, including an MA in Islamic Studies and an undergraduate major and minor in Arabic; increased its language offerings in Arabic, Persian and Turkish; and expanded its formal partnerships with regional universities. As of 2013, GW has formal agreements for student exchanges with 17 colleges and universities in ten countries in the Middle East and North Africa, including programs that partner GW's professional schools with regional training institutes in engineering, medicine, business, and higher education. Ten of these have been added in just the previous four years. GW also initiated the Global Humanities Project – a major sponsored research collaboration with Boğaziçi University in Istanbul, Turkey and Al Akhawayn University in Ifrane, Morocco with the aim of promoting the

Table 1.1 Institutional Support for Middle East Studies 2012-2013	
Program Operation	
Administrative Staff Salaries and Fringe Benefits	\$164,487
Office Operation Expenses	\$15,474
Student Support	
Tuition Support	\$3,703,632
Travel Grants (Language Study and Research)	\$70,520
Language Tutoring	\$12,040
Middle East and North Africa Research Center	
Library Staff	\$150,000
Acquisitions	\$457,439
Faculty Support	
IMES Faculty Associates Salaries and Fringe Benefits	\$3,741,058
Faculty Grants (Research and Conference travel)	\$22,125
Graduate Research Assistants	\$5,246
Outreach/Events	
Outreach/Events Staff Salaries and Fringe Benefits	\$29,517
Events	\$113,471
TOTAL	~\$8.5 million

humanities in higher education through a series of international symposia. Since 2009, GW President Steven Knapp has met with government officials and university delegations in six different Middle East countries on behalf of university outreach activities. GW's strategic plan also includes a commitment to hire one hundred faculty members to explicitly engage in cross-disciplinary research; this investment will directly benefit the Middle East Studies program

1A. Operation of the Program: IMES was founded in 2007 as the research and programming center in support of the Elliott School's Middle East Studies MA degree and to be the focal point for all Middle East-related activity on campus. Since 2007, GW's Institute for Middle East Studies (IMES) and the greater GW community's commitment to the study of the Middle East have grown substantially. In 2008, IMES acquired a suite in the main building of the Elliott School of International Affairs, which includes 12 offices for faculty associates, program staff, and visiting researchers; a conference room; a television with live-feed access to regional media stations; and a regional resource library for students and the public, which currently contains 460 books, 35 documentary and feature films, and subscriptions to eight regional periodicals. IMES currently houses five Middle East Studies faculty members; one Arabic Language Assistant; a Post-Doctoral Research Fellow; one PhD student; and an administrative and outreach staff of six full-time employees, two part-time graduate assistants, and three undergraduate federal work/study students.

Funding from external sources has grown as well. Since 2005 GW has raised over \$16.6 million in external support for Middle East Studies, including a major gift from The Kuwait Foundation for the Advancement of Science to establish an endowed Chair in Gulf and Arabian Peninsular Affairs, and major subsequent gifts from the government of Kuwait to help sustain the newly-created Institute for Middle East Studies (IMES) and to help finance the creation of

the Middle East and North Africa Research Center in the university library. Since 2008, Exxon-Mobil has also provided annual funds to support the Middle East Policy Forum, which brings in leading diplomats, policymakers, journalists, and scholars to discuss contemporary events.

Since 2010, IMES faculty associates have been awarded over \$3.27 million in external grant support. A selection of high profile grants are detailed in Table 1.2. The funding for the Project on Middle East Political Science (POMEPS) has established GW and IMES as a central node in the network of Political Science of the Middle East. GW's professional schools have also attracted funding for Middle East

Funding Source	Amount	Initiative	Awardee
<i>Carnegie Corporation of New York</i>	\$1,871,175	Project on Middle East Political Science (POMEPS)	Marc Lynch
<i>Social Science Research Council</i>	\$50,000	POMEPS	Marc Lynch
<i>United States Institute of Peace</i>	\$250,000	Political Impact of New Internet Technologies in MENA	Marc Lynch & Sean Aday
<i>Henry R. Luce Foundation</i>	\$200,000	Islam in a Changing Middle East	Marc Lynch
<i>Carnegie Corporation of New York</i>	\$100,000	Religion & Politics	Nathan Brown
<i>John Simon Guggenheim Memorial Foundation</i>	\$40,000	Religion & Politics	Nathan Brown
<i>National Endowment for the Humanities</i>	\$100,000	Russia & the Ottoman Empire	Dina Khoury
<i>National Science Foundation</i>	\$250,000	Palestinian Experience	Ilana Feldman
<i>STARTALK</i>	\$223,310	Persian Program	Pardis Minucheer

programming. In 2010, the GW School of Business was designated a Title VI Center for International Business Education and Research (CIBER), and launched a Middle East Business Initiative in partnership with the University of Texas (before IMES was awarded its NRC status).

1B. Teaching Staff: GW provides approximately \$3.7 million in salary and benefits for 46 language and area studies faculty members who conduct teaching and research on the Middle East. Since 2008, GW has hired nine new tenured or tenure-track non-language faculty

specializing in Middle East Studies, in departments including Political Science, Anthropology, History, Geography, Classics, and Religion. GW also added to its roster of language faculty, hiring a new Persian Language Director and four new Arabic language faculty. GW also has several non-tenure track full-time faculty appointments in areas related to the Middle East including Professors of Practice with diplomatic and policy experience in the Middle East and several Professorial Lecturers.

1C. Library: Initiated in 2009, The Middle East and North Africa (MENA) Research Center in GW's Gelman Library is now the primary repository for strategic regional collections at GW, serving not only the campus community, but the broader 14-member Consortium of Universities of the Washington Metropolitan Area (CUWMA) as well. The center was established with a \$100,000 grant from the GW Library and subsequently built with a \$2 million endowment as part of Kuwait's initial gift to the Institute for Middle East Studies. In FY 2013 GW Libraries budgeted and expended \$53,000 in direct support of MENA studies, and an additional \$400,000 on MENA-related multi-regional databases, subscriptions, and other internationally-focused content. There are six library staff members working on the Middle East, including one full-time senior director; three senior staff who dedicate 20-50 percent of their time to managing the Middle East collection and providing research assistance; and one graduate assistant. The Library maintains a wide range of databases, scholarly monographs, and serials with Middle East content as detailed in Section 5.

1D. Linkages Abroad: GW has made great strides in its campaign to expand and deepen linkages abroad,. Between Fall 2010 and Fall 2013, 587 GW students studied abroad in a Middle Eastern country, and in Fall 2013, 309 students from the region were enrolled at GW. The university's many schools have formal exchange agreements with universities in Bahrain (1),

Egypt (2), Israel (5), Jordan (1), Lebanon (2), Morocco (1), Kuwait (2), Saudi Arabia (1), Palestine (1), and the UAE (1). Since 2010, IMES has awarded more than \$430,000 in travel grants to 180 undergraduate and graduate students to facilitate overseas language study and research. Continuing this tradition, IMES commits to adding a \$2,000 travel award to supplement each Summer FLAS fellowship it receives.

1E. Outreach: Each year IMES, in collaboration with the Project on Middle East Political Science (POMEPS) and the Middle East Policy Forum (MEPF), sponsor over 65 public events, attended by nearly 1,500 individuals. IMES's targeted outreach activities to K-12 educators, military veterans, and journalists are largely funded through Title VI, though IMES supports these events by covering catering expenses and venue fees. IMES is able to capitalize on the scholarly and policy networks embedded in POMEPS and MEPF to bring critical expertise to its targeted and public outreach activities. In 2013, the Elliott School undertook a \$633,000 renovation project to upgrade the two principle conference spaces central to the school's outreach and engagement mission.

GW co-hosts the National Capital Language Resource Center (NCLRC), one of fifteen Language Resource Centers funded by the US Department of Education. The NCLRC is a recognized leader in training language instructors and operates a wide array of summer institutes. Its Arabic K-12 Project offers a range of resources, including a summer institute, a large collection of instructional materials, and a networking platform to provide Arabic instructors with peer support. GW faculty members have contributed a series of webcasts to the NCLRC – leveraging web-based instruction to increase their geographic reach. GW's K-12 outreach programs extend to schools in the District of Columbia, Maryland and Virginia, including the *School Without Walls Exposure Program* – a special early college partnership with the

eponymous DC public school. In addition to IMES, GW institutions with unique outreach to K-12 populations include The School of Media and Public Affairs, whose *Prime Movers Media* program harnesses the expertise of DC journalists and GW journalism students to provide intensive mentoring in DC-area high school journalism programs.

1F. Support for Students Related to Teaching Program: In 2012-13, MA students in the MES program received \$272,460 in tuition support; we estimate that undergraduates pursuing Middle East Studies received \$1.7 million in financial aid during that same period. Several supplementary funding sources are available to MES students for language training and international research experience. Since 1994, the Banville Endowment has offered approximately \$40,000 in annual tuition support for language study at GW, with roughly \$17,000 going to MES students each year. The Institute for Middle East Studies (IMES) spends an average of \$85,000 per year to support student travel for language study and research, reaching a high of nearly \$130,000 in 2013-14. In 2010, IMES established a partnership with *Aramex International*, a transportation services company started by a GW alumnus, to fund a summer program for MA students that combines overseas Arabic study with volunteer opportunities at regional NGOs. Aramex's \$25,000 annual gift has helped send 35 students to the region since 2010. As part of the MES Capstone – a thesis-style project that is the culmination of the MA program – all students are eligible to receive funding to travel to the region to conduct archival research and interviews for their final projects. IMES awards approximately 20 MA students \$2,100 each as part of this research support program. IMES also supports research travel to the Middle East for an average of five PhD students in GW disciplinary departments annually.

2. QUALITY OF CURRICULUM DESIGN

2A. Incorporation of Middle East Studies into Undergraduate Degree Programs: The Middle East Studies (MES) undergraduate curriculum is deeply interdisciplinary; MES-related courses are part of 17 university departments across four schools. In addition, GW students can take MES-related courses at any of the 14 member universities in the DC consortium. Because GW places great emphasis on undergraduate students gaining direct experience in the Middle East and attaining a professionally meaningful level of foreign language proficiency, the university offers significant financial support for students to pursue language study, independent research, and internship opportunities abroad.

Undergraduate instruction in MES is incorporated into four degree programs, shown in Table 2.1. In addition to formal degree programs, MES courses play a major role in the university-wide General Curriculum Requirements in the “languages” and “society and culture” categories, and fulfill course requirements in specific disciplinary majors including Anthropology,

Degree	School	Credits
B.A. Middle East Studies	ESIA	40-credits
B.A. in International Affairs with Middle East concentration	ESIA	15-credits in Middle East-related coursework
Humanities or Social Science B.A. with Major or Minor in Middle East Studies	CCAS	15-credits in Middle East-related coursework
Cross-Program B.A. in Middle East Studies	ESIA & CCAS	Dual degree

History, International Affairs, Political Science, and Religion. In 2013-14, 36 undergraduate students from the Elliott School majored in MES; another 63 declared it as their major concentration within the International Affairs degree program.

2B. Appropriate and High Quality Programming: The details of the MES-specific requirements are outlined in Table 2.2 (page 8). All GW undergraduates receive a broad liberal

arts foundation with general education coursework in composition, mathematics, physical sciences, and the humanities. In addition to these basic requirements (26-credits) and a course of multidisciplinary instruction in International Affairs (19-

Degree	School	Credits
M.A. in Middle East Studies	ESIA	40-credits
M.A. in International Affairs with Middle East concentration	ESIA	12 of 40-credits
Master of International Policy and Practice (MIPP) with Middle East concentration	ESIA	18 of 27-credits
Joint M.A. in Middle East Studies with Master of Business Administration	ESIA and GW Business School	Up to 12-credits of International Business count toward MES MA
Joint M.A. in Middle East Studies with Juris Doctor	ESIA and GW Law School	Up to 12-credits of International Law count toward MES MA
Joint M.A. in Middle East Studies with Master of Public Health	ESIA and GW Milken Institute School of Public Health	Up to 12-credits of Global Health count toward MES MA
Doctor of Philosophy with Middle East regional concentration	Columbia College of Arts and Sciences	72-credits

credits), MES majors must complete at least 39 credits of Social Science, Area Studies, and Foreign Language coursework. All MES majors must also demonstrate third-year proficiency in a modern regional language.

Degree Requirements	Credits
Middle East Studies Foundation	3
Non-ME Regional Foundation Research Methods	3
Middle Eastern Literature	3
History	3
Political Science	6
Religion	6
Economics	6
Middle East Electives	3
Modern Regional Language	6
Middle East-Related Electives (any discipline)	Varies
TOTAL	39+

2C. Graduate Training Options for Students: The strongly interdisciplinary MES graduate curriculum builds upon the strengths in the undergraduate program, integrating significant MES content into courses in 20 university departments across six schools. GW provides an extensive range of training options in MES at the MA level, as shown in Table 2.3 (next page). MES is a key component of a number of GW PhD programs in the disciplinary departments and professional schools. There is a clear trend towards greater focus on the Middle East at

the PhD level, reflecting the growing strength and prominence of GW’s Middle East faculty, with 16 current PhD candidates working on the Middle East in the Political Science Department, two in American Studies, one in Geography, one in Anthropology, and four in History.

2D. Appropriate and High-Quality Programming: The

Elliott School’s professionally-oriented MA program in Middle East Studies includes several components (outlined in Table 2.4) that make the program unique in preparing graduates for careers in policy and public service. These include the Professional Field specialization, the Skills Course series, and the Capstone. The Professional Field specialization is a coherent set of courses in substantive fields ranging from conflict resolution to global health to international business, with the option to design a unique field such as refugees and diasporas or political culture. The Skills Course series consists of three 1-credit courses on topics ranging from International Crisis Diplomacy to Op-Ed Writing to Fundraising for Non-Profits. In their final year, students must research, write, and publicly present an interdisciplinary research project (Capstone) that makes use of the substantive knowledge and analytical and professional skills developed over the course of their studies, typically incorporating archival research and fieldwork conducted in the Middle East. All students must pass a language examination in a Middle Eastern language at the advanced level of proficiency, based on the ACTFL (The American Council on the Teaching of

Courses	Credits
Cornerstone Symposium: Eight-week scope and methods course with disciplinary history component	1
Core Field (choose four): disciplinary courses, including Comparative Politics, International Relations, Political Economy, Religion, History, Anthropology, and Geography	12
Electives: Any courses with Middle East focus	9
Skills Courses: Practical skills for International Affairs careers	3
Capstone: Year-long research project based on substantial archival/fieldwork (similar to a thesis)	3
Professional Field: Cohesive set of courses in a field with applications related to the modern Middle East	12
Language Requirement: Demonstrate Advanced Proficiency in a modern Middle East Language	n/a
TOTAL	40

Foreign Languages) scale. Students in Ph.D. programs with a Middle East focus are also required to have research-level proficiency in the language appropriate to their dissertation.

2E. Academic and Career Advising: GW students have access to a range of professional academic advisors and career development resources. Each individual school has professional and peer counselors at the graduate and undergraduate level to provide individualized and tailored advice to students regarding their course of study and preparation for career or continued graduate and professional study. The Elliott School's Academic Advising Office has a professional staff of 15, including three executive staff, nine undergraduate counselors, and three graduate counselors. The Elliott School also has its own Student Career Development Office, with a professional staff of five, who provide job search workshops and interview preparation, circulate job search announcements, host career fairs, and provide individualized career counseling to all students, including mid-career professionals and international students. The office also maintains a range of online and hard copy resources, including the Elliott School Career Connection (ESCC) service, through which students access the GWork job and internship database; a 1,500 member professional alumni network; job search agents; a career events calendar; and electronic employer resume books. IMES also hosts a Career Luncheon Series, open to all MA students in the Elliott School, which brings together DC-area professionals with small groups of students for informal career briefings. GW faculty are also an indispensable source of both curricular and career advice for students; the director of IMES serves as a primary substantive advisor for all students in the Middle East Studies B.A. and M.A. programs in the Elliott School.

2F. Formal Arrangements for Students to Conduct Research or Study Abroad: According to the Institute of International Education's 2013 Open Doors Report, GW ranks 13th in the

percentage (54) of undergraduate students that studied abroad, and 14th in the overall number of students engaged in long-term study abroad (among PhD-granting universities). Within the Elliott School, approximately 80 percent of undergraduates study abroad. GW's membership in the Consortium of Universities of the Washington Metropolitan Area (CUWMA) allows GW students to receive credit for courses taken through 14 other universities' study abroad programs. GW's network of international partners includes 17 colleges and universities in ten countries in the Middle East and North Africa.

GW is specifically committed to increasing diversity within the population of students able to study abroad, and has worked to facilitate overseas study and internship opportunities for students facing financial constraints. The Elliott School offers a number of \$2,000 grants for graduate students that are participating in international non-paid or low-pay internships. Since Summer 2006, 17 students have worked in the Middle East with assistance from these grants. Since 2011-12, 52 GW students with demonstrated financial need received the Gilman Scholarship, facilitating their travel to 35 different countries, including those in the Middle East. GW also maintains a presence in organizations designed to facilitate diversity in study abroad. GW is a member of the Diversity Abroad Network, which provides professional development and resource materials to assist in recruiting, advising and preparing underserved students for global education, and is a member of The Association of International Educators, where GW staff member Taylor Woods serves as co-chair on the under-representation subcommittee, and has most recently directed the work plan on integrating US military veterans and members of the LGBT community into study abroad.

The University Office of International Programs (OIP) is the central coordinating body for all GW's study abroad programs. OIP has approved more than 350 study abroad locations in

more than 60 countries. In order to ensure a quality overseas experience, GW has invested significant energy in establishing the formal study abroad partnerships referenced in Section 1D. Additionally, GW partners with 28 universities and other non-profit international education organizations to facilitate study abroad where formal MOUs are not in place. Since 2010, IMES has provided over \$430,000 in individual grants to support overseas language study and research for undergraduate and graduate students.

3. NON-LANGUAGE INSTRUCTIONAL PROGRAM

3A. High Quality Course Offerings in a Variety of Disciplines:

Middle East courses are present in the curricula of 17 undergraduate programs and 20 graduate and professional school programs, as shown in Table 3.1 and the appendix. The bulk of Middle East coursework at GW is offered through the Elliott School of International Affairs (ESIA) and the Columbian College of Arts & Sciences (CCAS), ranging from survey courses to highly-specialized courses with experiential-learning components. The Elliott School, home to the Middle East Studies Program and the Institute for Middle East Studies, was ranked #9 and #7 in undergraduate and graduate

Subject Areas	Courses with ME content
International Affairs	76
History	32
Religion	21
Political Science	20
Arabic	17
Hebrew	11
Anthropology	9
Classical Studies	7
Geography, Persian	6
Women's Studies	5
Law, Turkish	4
Security & Safety Leadership, Peace Studies, School of Media & Public Affairs	3
International Business	2
Art History, American Studies, Economics, Marketing, Organizational Sciences, Political Psychology, Yiddish	1
TOTAL	236

International Relations education, respectively, in the latest ‘Ivory Tower Survey’ of scholars and policymakers conducted by the Teaching, Research, and International Policy (TRIP) Project at the College of William and Mary.

3B. Depth of Specialized Courses in Professional Schools: Between 2011 and 2014, GW offered 91 non-language area studies courses on the Middle East annually at the graduate level. Middle East-related coursework and research programs are found in the Law School, School of Business, and School of Media & Public Affairs. These schools offer unique courses and programs such as a marketing residency in Dubai; a three-day Social Entrepreneurship Collaborative Course between GW Business students and Egyptian students from Nile University; and specialized courses on Islamic Law. Students also benefit from the linkages fostered by GW’s professional school faculty, who regularly engage in collaborative research projects with regional scholars. Most recently, in 2012, Media and Public Affairs Professor Janet Steele traveled to Alexandria and Cairo to conduct university workshops, lectures, and meetings with Egyptian students, journalists, and bloggers, and in 2013 faculty and graduate students from GW’s School of Public Health and Health Services jointly convened a workshop on infectious disease and neonatal mortality with the Egyptian National Research Centre. These collaborations are facilitated by GW’s aforementioned formal international partnerships as well as additional programs that partner GW’s professional schools with regional training institutes in engineering, medicine, business, and higher education.

3C. Disciplinary Depth: Middle East Studies at GW is distinguished by the breadth and depth of its integration across disciplines, departments, and schools as detailed in the Personnel Appendix. These faculty are not only area experts, but are core faculty within their departments, teaching disciplinary survey courses as well as specialized Middle East courses.

3D. Interdisciplinary emphasis: Middle East Studies at GW is strongly interdisciplinary. The MA and undergraduate programs require courses from a range of disciplines, and many core MES faculty members maintain joint appointments with both the Elliott School and their respective disciplinary departments. Both the MA and undergraduate curricula include multiple core courses that offer an interdisciplinary perspective, such as *Religion and Society*, *Political Economy*, *War and Memory*, and *Islam and Social Movements*. To encourage interdisciplinary exchange and enhance faculty access to its extensive programming, IMES reserves office spaces in its suite for faculty from GW's various disciplinary departments and professional schools on a rotating basis, and the appointment process for the IMES Postdoctoral Fellow is similarly designed to recruit junior scholars from across the disciplinary spectrum. One of the four major themes of GW's Strategic Plan is innovation through cross-disciplinary collaboration. While IMES exists as a model for cross-disciplinary institutes, GW plans to spend between \$20 and \$30 million to support cross-disciplinary institutes over the life of the 2021 plan, reflecting the university's continued and significant support to cross-disciplinary efforts.

3E. Sufficient numbers of non-language faculty: GW currently has 32 full-time non-language faculty members that devote more than 25 percent of their time to teaching and research on the Middle East, including 23 core faculty that devote the majority of their time to the region. This number has grown significantly since the Institute for Middle East Studies was established; since 2006 the Elliott School filled four new tenure-track faculty positions in MES, while the Columbian College of Arts and Sciences added three full time Arabic faculty, demonstrating the strategic nature of GW's commitment to Middle East Studies. There are currently five Middle East specialists in the Political Science Department, including one University Professor (Michael Barnett), two Full Professors (Nathan Brown, Marc Lynch), and two tenure track Assistant

Professors (Evgeny Finkel, Caitlin Talmadge). These appointments mark GW's Political Science Department as one of the deepest Middle East-focused faculties of any research university in the country. Four additional departments within CCAS have at least two tenured Middle East specialists each. Professional schools at GW are also exceptionally strong in their Middle East faculty. The range of faculty in the School of Public Affairs is detailed in Section 8, but the School of Business benefits from four full-time tenured faculty whose teaching and research focus on the Middle East (Hossein Askari, Salah Hassan, Scheherazade Rehman, and Robert Weiner). GW also benefits from an additional University Professor (Sayyed Hossein Nasr - Religion) and two Professors of Practice (Edward Gnehm, former Ambassador to Jordan and Kuwait and Judith Yaphe, former senior analyst on the Middle East for the Central Intelligence Agency – both International Affairs). Washington DC offers an extraordinarily rich pool of experienced practitioners and researchers eager to teach as part-time faculty at GW, which offers real strategic depth to the university's curriculum.

3F. Pedagogy Training for Instructional Assistants: GW offers a robust program of pedagogical training and support for graduate teaching assistants (GTAs). Although the vast majority of area studies courses are small, when GTAs are necessary GW requires significant preparation including a mandatory orientation, an online instructional course, a workshop on writing instruction, discipline-specific trainings, and mandatory classroom observations by faculty. These teaching assistants also have access to a range of resources through GW's Teaching & Learning Collaborative in the Office of Teaching and Learning.

4. LANGUAGE INSTRUCTIONAL PROGRAM

GW has demonstrated a deep commitment and made major new investment in Middle Eastern languages, which has paid off with substantial increases in enrollment and course

offerings. Since the appointment of a full-time faculty director in 2004, the academic rigor of the Arabic program has increased dramatically, culminating in the introduction of an Arabic major and minor in 2012. Since 2010, GW has leveraged Title VI funds to significantly grow its Persian and Turkish programs, detailed below.

4A. Instruction in Regional Languages:

Instruction in Middle Eastern Languages is housed in the Department of Classics and Near Eastern Languages in the Columbian College of Arts & Sciences, which offers instruction in Arabic,

Language	AY11-12	AY12-13	AY13-14
Arabic	679	663	687
Hebrew	136	173	127
Persian	74	68	84
Turkish	38	31	29
Yiddish			6

Hebrew, Persian, Turkish, and Yiddish. GW offers the full four-year (eight-semester) sequence in Arabic and Hebrew. For those students requiring a more condensed Arabic training schedule, GW offers an intensive track at the beginning, intermediate, and advanced levels. Both Arabic and Hebrew also include substantive courses conducted in the language of instruction as evidenced in Table 4.2.

GW’s Hebrew program is one of the largest in the Washington DC area, with an average of 145 students per year; GW’s Arabic program continued to grow, reaching 687 students in 2013-14. The introduction of the formal Arabic Studies major and minor has also broadened the range of instruction to include substantive courses conducted in English, including: Arabic and Arab Identity, Arab Film and Culture, and

Arabic	Hebrew
Media Arabic	Israeli Media
Modern Arabic Literature	Modern Hebrew Fiction
Genres in Modern Arabic	Creative Writing in Hebrew
Arabic Narratives through the Ages	Modern Hebrew Literary Classics
Arabic Translation & Editing (2-course sequence)	Israeli Cinema
Business Arabic, funded by CIBER	Israeli Society & Culture: Literary Perspectives
	Advanced Hebrew Literature (2-course sequence)

Fundamentals of Arabic Linguistics. The major itself requires 57 credits spanning four years of study, including six credits of Arabic-English Translation and Interpretation; nine credits of Linguistics and Culture; and 12 credits (one semester) of study abroad in an Arabic-speaking country. GW Arabic was also strengthened with the 2012 addition of two full-time assistant professors with scholarly training in Arabic pedagogy and proficiency assessment.

The Persian program has also seen impressive growth; it now includes a full three-year (six-semester) sequence, with plans to add a Persian for International Affairs course in 2014-15 and additional substance-based courses in subsequent years. The Persian program has proven particularly successful in retaining students; the entire 2011 cohort of 18 introductory level students continued on to the intermediate level. Since the introduction of Turkish in 2009-10, the program has grown to include a four-semester sequence (with a fifth semester offered on an ad-hoc basis per student demand).

As a member of CUWMA, GW's extensive foreign language courses are open to students from 14 DC-area universities, enabling us to leverage language instruction resources to train more language and area studies experts. As many universities have pared down their foreign language offerings due to increased budgetary pressures, GW's Persian program in particular has seen an increased student enrollment from outside GW, making it an especially important asset. Georgetown students have also enrolled in GW's NRC - CIBER funded course in Business Arabic. To further support students in their proficiency testing preparations, IMES established the innovative *Arabic Conversations* program, which employs an in-house instructional assistant to offer non-credit conversation-based instruction and exit exam preparation free to Middle East Studies MA students (and non-MES MA students, based on availability).

4B. Sufficient numbers of faculty: GW Arabic has eight full-time and four part-time faculty; Hebrew has two full-time and two part-time faculty; Persian has one full-time faculty member and two part-time instructors; and Turkish has one part-time faculty member. The average faculty: student ratio for our largest language program, Arabic, is 13:1. The small class sizes enhance students' opportunities to develop critical speaking skills.

4C. Faculty Resources and Language Pedagogy: All part-time and full-time language instructors at GW have access to a range of resources, including a regular series of workshops on language acquisition research, curriculum development, integration of technology, and proficiency assessment; professional development funds to enable participation in pedagogical workshops and seminars; and the GW Language Center, which regularly hosts lectures and workshops by non-GW language experts. The Program Directors in Arabic, Persian, and Hebrew take the lead in pedagogical training for part-time faculty, assisting with the preparation of course syllabi and instructional methods. Since 2008 (with financial support from Title VI, IMES, and the GW Language Center) Arabic instructors have received professional training in administering and evaluating the oral proficiency interview (OPI), and this Spring IMES funded a two-day workshop for Arabic instructors on the newest edition of *Al-Kitaab* – the most widely used Arabic instructional textbook – hosted by the series co-author Mahmoud Al-Batal.

Language faculty are also active in strengthening disciplinary capacity, developing new pedagogical texts and instructional technologies, and serving as representatives in relevant educational organizations. Dr. Mohssen Esseesy, Director of GW Arabic, led a workshop on the application of ACTFL guidelines for Arabic instructors at New York University in the summers of 2011, 2012, and 2013, and was recently awarded IMES funds for the development of a Business Arabic instructional text. Dr. Pardis Minuchehr, Director of GW Persian, has been a

tireless advocate for improving the quality of Persian instruction in the US. In addition to securing four Startalk Professional Development Grants to fund workshops on methodological and pedagogical approaches to language instruction, Dr. Minuchehr also co-developed an 80-page teaching resource titled “Standards-Based Goals for Beginning Persian: Goals, Objectives, Evaluation and Learning Outcomes,” which is available for free PDF download. Hebrew Professor Yael Margalit Moses developed a multimedia-interactive software package to be used by students to master the writing of the Hebrew cursive script. GW’s language instruction faculty are also active in institutional service capacities; Dr. Minuchehr is currently the President of the American Association of Teachers of Persian and serves as a Professional Development Steering Committee member at the National Middle Eastern Language Resource Center.

4D. Quality of Language Programs as Measured by:

1. Performance-based instruction: GW’s language programs use several evaluation instruments during a student’s course of study. For Arabic, this includes an initial online diagnostic placement exam for incoming students and proctored placement exams for students who have completed language courses outside of GW; annual (Fall) diagnostic exams for continuing Middle East Studies MA students; mandatory in-person evaluations (conducted by the IMES Arabic instructional assistant) for students applying to take the Arabic exit exam; and finally, the exit exam required for graduation. All instructors utilize regular text-based examinations, in addition to final exams that mirror the structure and content of the exit exams, including one-on-one oral proficiency interviews (OPIs). Instructors in the Hebrew program also utilize shorter oral recordings made by students and submitted as audio files in order to regularly assess student progress; the Turkish program uses formal presentations and film discussions to assess skills

between examinations. A primary component of the grading rubric for the Middle East Studies MA Capstone research project is the incorporation of source material in the relevant foreign language. As evidenced in Table 4.3, GW students enrolled in all programs have been awarded prestigious national foreign language scholarships.

2. Adequacy of Resources: Instruction in modern Middle

East languages at GW is delivered by highly-trained faculty, many of whom are also active researchers in their linguistic fields. The three full-time program directors (in

Arabic, Hebrew and Persian) provide pedagogical support, mentoring, and guidance to instructional staff. (Currently, the Arabic program coordinator also administers the Turkish language program).

Language	2011	2012	2013
Persian			3
Arabic	3	7	4
Turkish		2	1
Hebrew			1

The GW Language Center is a major source of support for students and language instruction faculty. Led for the past six years by Prof. Shoko Hamano, the center houses two classrooms equipped with state-of-the-art instructional technology, a computer laboratory for testing and teaching (with lab assistants), and a walk-in lab for tutoring and self-learning. The center also provides faculty with digital equipment for curriculum development and instruction, including laptops, video cameras, digital voice recorders, and portable projectors. In addition to language learning technology, the center also provides a free tutoring service, which includes Arabic, Hebrew, Persian, and Turkish; streaming of audio and visual materials directly to students; testing services for departmental proficiency requirements; coordination of a monthly language café on GW’s Mt. Vernon campus; and an online language partner registration system.

IMES also benefits from GW’s membership in the National Capital Language Resource Center (NCLRC). Since its inception in 1990, the NCLRC has conducted activities in areas of

proficiency testing, instructional evaluation, learning strategies, and dissemination of information on commonly and less commonly taught languages (LCTLs).

4E. Language Proficiency Requirements: Students in the undergraduate and MA program in Middle East Studies must demonstrate third-year proficiency or ACTFL ‘Advanced’ level proficiency, respectively, in order to graduate. The speaking test adheres to the OPI protocol of the ACTFL Guidelines, which necessitates a 30-minute face-to-face interview. This rigorous language proficiency requirement is meant to ensure that graduates are well-placed to pursue meaningful employment and/or continued post-secondary education. This requirement also acts as an indicator to potential employers and graduate school admissions committees that GW’s MES students have a firm foundation in a modern, widely spoken regional language.

5. STRENGTH OF LIBRARY

5A. Strength of Library Holdings: The libraries at GW, which include the Gelman, Eckles, Mt. Vernon, Himmelfarb Medical, and Burns Law libraries, contain over three million volumes and hold over 500,000 e-books. The libraries at GW also provide access to 581 non-duplicated databases for faculty, students, and visiting professors, and subscriptions to over 67,500 serials in paper and electronic format. The budget of the libraries totaled approximately \$26 million in FY 2013. In 2013, GW completed a multi-year \$16 million renovation of Gelman Library which now boasts technology-enabled study rooms with remote collaboration equipment, a digital media lab, and a digital visualization room.

GW Libraries established the Global Resources Center (GRC) in 2007 to consolidate support for area studies-related research across schools and disciplines, with a strong emphasis on interdisciplinary collaboration and with geographically-focused collection centers supporting GW’s area studies programs. Under the umbrella of the GRC, GW Libraries established a

Middle East and North Africa Research Center with its own dedicated endowment in 2008–09. In 2009, GW Libraries invested \$100,000 to build the Middle East collection, with major new investments in Arabic language books and periodicals, as well as online access to key databases. Between 2011-12, the GRC established a \$2 million endowment (\$1.5 million realized) in partnership with IMES, which included funds to establish the first dedicated Middle East and North Africa (MENA) librarian. Since coming on board in February 2012, GW's MENA Librarian has conducted four large sessions for students and faculty regarding the resources available at the MENA Resource Center and has addressed approximately 60 individual research requests.

In addition to endowment payouts and Title VI funds, in FY 2013 GW Libraries budgeted and expended over \$53,000 in direct support of MENA studies, and an additional \$400,000 on MENA-related multi-regional databases, subscriptions, and other internationally-focused content. GW Libraries expended nearly \$500,000 on other area-studies focused materials.

Currently, GW Libraries hold approximately 10,000 Hebrew-language items, 1,000 in Arabic, 200 in Persian, and 200 in Turkish. GW Libraries' database subscriptions provide access to 1,800 electronic newspapers and periodical titles in Arabic and other regional languages. One of GW Libraries' most prized resources is the I. Edward Kiev Collection, the leading university collection of pre-modern Judaica and Hebrew and Jewish bibliographic literature in the Washington Research Library Consortium. The collection holds more than 28,000 volumes, including large collections of English, Hebrew and German works published between the 18th and the 20th centuries. GW Libraries' MENA-related resources are further augmented by other special collections, including the Middle East Institute Rare Book Collection (acquired in 2008);

700 volumes of 19th and early-20th century literature and scholarship digitized as part of a larger Institute for Museum and Library Studies (IMLS) grant; significant collections of regional maps; and research materials focusing on the geology of modern-day Iran.

GW Libraries is also home to the National Security Archive, the largest repository of declassified US documents outside of the federal government. Since its founding in 1985, the National Security Archive has filed more than 50,000 Freedom of Information Act (FOIA) and declassification requests, resulting in the declassification and archiving of more than 10 million pages of US and foreign government documents. The archive operates eight program areas, including the Iran Program, supported by the Arca Foundation and a partnership with MIT Center for International Studies.

5B. Access to Collections: Gelman Library's Global Resource Center (GRC) is open to the public and regularly assists patrons from government agencies, think tanks, research centers, and educational institutions. GW Libraries is a member of the Washington Research Library Consortium (WRLC) through which approximately 9,000 faculty and 110,000 students at nine universities have direct access to the shared catalog of nearly 12 million volumes. Users can borrow material free of charge from any member library in-person or via the Consortium Loan Service. GW Libraries is one of 28 core members of the 108-member Northeast Regional Library Consortium and one of 125 members of the Association of Research Libraries. Faculty at the other 125 Association of Research Libraries member universities have access to the GW Libraries, as do those at the over 200 universities that participate in the *Online Computer Library Center (OCLC) Reciprocal Faculty Borrowing Program*.

6. STAFF RESOURCES

6A. Teaching faculty and staff qualifications: GW has 32 full-time non-language faculty members that devote more than 25 percent of their time to teaching and research on the Middle East. All tenure-line faculty members at GW are chosen through national and highly competitive searches. All core Middle East Studies faculty members in the social sciences and humanities have research competence in one or more Middle East languages. Since 2010, MES faculty have won highly-competitive awards from a number of prestigious organizations (Table 1.2). Their range of high-profile publications, prestigious research fellowships and teaching awards, research appointments at area think tanks, and demonstrated commitment to professional service makes GW's Middle East Studies faculty uniquely influential and well-placed to promote public engagement and assist students in securing meaningful employment. Professor Nathan Brown is President-elect of the Middle East Studies Association (MESA) – the discipline's largest professional association. GW Middle East faculty have also served in a range of academic service posts, including as board members of the AAA (American Anthropological Association), MESA and APSA (American Political Science Association) program committees, and as editorial board members for leading disciplinary journals, including the *International Journal of Middle East Studies*. They have also been named non-resident fellows at top DC-area think tanks, including the Center for a New American Security and the Carnegie Endowment for International Peace.

IMES faculty associates Michael Barnett and Seyyed Hossein Nasr hold the rank of University Professor, the most prestigious faculty position. Salah Hassan, Chair of the Marketing Department in the School of Business, launched the first Executive MBA program in

Egypt with assistance from the Fulbright Program. Edward ‘Skip’ Gnehm, former Ambassador to Jordan and Kuwait, holds the Kuwait Chair for Gulf and Arabian Peninsula Affairs.

GW capitalizes on its strategic location to retain impressive part-time instructors that are leading experts and practitioners in their fields, and are a particularly vital resource for the professional programs and students. According to data collected by the American Association of University Professors and the Chronicle of Higher Education’s Adjunct Project in 2012-2013, GW was ranked in the 92nd percentile in terms of pay for non-tenure track instructors, and the median per-course compensation rate for part-time faculty at GW was 30 percent higher than the median for all four-year private institutions. IMES has also worked hard to provide research opportunities for scholars from the region, and since 2007 has hosted resident scholars from Jordan, Kuwait, Lebanon, Syria and Turkey; IMES will be joined by two Kuwaiti scholars in 2014-15.

6B. Professional Staff: IMES core full-time staff of seven is an effective foundation for a growing institute. The staff and positions are outlined in Table 6.1 and further detailed in the Personnel appendix. IMES is embedded within the overall structure of the Elliott School, which is led by Dean Michael Brown and supported by three associate deans, a staff of 16 in the Dean’s office, 12 academic advisors, ten research staff, eight graduate program staff, six public affairs staff, five career development staff, four admissions staff, and a Director of

Position	Name	Education
Director	Marc Lynch	PhD - Cornell
Associate Director	Shana Marshall	PhD- University of Maryland
Institute Operations Manager	Katherine Getz	B.A. - GWU
Education & Outreach Coordinator	Alexandra Perrotti	M.A.- American University
Events Assistant	Alexander Norris	M.A. Candidate - GWU
Assistant Director of Public Affairs (POMEPS)	Mary Casey	M.A. - GWU
Program Assistant	Cortni Kerr	B.A.- Williams
Assistant (MEPF)	Matthew Calardo	M.A. Candidate - GWU

International Education and Programs, who supports study abroad and linkages with overseas institutions.

6C. Professional development opportunities: GW faculty members have access to a wide range of professional development opportunities provided by GW, the Elliott School, and IMES. GW provides \$1,200 in annual support for each of its full-time faculty members for professional conferences or research travel and another \$300,000 annually to support summer research travel or other research expenses; IMES provides an average of \$30,000 annually in individual grants to core MES faculty. All junior faculty are assigned mentors from among the tenured faculty, have access to Faculty Learning Communities to assist in teaching development, and sabbaticals are offered to tenured faculty in seven-year cycles. All GW staff are granted up to 96 percent tuition remission for coursework that supports their positions, and all Elliott School staff at the associate level are eligible for \$1,000 in annual professional development funds in addition to free quarterly professional development seminars.

6D. Faculty/ Staff Participation in Teaching, Supervising, and Advising of Students:

Faculty teach two courses per semester and are expected to spend at least 20 hours per week on student advising and other teaching-related activities. The Elliott School provides extensive advising and engagement opportunities, providing students access to peer (student) advisors, along with professional advisers for routine assistance (e.g. transferring credits, registration, etc.), and substantive advising conducted by designated faculty members. This division of responsibility ensures that students have extensive access to advice from faculty, professional staff, and peer students. The Director and Associate Director of IMES directly advise all B.A., M.A., and PhD students in MES.

6E. Oversight/Center Administration: IMES programs are subject to robust oversight to ensure accountability of Institute performance, resource management, and program and policy advancement. The IMES Director is chosen by, and reports to, the Dean of the Elliott School. An eight-member steering committee, drawn from an interdisciplinary sample of faculty, advises the IMES Director on all major decisions, including program policies, initiatives, and budgetary priorities. The Director and Associate Director serve on this committee; the remaining six members are chosen to ensure diversity in terms of departments and schools, with at least one regular member of the part-time faculty. Other faculty committees convened to monitor IMES programming include the five-member IMES Event Committee, in charge of planning the IMES Lecture Series and annual institutional conference, and the four-member postdoctoral fellowship selection committee, both of which also draw from across disciplines. The IMES Operations Manager oversees the financial administration of Title VI programming, which is also vetted by the Sponsored Project Administrator in GW's Office of the Vice President for Research. All GW faculty and staff are subjected to formal personnel review processes, which include a detailed self-assessment, a probationary review, regular supervisor reports and annual activity reports.

6F. Non-Discriminatory Hiring Practices: GW does not discriminate against any person on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, and place of residence or business. We also do not discriminate on the basis of veteran status. These laws cover all programs, services, policies, and procedures of the University including admission to educational programs and employment. All faculty search

committees are charged with undertaking an active search for minority and women candidates and including the best of the qualified minority and women candidates among those interviewed. As of Fall 2012, 41 percent of full time faculty was female and 23 percent minority. Staff is selected through competitive searches monitored by the GW’s Division of Human Resources and the Elliott School’s Director of Finance and Personnel. This process guards against favoritism and ensures that all who benefit from EO/AA protections are adequately represented in the final candidate pool.

7. OUTREACH

IMPACT: IMES engages in significant outreach to respond to the needs of its target audiences both directly in the Washington, DC metropolitan area and electronically to a nationwide audience.

7A. Impact of K-12 Programming: The IMES Outreach Program seeks to enhance the quality of Middle East education and public understanding by providing K-12 educators from the DC area with access to resources, scholars, and teaching tools. The Institute’s K-12 outreach program is broad in scope, and includes teacher training workshops; the development of Common-Core aligned lesson plans; content sessions delivered by faculty in area schools; the Skype-A-Scholar initiative for virtual classroom visits; a unique

Table 7.1: K-12 Educator Workshops	
Workshops	Participants
Arts of the Islamic World – A Look at the Shahnama	15 educators, reaching ~2,913 students
The Cold War in the Middle East and Afghanistan	15 educators, reaching ~926 students
The Arab Spring in Context	27 educators, reaching ~1,685 students
The Arab Spring: One Year Later	35 educators, reaching ~3,841 students
Turkey Today	19 educators, reaching ~560 students
Media and the Middle East	21 educators, reaching ~619 students
Gender and Islam	17 educators, reaching ~6,040 students
Landscapes of Mideast Geography	5 educators, reaching ~275 students
Not a Drop to Drink: Water and Environmental Sustainability in the Middle East	14 educators, reaching ~734 students
TOTAL	150+ teachers, reaching 16,000+ students

partnership with the District of Columbia Public Schools; a lending resource library of books, periodicals, and films; faculty and staff participation in educator conferences and teaching fairs; and a communication campaign to reach DC-area educators with relevant events and professional development opportunities. All K-12 programming is free of charge, with primary funding provided by Title VI.

In 2011-12, 156 K-12 teachers attended IMES workshops, seminars, and conference presentations, reaching over 8,000 students. The teacher workshops and conferences draw directly on the institutional strength of IMES; over 70 percent of all faculty participants are IMES associates. IMES also utilizes these workshops as an opportunity to collaborate with other GW departments, including the Institute for European, Russian and Eurasian Studies and the Sigur Center for Asian Studies, to offer targeted programming, such as the Spring 2011 K-12 workshop “The Cold War in the Middle East and Afghanistan.” Responding to President Obama’s call for science, technology, engineering, and mathematics (STEM) education to become a top national priority, IMES organized the Fall 2013 workshop, “Not A Drop to Drink: Water and Environmental Sustainability in the Middle East.”

While IMES communicates its outreach activities to 43 distinct school districts in the Washington DC metropolitan area, it maintains a special partnership with the District of Columbia Public Schools (DCPS) Embassy Adoption Program (EAP). Through EAP, DCPS classrooms are partnered with embassies and complete globally-themed lesson units. IMES supports this project by serving as the primary academic counsel for classrooms partnered with countries in the Middle East and North Africa, wherein IMES faculty associates and staff visit DCPS schools to present on issues related to the classrooms’ partnered countries, and meet with teachers to confer on related curriculum and potential field trips. Additionally, GW maintains a

special partnership with the DCPS magnet high school *School Without Walls*, located on GW's campus. A select number of students enroll in a tuition-free early college program where they earn both a DCPS high school diploma and an Associate of Arts degree from GW's Columbian College of Arts and Sciences. GW also offers the Trachtenberg Scholarship, a four-year full scholarship to GW for DC high school graduates; an average of six are awarded annually.

IMES's K-12 curriculum development program is designed to support teachers by adhering to the Common Core State Standards Initiative. Graduate students in the Elliott School work alongside students in the Graduate School of Education and Human Development to develop original, in depth, lesson plans on subjects related to the Middle East for K-12 educators. Lesson themes are derived from the teacher workshop topics with input from attendees. The plans are made available through the IMES website and advertised at teacher workshops and other educator-focused events.

IMES serves as a resource for K-12 educators and organizations in the DC area, but is committed to reaching classrooms across the country through our Skype-A-Scholar initiative, which uses the free voice-over-IP service (Skype) to put GW faculty directly into K-12

Table 7.2 K-12 Educator Events	
Educator Events	Participants
National Council for the Social Studies Annual Conference exhibit and booth	125
Teacher for Global Classrooms Global Education Fair booth	39
Middle States Council for the Social Studies Annual Conference plenary session "The Arab Spring"	21
Washington Area Model UN Conference	21
Seminar on recent Arab uprisings with West Virginia Consortium of FACDIS	14
Maryland State Dept of Education's Social Studies Quarterly Briefing presentation	87
National Council for the Social Studies Annual Conference exhibit and booth	1000+
Teacher for Global Classrooms Global Education Fair booth	250
Maryland Council for Social Studies Annual Conference	100
Teacher for Global Classrooms Global Education Fair booth	250
Seminar on Iran and its neighbors with West Virginia Consortium of FACDIS	15
TOTAL	2000+

classrooms for live one-on-one exchanges with students and teachers. In Spring 2013, before the formal launch of the initiative, IMES Director Marc Lynch led a discussion with a 12th grade social studies classroom at the Caitlin Gabel School in Portland, Oregon, and Associate Director Shana Marshall held a Q&A session on the Arab Spring with students from Atherton High School in Jefferson County, Kentucky.

The IMES Outreach Resource Library is located in the IMES suite and currently contains 460 books, 35 documentary and feature films, and subscriptions to eight regional periodicals, all available to students, faculty, staff, and K-12 educators in the DC area. To facilitate usage of our film library by local educators, IMES provides free two-way shipping and maintains an online guide that offers individual film synopses, age recommendations, and guidelines for suggested classroom use.

GW also engages in significant outreach directed toward K-12 foreign language instructors. IMES's collaboration with the National Capital Language Resource Center (NCLRC) – detailed in section 1E – enhances the quality of substantive information that is distributed through the Arabic K-12 bulletin and enables IMES to incorporate the community of Arabic K-12 language teachers into its outreach programming.

7B. Impact of Veteran Programming: IMES's outreach to the DC-area community of US military veterans of the Iraq war is composed of two major programmatic elements: 'The Rendering Project,' which partners GW student veterans with high school students enrolled in accelerated arts programs in DC-area schools who 'render' the written testimonials of these veterans into images using charcoal, and 'The Encounter' conference, which brings together veterans of US wars in the Middle East with indigenous scholars and students who share a unique perspective on the wartime experience. The 'Rendering Project,' initiated in Spring 2013,

was a collaborative effort between IMES and the GW Office of Military and Veteran Services – and culminated in two gallery exhibitions of the high school students’ artwork, where veteran and student participants mingled along with parents and teachers. The project was highlighted by Second Lady Dr. Jill Biden during her recent campus visit, was reported in local newspapers, and had a deep impact on both the student-artists and the veterans. One veteran participant wrote, “no words can even describe what I got out of participating in the Rendering Project...this was an absolutely priceless experience.” In addition to familiarizing students with the veteran experience, the project also provides an entry point for discussions of US foreign policy in the Middle East, combining IMES’s target outreach programs to both students and veterans. The format for ‘The Encounter’ conference was produced in consultation with GW veterans, academics, and Iraqis, who felt that discussions of the Iraq war too often focus solely on questions of military strategy and regional foreign policy with little opportunity to discuss the experience of the war itself. For subsequent conferences the panelists and precise topics of discussion will change to focus on other US military interventions in the region, but this unique opportunity to bring together such different populations is indicative of IMES’s capacity to collaborate with multiple audiences.

7C. Impact of Journalist Programming:

The goal of the IMES journalism outreach program

is to enhance the capacity of a new generation of journalists to provide more sophisticated and critical reporting about the Middle East, and to give them the tools they need to deliver their

Events	Participants
Redrawing the Boundaries of War Journalism	19 university students and journalists
Covering Complex Conflicts: Syria Today	26 university students, journalists, and policy scholars
The Encounter: Americans, Iraqis, and a Decade of War	13 conference panelists; audience of 100
The Rendering Art Project	50 Iraq War veterans and high school students + 100 general public.
TOTAL	~200 participants

reporting to the public in a rapidly transforming media environment. IMES's journalism outreach leverages the unique strengths of GW, which include a robust and well-resourced journalism school (The School of Media and Public Affairs/SMPA) and a high-profile presence in new media. Utilizing IMES-associated faculty affiliated with SMPA, The Institute for Public Diplomacy and Global Communication, and the Global Media Institute, IMES organized two large-scale journalist workshops in which notable freelance writers and academic media experts addressed 45 university students, journalists, and scholars. Going forward, as addressed in the proposed projects sections, IMES has laid the groundwork for a sustained partnership with the journalism faculty and students at Montgomery County Community College, to incorporate them in our journalism training workshops and enhance their access to publication outlets through leveraging our linkages with influential new media sources.

7D. Impact of Business, Media and General Public Programming: GW sponsors a wide range of Middle East events and initiatives targeting the media, government, and the general public. Each year IMES, the Project on Middle East Political Science (POMEPS), and the Middle East Policy Forum (MEPF) sponsor over 65 public events combined, attended by nearly 1,500 individuals. The POMEPS website receives nearly 200,000 page views per year, ensuring that GW-supported Middle East content reaches scholarly and public audiences across the globe; an even broader global audience is reached through the Elliott School's Web Video Initiative, which capitalizes on our robust public engagement to advance understanding of critical international issues. Since 2009 the Elliott School's Web Video Initiative has recorded and posted videos of over 300 events, garnering 80,000 views from audiences in 158 countries.

Established with Title VI funding in 2011, the IMES Lecture Series attracts a diverse public audience to hear professors from universities across the country speak about their recent

research. Title VI also provides support for the IMES Annual Conference, now in its seventh year. Hundreds of people attend these day-long events, which feature an average of 12 expert panelists and a high-profile keynote speaker; previous keynotes have been delivered by Dr. Rawya bint Saud al Busaidiyah, Minister of Higher Education, Sultanate of Oman; Dr. Shirin Ebadi, Nobel laureate; and Margot Ellis, Deputy Commissioner-General for the United Nations Relief and Works Agency for Palestine Refugees in the Near East.

IMES's strategic location amidst the densest concentration of government offices, think tanks, and international NGOs in the nation attracts numerous government officials and staff to its events, in addition to area academics and members of the general public. Many of these government officials and researchers in turn solicit advice on the Middle East from our expert faculty, who regularly provide testimony to government committees and advise on policy. Since 2008, the Elliott School has operated a large National Security Studies Program for senior military officers at the Department of Defense, and in 2013-14 hosted a preparatory class for the State Department Foreign Service exam.

GW faculty in Middle East Studies are frequently cited in influential media outlets, logging over 400 unique interviews and references in 2013-14 (not including blogs, international media outlets, and syndicated content). From 2010-2014 IMES Director Marc Lynch co-edited ForeignPolicy.com's *Middle East Channel*, and is now a contributing editor to *The Washington Post*'s Monkey Cage blog, which highlights the impact of political science research in public policy and discourse. The Elliott School is now home to the editorial offices of *The Washington Quarterly*, which features authoritative essays on issues of global policy – including many on the Middle East – and has subscribers in over 50 countries.

8. PROGRAM PLANNING AND BUDGET

The proposed activities and budget are the result of a comprehensive Title VI programming evaluation conducted by a GW graduate student specializing in non-profit evaluation during Summer 2013, and a yearlong series of strategic planning meetings convened across the Elliott School. The aim of the meetings was to formulate themes of common interest and shared programmatic goals to ensure that the our proposed projects are designed as a tightly integrated, coherent outreach plan designed to maximize existing strengths within GW and to serve unmet needs of target populations in the DC area.

8A. Personnel : 1. Outreach Coordinator Staff Position: The proposed outreach program requires a full-time experienced manager, therefore we request funds to employ a full-time staff member to coordinate and manage all of IMES's outreach activities. GW has agreed to share in the funding of this position, demonstrating its commitment to MES.

2. Institute Associate Director: The Associate Director contributes to all programmatic activities and reporting requirements, we therefore request funding equal to 10 percent of position salary.

3. Persian Language Program Director: To continually strengthen the LCTLs program at GW, we request continued support for a full-time faculty member responsible for developing and overseeing the pedagogical development of the Persian program. GW has agreed to share in the funding of this position as well. As Persian and Turkish are also widely spoken in the Caucasus and Central Asia, GW's Institute for European, Russian, and Eurasian Studies has requested support to develop and offer an Advanced Persian for International Affairs course as part of their NRC application, maximizing collaboration across institutes and better utilizing funds to support LCTLs.

4. Advanced Arabic Part-Time Faculty: There continues to be strong demand for Advanced level Arabic courses, therefore we seek support to hire language instructors to provide three new courses: Advanced Arabic for International Affairs, Levantine colloquial, and Egyptian colloquial. The addition of these courses will add diversity to the curriculum and better prepare students for research and employment opportunities in the region and to fill critical public service needs.

5. Part-Time Content Teaching Faculty: We request support to hire part-time faculty to develop and teach four content courses, alternating year offered, vital to the development of GW's Middle East curriculum, including: *Turkish Politics and Society*, *Militaries in the Middle East*, *Iranian Politics*, and *Gender and Women in the Middle East*.

6. K-12 Curriculum Designers: To support efforts to internationalize K-12 education, IMES requests funding for two graduate student curriculum designers, one from GW's Graduate School of Education and Human Development (GSEHD) and one from the Middle East Studies Program, who will work together to develop original, in-depth, Common Core-aligned lesson plans for K-12 teachers that will be made available for free download at the IMES website. In addition to the curriculum design program, IMES will collaborate with GSEHD Professors Laura Engle and Colin Greene to enhance exposure to, and incorporation of, global content by GSEHD students working to obtain teacher credentials. This program will be part of a new graduate certificate on "Incorporating International Perspectives in Education." Regional specialists will offer guest lectures in GSEHD classes.

8B. Evaluation and Assessment: We request support to engage an independent evaluation consultant specializing in non-profit programming to design a logic model and implement an

evaluation plan to measure the quality and impact of existing NRC grant activities and to conduct a final summative evaluation of NRC project impact.

8C. K-12 Education Outreach: We seek support for the development of a two-day teacher workshop to be held in early summer, called *Teaching International Hot Spots*. The timing, format, and current-events focus of this annual workshop series is based on feedback IMES has solicited from its K-12 workshop participants, who see interpretation and contextualization of current events as the best contribution that university faculty can make to their K-12 curriculum. This two-day workshop will bring together multiple Elliott School institutes and the above-mentioned curriculum designers to package and deliver content on current events across the globe. In addition to the curriculum modules and *Hot Spots* workshops, IMES seeks funding for our innovative Skype-A-Scholar program, which will utilize Skype to put GW faculty directly into K-12 classrooms for live one-on-one exchanges. IMES's educator outreach is designed to utilize innovative technologies and be accessible to all teachers around the country.

8D. Engaging the World: Training 21st Century Journalists: Building on IMES's successful *Training Journalists on the Middle East* initiative, we plan to expand this training through a new partnership between GW and Montgomery County Community College (MCCC), a Title III/V community college located in nearby Rockville, Maryland. The goal of the program is to give a rising generation of journalists the tools they need to develop more sophisticated and critical reporting about the Middle East in a rapidly transforming media environment. By leveraging IMES's unique formal partnerships with ForeignPolicy.com and *The Washington Post*, MCCC students will gain behind-the-scenes access to the operations of web-based news platforms and guidance on how to solicit content from area experts to better position their own writing in a saturated media environment. Journalism instructors from MCCC indicated that their greatest

need lies in gaining exposure and access for their student-journalists. To meet this need, IMES will recruit faculty from Middle East Studies and GW's School of Media and Public Affairs to host a series of daytime workshops on "pitching stories to DC-area web-based publications" and "soliciting information from high-profile experts." Additionally, IMES will organize visits for MCCC student-journalists to GW's School of Media and Public Affairs (SMPA) and to the offices of ForeignPolicy.com, where students can observe the production side of a high-profile web-based news outlet. The partnership will take advantage of unique strengths across GW in journalism training and in developing innovative approaches to new media. SMPA is a dynamic interdisciplinary program with two full-time faculty focused on Middle East media, and home to award-winning journalists Frank Sesno and Marvin Kalb. Within SMPA, the Institute for Public Diplomacy and Global Communication and the Global Media Institute both engage in significant programming relevant to the Middle East, including recent events on war reporting and on international broadcasting in Iran, while SMPA faculty Sean Aday is a partner with IMES Director Marc Lynch on a United States Institute for Peace-funded project to examine the political impact of internet-based new media. GW's strength in journalism training and media-related outreach offers a unique complement to its strengths in Middle East Studies and makes it an excellent source for combined outreach efforts.

8E. The Encounter: Veterans in the Middle East: Since 2009, enrollment of military members at GW has increased 300 percent, with an estimated 1,000 (active duty, veterans, and their family members) taking classes in 2012. 'The Encounter' initiative builds on GW's significant university-wide commitment to these students, coordinated under the umbrella of the GW Vets VALOR initiative. VALOR includes an estimated \$2.5 million annual contribution to waive educational expenses not covered by the GI Bill; the 2013 appointment of an Associate

Provost for Military and Veterans Affairs; and the introduction of a significant program of military-specific undergraduate and graduate curricula and career services. As GW's center for interdisciplinary studies on the Middle East (the region where many of today's military veterans served) IMES has a key role to play in outreach to veterans, providing them with platforms to contextualize their experiences and interact with scholars and students of Middle East origin. IMES proposes to expand our highly-acclaimed 'Rendering Project' (see section 7B for more details) to include more veterans, and replicate our highly-successful 'Encounter' conference, bringing together US military veterans with indigenous scholars and students who share their unique perspectives on their wartime experiences (see section 7B for more details).

8F. IMES Outreach Resource Library: To ensure that working students and those with limited financial resources have access to required materials, IMES seeks funds to purchase the books on IMES faculty syllabi for the IMES library. These texts are also made available to K-12 educators and the general public. Additionally, IMES seeks support to continue to develop our lending library of documentary and independent films, which is primarily utilized by K-12 educators in conjunction with our online film guide, which offers synopses, age recommendations, and guidelines for suggested classroom usage.

8G. IMES Annual Conference: IMES requests funds to support the IMES conference, an annual interdisciplinary public conference. The annual IMES conference has convened major scholars and public figures to address a host of important issues, including integration of Muslims in Europe; Islamist political movements; the legal dimensions of the Arab Spring; regional political economy; and refugee crises. The proceedings of the annual conference are made available through the Elliott School's Web Video Initiative, and aims to attract a broad

audience from academia, public policy and research institutes, government, and the general public.

8H. IMES Interdisciplinary Lecture Series: We request funds to support our regular interdisciplinary lecture series, which brings prominent Middle East area specialists to campus for public talks. Because the Elliott School is GW's hub for International Affairs programming, the interdisciplinary lecture series is a way to encourage linkages and community building with MES faculty and students housed within GW's various disciplinary departments and professional schools.

8I. Gelman Library: To maintain the excellent research and teaching resources of GW's Flagship Gelman Library and to build the collection of the Middle East and North Africa Research Center, we request funds for acquisitions of Arabic language books; back-fills of Arabic and Hebrew newspapers and periodicals; important primary resource materials such as British Public Records office publications; data sets and statistical publications from the region; and the continued development of our rich documentary and feature film archive.

8J. IMES Language Program: To further support students in Arabic studies, IMES requests funding to employ an instructional assistant to offer a non-credit conversation-based instructional series to graduate students (at no charge) at the Institute, in addition to general advising and exit exam preparation. With the three new programmatic offerings in Arabic we request funding to develop the curriculum for these courses. Finally, we solicit funds to support continued professional development trainings for instructors in our four LCTL programs. The funding amount requested is based on the expenses incurred during the two-day training workshop held for Arabic instructors in Spring 2014

8K. FLAS Fellowships: We request six Academic Year Graduate Fellowships and eight Summer Fellowships. IMES will supply \$2,000 summer travel awards to FLAS recipients to further support their study in the region.

9. IMPACT AND EVALUATION

9A. Impact on university, community, region and nation: IMES has international, national and local impact through its academic programming, extensive online presence and network linkages, and its varied outreach initiatives. The impact of this programming is measured by quantitative indices presented throughout the proposal and by the qualitative contribution IMES has made to educating and informing scholars, policymakers, and the general public about the Middle East.

One indicator of the impact of GW's investment in Middle East Studies is the dramatic rise in applications and enrollments in the Middle East Studies MA program. Since launching with an initial class of 14 in 2007-08, the Middle East Studies MA program has grown to a total of 52 students enrolled in 2012-13. GW awards nearly 100 ME-related degrees annually, about a quarter of which are MA degrees (see Table 9.1). Since Fall 2012,

Category	2010-11	2011-12	2012-13	Total
# Total ME Related Degrees Awarded	106	81	96	283
# M.A. Degrees	25	26	27	78
# B.A. Degrees	24	55	56	135
# Minors	56	0	13	69
# Certificates	1	0	0	1
#/% Total BA Graduate Placements	11/46%	25/45%	53/95%	89/66%
# Public Sector	5	12	9	26
# Private Sector	2	3	28	33
# Non-Profit Sector	2	3	8	13
# Higher Education	0	0	8	8
# Continued Education	2	7	0	9
#/% Total MA Graduate Placements	24/96%	24/92%	23/85%	71/91%
# Public Sector	11	15	4	30
# Private Sector	5	2	11	18
# Non-Profit Sector	7	2	7	16
# Higher Education	1	5	0	6
# Continued Education	0	0	1	1

GW has added an undergraduate major and minor in Arabic and an MA in Islamic Studies to its degree offerings. GW offers about 180 ME-related courses each academic year to nearly 5,000 students in total, about three-quarters of whom are undergraduates. Since receiving its first NRC grant in 2010, GW added ten new ME-related courses, including six intermediate and advanced language courses in Arabic and Persian, and four new area studies courses.

The success of GW's Middle East Studies students in scholastic competitions and placement in top public service career tracks also demonstrates the university's commitment to training area studies experts. GW students perform exceptionally well in scholastic competitions linked to public service commitments: the university ranks among the top 20 research institutions in number of Fulbright Students, second in the number of Presidential Management Fellowship finalists (for 2014), fourth among medium-sized universities in students entering the Peace Corps (for 2014), and between 2010-13, nine GW students received the prestigious David L. Boren Graduate Fellowships for Middle East language study.

According to the Aspen Institute's Impact Careers Initiative, GW ranks second in the number of graduates that entered government, education or nonprofit fields between 2000 and 2010; more than 30 percent of GW students go on to pursue service careers. GW's Center for Civic Engagement and the Center for Career Services work together to support service learning by connecting students with public and private nonprofit sector employment.

As evidenced by Table 9.1 (page 42), the rate for MA graduate career placement is high – and public service is a primary destination for recent graduates. The ME Studies MA program earns high marks from its students, who rate their satisfaction with the program very highly. IMES activities and programs have a significant impact on the region and nation, as evidenced by its enrollments, graduate placements, event participation, and resources, all of which were

closely examined as part of the independent evaluation of its 2010-14 NRC grant and detailed in the previous sections.

9B. Provisions for equal access by under-represented groups: As detailed in Section 6F, GW does not discriminate against any person. These laws cover all programs, services, policies, and procedures of the University including admission to educational programs and employment. GW provides equal access for the handicapped. GW's Graduate School of Education and Human Development also manages the HEATH Resource Center, which serves as a national clearinghouse on postsecondary education for individuals with disabilities. All IMES event flyers include contact information to request disability accommodations.

We also strive to facilitate access for individuals from under-served communities. All IMES K-12 workshops are advertised to area high schools and through the Teach For America and City Year networks, which offer support and professional development to new teachers at high-needs schools. The IMES Outreach Coordinator previously taught in a Title I DC public school and has created numerous pathways to increase IMES' outreach in high-need schools. As detailed in Section 2, GW is a national leader in sending low-income and minority students abroad.

9C. Evaluation Plan: IMES engaged an independent evaluation consultant, Steven W. Mumford, to conduct a final summative evaluation of NRC project impact. Mr. Mumford is a doctoral student in Public Policy and Administration, concentrating in program evaluation, at GW's Trachtenberg School of Public Policy and Public Administration.

Mr. Mumford worked with IMES to design a logic model and independent evaluation plan for their existing NRC grant and to conduct an external evaluation of grant activities completed during the four-year period. The final evaluation report was shared with project

stakeholders, including university staff, and used by IMES to complete grant reporting requirements, improve ongoing activities, and plan strategies for subsequent grant activities. IMES's evaluation program is based on a participatory, utilization-focused approach to evaluation to ensure that results are meaningful and actionable and to build internal capacity for evaluation and routinize evaluation processes to foster an internal culture of sustainable data-based learning. The evaluation model employs a mixture of quantitative and qualitative data collection, ensuring a comprehensive assessment of program implementation and outcomes that adapts the performance measurement forms (PMFs) provided by US DOE to six goals covering both NRC and FLAS project activities (see appendix for complete PMFs). These include: 1) increase course offerings in priority languages; 2) increase student proficiency in priority languages; 3) augment resources available at GW for ME Studies, including FLAS grants; 4) expand understanding of the Middle East among K-12 educators; 5) establish long-term sustainable journalism partnership with priority institution Montgomery Country Community College; and, 6) enhance collaboration and outreach on ME-related programming with DC area military veterans.

These six goals represent all relevant categories of project impacts: the first and third goals reflect *project outputs* expected to result directly from grant funds; the second, fourth, and sixth goals reflect *short-term outcomes* (i.e., occurring after 1-2 years) resulting from full implementation of project activities; and the fifth goal reflects *longer-term impact* (i.e., occurring after 3-4 years) resulting from institutionalization of the full complement of grant strategies. All seven of US DOE's NRC and FLAS GPRA measures are included as performance measures and indicated in bold in the relevant PMFs. The evaluation will gauge: 1) To what extent does IMES contribute to achievement of its project goals over the course of the grant period?; 2) To what

extent does IMES provide for equal access and treatment for eligible students and other participants who are members of traditionally under-represented groups?; and, 3) To what extent does IMES partner with priority institutions to deliver programming throughout the grant period? The latter two process-oriented questions are reflected through indicators related to the six goals (see appendix for complete PMFs) and will be specifically examined in a final summative evaluation. To enhance IMES's internal program improvement and external accountability to US DOE, the evaluator will work continuously with IMES staff throughout the grant period to implement the evaluation plan.

To facilitate *formative evaluation*, the evaluator will provide coaching and technical assistance to IMES during the first quarter of the grant period to populate PMFs with baseline data and annual targets, identify staff members responsible for routine data collection, develop data collection tools, and embed data management systems into center operations. Most baseline data are readily available from IMES' evaluation report for the previous NRC grant. Indeed, GW, the Elliott School, and IMES have extensive data collection activities in place, including annual curriculum and staff reviews, student surveys at multiple time points, regular course evaluations, routine collection of course and program enrollment and placement data, and feedback questionnaires administered to event participants. The evaluator will provide ongoing technical assistance throughout the grant period to ensure that data are collected consistently and with maximum quality and accuracy.

At the end of each program year and prior to staff completion of interim grant reports, the evaluator will work with IMES staff to compile and interpret trends in the quantitative indicators to identify implications of evaluation results for project implementation. Special attention will be given to the extent to which IMES achieves its initial performance targets, contextual reasons

and mediating factors influencing results, and suggested adjustments to targets for subsequent grant activities. Evaluation will allow IMES to enhance its impact over time and document lessons learned for sharing internally and with external stakeholders, including other NRCs and US DOE. Finally, during the fourth year of the grant project, the evaluator will conduct an *independent summative evaluation* of grant implementation and outcomes that will analyze trends in performance measures against projected targets and include additional external data collection activities to include surveys and interviews with project stakeholders. The evaluator will independently prepare a comprehensive summative report responding to the evaluation questions and comparing IMES's outcomes with those of other Elliott School centers and comparable NRCs. The evaluator and IMES staff will then develop a communications plan for disseminating evaluation results, as well as an action plan for incorporating findings into subsequent center activities.

9D. Improving flow of specialists: GW's enrollments and placements in fields related to the Middle East demonstrate that it contributes substantially to improving the flow of specialists. The university's rigorous interdisciplinary curriculum and foreign language proficiency requirement ensures that students at all levels graduate with useful language and analytical skills. As discussed above, a high number of GW students go on to pursue careers in government service and various non-profit institutions serving national needs. In support of its MA and undergraduate MES students, IMES provides substantial funds for extra-curricular overseas research and language acquisition, amounting to nearly \$130,000 in 2013-14. GW is also producing a growing number of PhD students focused on the Middle East in core academic departments. Since 2010 IMES has provided small grants (averaging \$3,000) to support the research of 27 of these PhD students. In addition to robust financial support for the research and

professional development of GW faculty and students, IMES has also made major contributions to the research agendas of promising scholars from across the globe. Since 2010, 645 non-GW scholars have been involved in activities sponsored by the Project on Middle East Political Science (POMEPS), including 31 book launches and three Junior Scholars Book Development Workshops involving 17 book manuscripts and 34 senior faculty discussants. POMEPS has also distributed \$225,000 in support of 71 Travel-Research-Engagement (TRE) faculty grants for short research trips to the region. The proposed NRC grant includes a number of requests specifically designed to magnify this already significant impact, including the requests for FLAS fellowships, professional development, and expanded language and area studies course offerings.

9E. Addressing national needs and disseminating information to the public: As discussed in Section 4, GW Middle East Studies clearly addresses national needs for LCTLs. The impact of IMES's strong curriculum, robust support for critical research, and extensive public programming are magnified by its strong media presence and accessibility to government officials and policymakers. Since 2009 the Elliott School's Web Video Initiative has recorded and posted videos of over 300 events, which have been viewed 80,000 times by audiences in 158 countries.

10. FLAS AWARDEE SELECTION PROCEDURES

10A. Selection Plan: FLAS Recruitment Process: GW's Office of Graduate Student Assistantships and Fellowships (OGSAF) will oversee the administration of all FLAS fellowships, with integral support from IMES. Solely devoted to the administration of fellowships and funding across the university, OGSAF applies a rigorous approach to advertising awards that ensures a diverse, university-wide pool of applicants. OGSAF will publicize FLAS awards throughout the year via its website, providing a simple and accessible resource for

incoming and current GW students. OGSAF will also disseminate the competition announcement annually through student listservs, newsletters, study-abroad fairs, and national fellowship websites. The office will hold information sessions and provide personalized student assistance on all aspects of the application process, including informing students how their expected family contribution (EFC) and the FAFSA are used to assess financial need.

IMES will distribute the competition announcement annually via e-mail to all professional schools, program and department chairs, IMES and language faculty, academic advisors, the GW Language Center and GW student language clubs. Information will be included in all Elliott School recruiting materials, including student admissions packets, and IMES will contact other GW schools to assist them in doing the same. Students are advised that grants are subject to language performance testing and post-award follow-up to improve metrics evaluation.

Timeline of FLAS Selection Process: The selection process for AY and Summer fellowships will follow the same timeline (see Table 10.1).

Relation to Announced Priorities: GW is acutely aware of its responsibility to the nation to meet critical language needs and will award FLAS fellowships in line with federal priorities. First, the selection criteria shall give preference when awarding fellowships to graduate students who

demonstrate financial need indicated by the student’s expected family contribution, as determined under part F of Title IV of the HEA, meeting Competitive Preference 1. Second, going beyond Competitive Preference Priority 2, 100 percent of all fellowships conferred will be awarded for instruction in the priority languages identified by the US DOE. The university will

Late Fall	Recruitment process begins
Mid-February	Application deadline & Evaluation committee designated by OGSAF.
Late February	Committee formally convenes to select candidates.
Early March	Final decision on awardees.
Mid-March	Notification letters sent

cover tuition charges that exceed the AY allowance, enabling students to fully focus on language acquisition and areas studies training.

10B. Student Application Process: Interested students will submit application forms detailing personal and academic information, including previous language study and academic achievement, and relevance of the language to be studied to their academic and professional goals. Finally, all students will submit information detailing their financial status, including the FAFSA, by the application deadline in order for the University to assess competitive priority.

10C. Selection Procedure: Selection Committee: OGSAF will appoint an interdisciplinary review panel for FLAS fellowships that is chaired by the OGSAF Director and at least four highly qualified faculty members. At least one language instructor, one instructor from a professional school, and two university schools must be represented on the committee.

Committee members will be briefed on FLAS priorities and regulations prior to application review. They will rank all applicants, based on the established selection criteria (outlined below).

Selection Criteria: Given the priorities stated, 100 percent of fellowships will be awarded to students who meet FLAS Competitive Preference Priorities 1 and 2. Candidates who meet the criteria in section 608(a) of the HEA and in § 657.3 are first selected based on merit, then the University gives competitive preference to students who demonstrate financial need based on EFC and FAFSA as outlined in Table 10.2.

10.2 FLAS Selection Priorities	
High Priority	Low Priority
Students who demonstrate financial need	Students with fluency in proposed language
Students applying for instruction in priority languages	Students at beginning level of language proficiency
Students at intermediate or advanced level seeking to enter government or professional field	
Students seeking to pursue language instruction at an advanced level	

11. COMPETITIVE PREFERENCE PRIORITIES

Absolute Priority: The proposal includes multiple aspects of K-12 teacher training including the *International Hot Spots* educator workshop; Skype-A-Scholar; Common-Core aligned curricular units; partnership with the Embassy Adoption Program; and, as needed, consultation services.

Competitive Priority Preference 1: This proposal includes a significant and sustained collaboration with student-journalists at Montgomery County Community College (a Title III/Title V institution) as detailed in Section 8.

Competitive Priority Preference 2: This proposal includes a unique project to train journalists on issues related to the Middle East, which involves cooperation with GW's School of Media and Public Affairs. It also includes collaboration with GW's Graduate School of Education and Human Development in designing lesson plans to internationalize K-12 education and teacher training.

Invitational Priority: This application includes a direct linkage with GW's Sigur Center for Asian Studies, which will co-host the *International Hot Spots* K-12 educator workshops.

FLAS Competitive Preference: This application has built-in preference for students that demonstrate merit and financial need as outlined in Section 10.

FLAS Competitive Preference: 100 percent of proposed fellowships will go to priority languages (Arabic, Hebrew, Persian, and Turkish).

APPENDICES

Appendix II: Profiles for Project Personnel

FAGHFOORY, MOHAMMAD

Professorial Lecturer, Director of MA in Islam program, Columbian College of Arts and Sciences

Year of appointment: 2005

Tenure status: Non-tenured

Education: Ph.D. University of Wisconsin

Percentage of time relevant to program: 100%

Research and teaching specialization: Islamic Political Thought, Middle East Government and Politics, Shi'ism and Sufism, Islamic History, Modern Middle East history, Arabi-Israeli Conflict

Select courses: Rel 161 Introduction to Islam; Rel 190 Modern Islamic Political Thought; Rel 164 Islamic Philosophy and Theology; Rel 163 Islamic Art and Spirituality; Rel 165 Sufism

Foreign languages: Persian (4), Arabic (3), Turkish (2), Dari (2), Azari (2)

Academic and institutional experience: Associate Professorial Lecturer, The George Washington University (1995-2005); Adjunct Professor, Mary Washington College (2000-2006)

Select publications: *Tufah-yi Abbasi: "The Golden Chain of Sufism in Shi'ite Islam (2007); Dastur al-Muluk (Order of the Kings) (2007); The Dutch-Persian Relations: Conflict in the Persian Gulf: 1640 (2004).*

FELDMAN, ILANA

Associate Professor of Anthropology and International Affairs, Columbian College of Arts and Sciences

Year of appointment: 2007

Tenure status: Tenured

Education: Ph.D., University of Michigan, 2002; M.A., New York University, 1994; B.A., Wesleyan University, 1991

Percentage of time relevant to program: 51-75%

Research and teaching specialization: Historical anthropology, government and bureaucracy, humanitarianism, citizenship, policing and security, Middle East, Palestine

Select courses: ANTH 3513 Human Rights and Ethics; ANTH 3707 Cultures of the Middle East; ANTH 6102 Sociocultural Anthropology; ANTH 6302 Anthropology of Intervention: Development, Human Rights, Humanitarianism; ANTH 6391 Displacement and Diasporas; ANTH 6707 Anthropology of Citizenship and Displacement in the Middle East; ANTH 6707 Anthropology of State and Government in the Middle East

Foreign languages: Arabic (3), Hebrew (3), French (2)

Academic and institutional experience: Assistant Professor of Anthropology and International Affairs, The George Washington University, 2007-11; Wenner-Gren Foundation for Anthropological Research, Richard Carley Hunt Postdoctoral Fellowship, 2005; Assistant Professor and Faculty Fellow, Hagop Kevorkian Center for Near Eastern Studies, New York University, 2004-07; Postdoctoral Research Fellow, Palestinian American Research Center, 2003; Lecturer, Department of Anthropology, Columbia University, 2002-04; Social Science Research Council Near and Middle East Program Dissertation Research Fellowship, 1999; Wenner-Gren Foundation for Anthropological Research, Predoctoral Fellowship, 1999; Social Science Research Council Near and Middle East Program Predissertation Research and Training Fellowship, 1998

Overseas experience: Ethnographic Research, Burj Al Barajneh, Lebanon, 2011; Ethnographic Research, Wihdat and Jerash camps, Jordan, 2008; Multi-Country Research Fellow, Council of American Overseas Research Centers, 1998; Fellow, Center for Arabic Studies Abroad, Cairo, Egypt, 1995-96

Select publications: "The Challenge of Categories: UNRWA and the Definition of a 'Palestine Refugee,'" *Journal of Refugee Studies*, Vol. 25, No. 3, (2012); "The Humanitarian Condition: Palestinian Refugees and the Politics of Living", *Humanity: An International Journal of Human Rights, Humanitarianism and Development*, Vol. 3, No. 2, (2012), pp. 155-172; Co-author, *In the Name of Humanity: The Government of Threat and Care*, (Durham: Duke University Press, 2010); *Governing Gaza: Bureaucracy, Authority, and the Work of Rule (1917-1967)*, (Durham: Duke University Press, 2008)

Distinctions: Grant, National Science Foundation, 2010-13; Cultural Horizons Prize, Society for Cultural Anthropology, 2008; Malcolm H. Kerr Dissertation Award, Middle East Studies Association, 2002; Distinguished Dissertation Award, University of Michigan, 2002

Appendix II: Profiles for Project Personnel

EISEN, ROBERT

Professor of Religion and International Affairs and Chair, Department of Religion, Columbian College of Arts and Sciences

Year of appointment: 2005

Tenure status: Tenured

Education: Ph.D., Brandeis University, 1990; B.A., Yale University, 1983

Percentage of time relevant to program: 100%

Research and teaching specialization: Medieval and modern Jewish philosophy, biblical interpretation, religious ethics, and comparative religion

Select courses: REL 3201 Judaism; REL 3211 Rabbinic Thought and Literature; REL 3214 Jewish Philosophy in the Medieval Period; REL 3231 Jewish Mysticism; REL 3291 Modern Jewish Thought; REL 3292 Seminar: Issues in Jewish Thought; REL 3295 The Holocaust in Theology and Literature

Foreign languages: Hebrew (4), French (2), German (2), Arabic (1)

Academic and institutional experience: Director, Foundation for Jewish Studies, 1991-2008; Fulbright research, The Hebrew University in Jerusalem, 1999-2000

Overseas experience: Fulbright research, The Hebrew University in Jerusalem, 1999-2000

Select publications: *The Peace and Violence of Judaism: From the Bible to Modern Zionism*, (Oxford University Press, 2011); Co-editor, *Philosophers and the Jewish Bible*, (University of Maryland Press, 2008); *The Book of Job in Medieval Jewish Philosophy*, (Oxford University Press, 2004); *Gersonides on Providence, Covenant, and the Chosen People*, (State University of New York Press, 1995)

Distinctions: Teaching Award, The George Washington University, 2005

Number of dissertations/theses supervised in past five years: 0

ESSEESY, MOHSSEN

Associate Professor of Arabic and International Affairs, and Coordinator, Arabic Program, Columbian College of Arts and Sciences

Year of appointment: 2004

Tenure status: Tenured

Education: Ph.D., Georgetown University; M.A., University of Michigan, Ann Arbor;

B.A., Cairo University

Percentage of time relevant to program: 100%

Research and teaching specialization: Historical linguistics and language change; Arabic-language testing; curriculum development and teacher training

Select courses: ARAB 1001; ARAB 3301 Modern Arabic Literature; Media Arabic 3002; ARAB 3501 Arabic and Arab Identity; ARAB 3502 Arab Film & culture; ARAB 4001 Genres in Modern Arabic Literature

Foreign languages: Arabic (4), Dutch (3), French (2), German (2)

Academic and institutional experience: Member, Executive Board of the American Association of Teachers of Arabic, 2003-2005; Member, Columbian College Dean's Council 2013-Present; Member, GW Study Abroad Academic Advisory Committee 2008-Present.

Overseas experience: Post-graduate studies, Leiden University, The Netherlands

Select publications: *Grammaticalization of Arabic Prepositions and Subordinators: A Corpus-Based Study*, Brill (2010); "Semantic Bleaching" *Encyclopedia of Arabic and Linguistics (EALL)*, Editor in Chief, Kees Versteegh (2009); "Reanalysis" in *Encyclopedia of Arabic and Linguistics (EALL)*, Editor in Chief, Kees Versteegh (2009); "Semantic Extension" in *Encyclopedia of Arabic and Linguistics (EALL)*, Editor in Chief, Kees Versteegh (2009).

Distinctions: Participant, CIBER grant to develop business Arabic course materials and teaching modules (\$10,000 awarded), 2008; Participated in the second CIBER grant application (\$10,000 awarded), 2009; Curriculum Developer of Media Arabic, 2007

Number of dissertations/theses supervised in past five years: 5

Appendix II: Profiles for Project Personnel

BROWN, NATHAN

Professor of Political Science and International Affairs, Elliott School of International Affairs

Year of appointment: 1987

Tenure status: Tenured

Education: Ph.D. 1987, Princeton University; M.A. 1983, Princeton University; B.A. 1980, University of Chicago

Percentage of time relevant to program: 50-75%

Research and teaching specialization: Government and politics of the Middle East, democratization and constitutionalism, rule of law in the Arab world

Select courses: PSC 2334 Global Perspectives on Democracy; PSC 2377 Comparative Politics of the Middle East; PSC 6377 Comparative Politics of the Middle East; PSC 8334 Democracy and Democratization in Comparative Perspective; PSC 8340 Authoritarianism

Foreign languages: Arabic (3)

Academic and institutional experience: Fellow for Near Eastern Studies, John Simon Guggenheim Memorial Foundation, 2013; Non-Resident Senior Associate, Carnegie Endowment for International Peace; Senior Associate, Carnegie Endowment for International Peace; Carnegie scholar, Carnegie Corporation of New York, 2009; Fellow, Woodrow Wilson International Center for Scholars, 2009-2010;

Overseas experience: Fellow, Center for Arabic Studies Abroad, Cairo, 1983-4; Resident, Egypt, Kuwait, Israel, West Bank

Select publications: Co-author, *Constitutionalism, the Rule of Law and the Politics of Administration in Egypt and Iran*, (SUNY Press, 2013); *When Victory Is Not an Option: Islamist Movements in Arab Politics*, (Cornell University Press, 2012); *Resuming Arab Palestine*, (University of California Press, 2003); *Constitutions in a Non-Constitutional World: Arab Basic Laws and Prospects for Accountable Government*, (SUNY Press, 2001)

Distinctions: Malcolm Kerr Dissertation Award, Middle East Studies Association, 1987

Number of dissertations/theses supervised in past five years: 6

CLINE, ERIC

Professor of Classics and Anthropology, Columbian College of Arts and Sciences and Director of the GWU Capitol Archaeological Institute

Year of appointment: 2000

Tenure status: Tenured

Education: Ph.D. 1991, University of Pennsylvania; M.A. 1984, Yale University; A.B. 1982, Dartmouth College.

Percentage of time relevant to program: 25-50%

Research and teaching specialization: International trade and diplomacy in the ancient world. International trade and relations in the ancient Mediterranean; Bronze Age archaeology; ancient Greece, Egypt, and Israel.

Select courses: Clas 118: History of Ancient Israel; Class 117: History of Egypt and the Ancient Near East; Class 119: History of Greece; Hist 193: History of the Middle East, From Antiquity to Present

Foreign languages: Greek (3), Akkadian (3), French (3), German (3)

Academic and institutional experience: Assistant Professor, GWU (2000-04); Semple Postdoctoral Research Fellow, University of Cincinnati (1998-2000); Lecturer and Postdoctoral Teaching Fellow, Stanford University (1997-1998)

Overseas experience: Co-Director of the Kabri Archaeological Project, Israel and Co-Director (USA) at Megiddo, Israel

Select publications: *Ramesses III: The Life and Times of Egypt's Last Hero* with D. O'Connor, eds (2012); *Ancient Empires: From Mesopotamia to the Rise of Islam* with M. Graham (2011); *The Ahhiyawa Texts*, with G. Beckman, and T. Bryce, eds (2011) *Oxford Handbook of the Bronze Age Aegean* ed (2010).

Distinctions: *The Trojan War* named a Choice Outstanding Academic Title for 2013 (2014), National Geographic Society/CRE Grant (Summer 2013), Institute for Aegean Prehistory Grant (Summer 2013), GWU Oscar and Shoshana Trachtenberg Prize for Teaching Excellence (2012), Re-nominated for CASE Professor of the Year (2012), GWU Oscar and Shoshana Trachtenberg Prize for Faculty Scholarship (2011)

Number of dissertations/theses supervised in past five years: 5

Appendix II: Profiles for Project Personnel

BONNAH, AMIN

Associate Professor of Arabic, Columbian College of Arts and Sciences

Tenure status: Non-tenure track

Education: Ph.D. Arabic, Georgetown University; M.A. Teaching Arabic as a Foreign Language, American University of Cairo; B.A. Arabic Literature, American University in Cairo

Percentage of time relevant to program: 100%

Research and teaching specialization: Arabic language

Select courses:

Foreign languages: Arabic (4)

Academic and institutional experience: Arabic faculty Georgetown University,

Distinctions: Gold Medal for Excellence in Teaching, Georgetown University (2008).

BRINKERHOFF, JENNIFER

Professor of Public Administration and International Affairs and Co-Director, GW Diaspora Program

Year of appointment: 2001

Tenure status: Tenured

Education: Ph.D., University of Southern California; M.P.A, Monterey Institute of International Studies; B.A., University of California, Santa Barbara

Percentage of time relevant to program: 25-50%

Research and teaching specialization: Development management, non-profit organizations, inter-sectoral relations, state-society relations, migration and information technology

Select courses: PPPA 6001 Introduction to Public Service and Administration; PPPA 6507 International Development Administration; PPPA 6509 International Development Management Processes and Tools

Foreign languages: French (4)

Academic and institutional experience: Co-director, Diaspora Program, Elliott School of International Affairs, The George Washington University

Select publications: *Digital Diasporas: Identity and Transnational Engagement*, (Cambridge University Press, 2009); *Diasporas and Development: Exploring the Potential*, (ed.), (Lynne Rienner Publishers, 2008); *Partnership for International Development: Rhetoric or Results?* (Lynne Rienner Publishers, 2002)

Distinctions: Independent Sector's 2002 Virginia A. Hodgkinson Research Prize, 2002

Number of dissertations/theses supervised in past five years: 3

Appendix II: Profiles for Project Personnel

ATKIN, MURIEL

Professor of History, Columbian College of Arts and Sciences

Year of appointment: 2001

Tenure status: Tenured

Education: Ph.D., Yale University, 1976; M. Phil., Yale University, 1971; B.A., Sarah Lawrence College, 1967

Percentage of time relevant to program: 50%

Research and teaching specialization: Russia, Tajikistan, Iran, Central Asia, Central Asian history

Select courses: HIST 3180 Russia to 1801; HIST 3181 Russia since 1801; HIST 3840 History of Central Asia; HIST 3850 Modern Iran; HIST 6180 History of Modern Russia and the Soviet Union; HIST 6181 Russian and Soviet Empires; HIST 6824 Reading and Discussion or Research Seminar: Modern Iran

Foreign languages: Russian (4), French (4), Persian (3), Tajik (3), German (2)

Academic and institutional experience: Associate Professor of History, The George Washington University, 1983-2001; Fellow, National Council for Soviet and East European Research, 1991-92; Consultant, US Joint Publications Research Service, 1983-88; Assistant Professor of History, The George Washington University, 1980-83; Assistant Professor of History, The University of Texas, San Antonio, 1976-80

Overseas experience: Fulbright-Hays Fellow, Iran, France, and the United Kingdom, 1972-73

Select publications: "Token Constitutionalism and Islamic Opposition in Tajikistan," *Journal of Persianate Societies*, vol. 5, issue 2 (2012); "Iran, Russia and Tajikistan's Civil War," in S. Cronin, (ed.), *Iranian-Russian Encounters: Empires and revolutions since 1800*, (London: Routledge, 2012); "Tajikistan, From De Facto Colony to Sovereign Dependency," in S.N. Cummings and R. Hinnebusch (eds.), *Sovereignty after Empire: Comparing the Middle East and Central Asia*, (Columbia University Press, 2011); "Central Asia and the Caucasus from the First World War," in F. Robinson (ed), *New Cambridge History of Islam*, Vol. 5, (Cambridge University Press, 2010); *Russia and Iran, 1780-1828*, 2nd. ed. (Minneapolis: University of Minnesota Press, 2008)

Distinctions: Fellowship, Radio Free Europe/Radio Liberty, 1981

Number of dissertations/theses supervised in past five years:

BARNETT, MICHAEL

University Professor of International Affairs and Political Science, Elliott School of International Affairs

Year of appointment: 2010

Tenure status: Non-tenure track

Education: Ph.D., Political Science, University of Minnesota, 1989; B.A., Political Science, University of Illinois, 1982

Percentage of time relevant to program: 25-50%

Research and teaching specialization: International affairs, global governance, humanitarianism, the Middle East

Select courses: HONR 2175 Honors Special Topics – Humanitarianism

Foreign languages:

Academic and institutional experience: Stassen Chair of International Affairs, and Professor of Political Science, University of Minnesota, 2004-10; Visiting Researcher, New York University, 2004-05; Professor, University of Wisconsin, 1998-2004; Associate Professor, University of Wisconsin, 1998-04; Visiting Scholar, Center for Studies of Social Change, New School for Social Research, 1994-95; Assistant Professor, University of Wisconsin, 1990-94; Assistant Professor, Wellesley College, 1989-90; Instructor, Macalester College, 1989

Overseas experience: Research Fellow, Graduate Institute of International and Development Studies, Geneva, Switzerland, 2009-10; Visiting Professor, Graduate Institute of International and Development Studies, Geneva, Switzerland, 2009; Visiting Researcher, Tel-Aviv University, Israel, 1995

Select publications: *The Empire of Humanity: A History of Humanitarianism*, (Cornell University Press, 2011); Co-author, "Refugees," in Joel Krieger, (ed.), *The Oxford Companion to International Relations*, (Oxford University Press, 2011); Co-author, *Humanitarianism Contested: Where Angels Fear to Tread*, (Routledge Press, 2011); *The International Humanitarian Order*, (Routledge Press, 2010)

Distinctions: Academic Council on the United Nations System Book Award, 2007; International Studies Association Book Award, 2006; Vilas Associate, University of Wisconsin, 1999; Quincy Wright Book Award, *International Studies Association*, 1993; Gabriel Almond Award for Best Dissertation, American Political Science Association, 1991

Number of dissertations/theses supervised in past five years:

Appendix II: Profiles for Project Personnel

ASKARI, HOSSEIN

Iran Professor of International Business and International Affairs, Elliott School of International Affairs

Year of appointment: 1982

Tenure status: Tenured

Education: Ph.D., Massachusetts Institute of Technology, 1970; B.S, Massachusetts Institute of Technology, 1966

Percentage of time relevant to program: 100%

Research and teaching specialization: International trade and finance, Islamic finance and economics, economic development in the Middle East, oil economics

Select courses: HONR 2048 Islamic Economics, Finance and Development: theory versus reality; HONR 2175 Conflicts and Wars in the Persian Gulf; HONR 2175 Islam and the Political Economy of Oil in the Persian Gulf; HONR 2175 Human and Economic Development in the Middle East; IBUS 4303 International Monetary and Financial Issues; IBUS 6301 International Business Finance; IBUS 6306 Seminar: International Financial Markets

Foreign languages: Persian (4), Arabic (1), French (4)

Academic and institutional experience: Faculty Director, Institute for Global Management and Research, The George Washington University, 1995-2000; US Department of State (FSI), US National Defense University, and US Central Command, 1998-2000; Chairman, Department of International Business, The George Washington University, 1992-97; Advisor to the Executive Director for Saudi Arabia, IMF, 1980-81

Overseas experience: Director, Economics and Financial Department, The Consulting Center, Riyadh, Saudi Arabia, 1984-86; Special Advisor to Sheikh Mohammad Abal-Khail, Minister of Finance and National Economy, Saudi Arabia, 1978-81; Mediated between the governments of Iran/Saudi Arabia and governments of Iran/Kuwait

Select publications: *Conflicts in the Persian Gulf: Origins and Evolution*, (Palgrave Macmillan, 2013); *Collaborative Colonialism: The Political Economy of Oil in the Persian Gulf*, (Palgrave Macmillan, 2013)

Distinctions: MBA Cohort Teaching Award, The George Washington University, 2004; MBA Cohort Teaching Award, The George Washington University, 2002; Graduate Teaching Award, The George Washington University, 1993; Distinguished Visiting Lecturer Award, US Department of State, 1980

Number of dissertations/theses supervised in past five years: 7

ATIA, MONA

Assistant Professor of Geography and International Affairs, Elliott School of International Affairs

Year of appointment: 2008

Tenure status: Tenured

Education: Ph.D., University of Washington, Seattle; M.Sc., London School of Economics; B.S., University of California, Berkeley

Percentage of time relevant to program: 51-75%

Research and teaching specialization: Islamic economics, Islam and the Middle East, geopolitics, international development, critical social theory, cities in the global south

Select courses: GEOG 2148 Economic Geography, GEOG 6262 Geography Perspectives: Middle East, GEOG 3154 Geography of the Middle East, GEOG 6201 Geographic Thoughts and Methods

Foreign languages: Arabic (4), Spanish (2), French (1)

Academic and institutional experience: Senior Researcher, Institute for Middle East Studies, The George Washington University, 2010; Instructor, University of Washington, Seattle, 2008; Institute of International Education Fulbright Fellowship, 2006; University of Washington Graduate School Dissertation Fellowship, 2007; Fellow, Simpson Center for the Public Humanities, University of Washington, 2005

Overseas experience: Fellow, The Gerhart Center for Philanthropy and Civic Engagement, The American University in Cairo, 2006

Select publications: 2013. *Building a House in Heaven: Pious Neoliberalism and Islamic Charity in Egypt*. University of Minnesota Press. 2012 "A Way to Paradise: Pious Neoliberalism, Islam, and Faith-based Development." *Annals of the Association of American Geographers*, 102(4), 808-827.2012

Distinctions: Emerging Scholar Dissertation Award of Merit of the International Society for Third-Sector Research, 2010; University of Washington Distinguished Dissertation Award, 2008; Nancy Bell Evans Center on Nonprofits and Philanthropy Research Grant, 2007; University of Washington Distinguished Dissertation Award, 2008

Number of dissertations/theses supervised in past five years: 8

Appendix II: Profiles for Project Personnel

Project Related Faculty Profiles

ADAY, SEAN

Associate Professor of Media and Public Affairs, School of Media and Public Affairs

Year of appointment: 2000

Tenure status: Tenured

Education: Ph.D., University of Pennsylvania, 1999; M.A., University of Pennsylvania, 1995; B.S.J., Northwestern University, 1990

Percentage of time relevant to program: 25%

Research and teaching specialization: Political communication, media coverage of war, politics, and foreign policy, media effects and public opinion, political and international trust

Select courses: SMPA 100 Journalism: Theory and Practice; SMPA 190 Campaigns and Elections; SMPA 194 Media and War; SMPA 51 Research Methods;

Foreign languages: n/a

Academic and institutional experience: Gamow Fellowship, The George Washington University, 2002; Senior Researcher, University of Pennsylvania, 1996-97

Overseas experience: Media and Communications Capacity Building in Iraq and Afghanistan, four trips in 2009-2010; Election News Coverage Training, Cairo, 2011. US State Department, Provincial Reconstruction Team, Iraq, 2009; Canadian Dept. of Foreign Affairs and International Trade, Afghanistan, 2009, 2010

Select publications: "Chasing the Bad News: An Analysis of 2005 Iraq and Afghanistan War Coverage on NBC and Fox News Channel," *Journal of Communication*, Vol. 60, No. 1, (2010), pp. 144-164; "Taking the State Out of State-Media Relations Theory: How Transnational Advocacy Networks are Rewriting (Some) of the Rules about What We Think We Know about News and Politics," *Media, War, and Conflict*, Vol. 1, No. 1, (2008), pp. 99-107

Distinctions: Grant, United States Institute for Peace, 2009; Grant, Carnegie Corporation, 2009; Nomination, Straub Teaching Excellence Award, 2009; Nomination, Joel Trachtenberg University Teaching Excellence Award, 2007

Number of dissertations/theses supervised in past five years: 7

AHMAD, ATTIYA

Assistant Professor of Anthropology, Columbian College of Arts and Sciences

Year of appointment: 2012

Tenure status: Tenure Track

Education: Ph.D., Duke University, 2009; M.A., Duke University, 2005; B.A., University of Toronto, 2000

Percentage of time relevant to program: 75-100%

Research and teaching specialization: Gender and feminist studies, Islam and Muslim societies, transnationalism, globalization, migration, diaspora studies, political economy, Middle East, South Asia

Select courses: Gender and Culture; Islam and Muslim; Feminist Theories; Gender and Islam; Cosmopolitan Islam; The Varieties of Religious Expressions

Foreign languages: French (4), Urdu (4), Arabic (3)

Academic and institutional experience: Assistant Professor, Wesleyan University, 2010-12; Postdoctoral Fellow, Georgetown University, 2009-10; Instructor, Duke University, 2008-09

Overseas experience: Canadian-Pakistani Women's Support Group, Toronto, 2000-02; South Asian Women's Community Center, Toronto, 1999-2002; Junior Program Officer, Oxfam-Quebec Middle East Office, Jerusalem, 1998-99; Association of Pakistani Physicians of North America, Rural Health Division Pakistan, 1997; Youth Challenge International, Solomon Island, 1996-97; Red Cross International, Toronto, 1994-98

Select publications: "Labour's Limits: Foreign residents in the Gulf," in M. Kamrav and Z. Babar (eds.), "Migrant Labor in the Persian Gulf," (Columbia University Press, 2012); "Cosmopolitan Islam in a Diasporic Space: Foreign Resident Muslim Women's Halaqa in Kuwait," in F. Osella and C. Osella (eds.), *Islamic Reform in South Asia*, (Cambridge University Press, 2012);

Distinctions: UISFL Middle East Studies Grant, 2011, 2012; Advanced Research Grant, Wesleyan University, 2010-11, 2011-12; Bass Award Instructor Fellowship, Duke University 2008-09; Franklin Humanities Center Dissertation Fellow, Duke University 2008-09; Boone Advanced International Fellowship

Number of dissertations/theses supervised in past five years: 3

Appendix II: Profiles for Project Personnel

Faculty, Alphabetical Order

1. Aday, Sean, *Associate Professor, Media and Public Affairs*
2. Ahmad, Attiya, *Assistant Professor, Anthropology*
3. Askari, Hossein, *Professor, International Business and International Affairs*
4. Atia, Mona, *Assistant Professor, Geography and International Affairs*
5. Atkin, Muriel, *Professor, History*
6. Barnett, Michael, *University Professor, International Affairs and Political Science*
7. Bonnah, Amin, *Associate Professor, Arabic*
8. Brinkerhoff, Jennifer, *Professor, Public Administration and International Affairs*
9. Brown, Nathan, *Professor, Political Science and International Affairs*
10. Cline, Eric, *Professor, Classics and Anthropology; Director, GWU Capitol Archaeological Institute*
11. Eisen, Robert, *Professor, Religion and International Affairs; Chair, Department of Religion*
12. Esseesy, Mohssen, *Associate Professor, Arabic and International Affairs; Director, Arabic Program*
13. Faghfoory, Mohammad, *Professorial Lecturer; Director, Islam Program*
14. Feldman, Ilana, *Associate Professor, Anthropology and International Affairs*
15. Finkel, Evengy, *Assistant Professor, Political Science*
16. Friedland, Elise, *Assistant Professor, Classics*
17. Gnehm, Edward *Professor, Gulf and Arabian Peninsula Affairs; Director, Middle East Policy Forum*
18. Hassan, Salah, *Professor, Marketing*
19. Gur, Zeynep, *Turkish Lecturer*
20. Jorgensen, Cory, *Assistant Professor, Arabic*
21. Kassab, Muhammad, *Language Specialist, Arabic*
22. Khoury, Dina, *Professor, History and International Affairs*
23. Livingston, Steven, *Professor, Media and Public Affairs and International Affairs*
24. Loomis, Summer, *Assistant Professor, Arabic*
25. Lynch, Marc, *Professor, Political Science and International Affairs; Director, Institute for Middle East Studies, Elliott School of International Affairs; NRC Principal Investigator **
26. Marcus, Shoshana, *Lecturer, Hebrew*
27. Marshall, Shana, *Associate Director and Research Instructor, Institute for Middle East Studies*
28. McAlister, Melani, *Associate Professor, American Studies International Affairs*
29. Minuchehr, Pardis, *Director, Persian Program; Assistant Professor, Persian*
30. Mylonas, Harris, *Assistant Professor, Political Science and International Affairs*
31. Nasr, Seyyed Hossein, *Professor, Islamic Studies*
32. Ofengenden, Ari, *Director, Hebrew Program; Assistant Professor, Hebrew*
33. Oh, Irene *Associate Professor, Religion; Director of the Peace Studies Program*
34. Pemberton, Kelly, *Associate Professor, Religion and Women's Studies*
35. Popp, Richard Alan, *Professorial Lecturer, Arabic*
36. Rehman, Scheherazade, *Professor, International Finance/Business*
37. Reich, Bernard, *Professor Emeritus, Political Science and International Affairs*
38. Reich, Walter, *Professor, International Affairs, Ethics and Human Behavior*
39. Riddle, Liesl, *Associate Professor, International Business and International Affairs*
40. Robinson, Shira, *Associate Professor, History and International Affairs*
41. Smith, Andrew, *Assistant Professor, Classics*
42. Talmadge, Caitlin, *Assistant Professor, Political Science and International Affairs*
43. Ticktin, Max, *Assistant Professor, Hebrew*
44. Vistamehr, Sepideh, *Part-time Professor, Persian*
45. Weiner, Robert, *Professor, International Business*
46. Yaphe, Judith, *Visiting Professor, Political Science*

Staff, Alphabetical Order

1. Calardo, Matthew, *Program Assistant, Middle East Policy Forum*
2. Casey, Mary, *Assistant Director of Public Affairs, Project on Middle East Political Science*
3. Getz, Katherine, *Outreach Manager, Institute for Middle East Studies*
4. Kerr, Cortni, *Program Assistant, Project on Middle East Political Science*
5. Norris, Alex, *Events Assistant, Institute for Middle East Studies*
6. Perrotti, Alexandra, *Education & Outreach Coordinator, Institute for Middle East Studies*

Appendix I: Course List

Dept/Course#/Course Title	Credits	Enrollments			Grand Total	Cross-Listed	% Area Studies/ International Studies content (Middle East & North Africa)	Notes
		2011-12	2012-13	2013-14				

TURK/2002/Intermediate Turkish II	4	6	6		12		100%	
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School of Media & Public Affairs

SMPA/ 3194/ Terrorism and the Media	3	19		9	28		50%	Draws heavily on MENA examples and sources
SMPA/ 3195/ Terrorism and the Media	3			8	8		50%	Draws heavily on MENA examples and sources
SMPA/ 3195/ War and Resistance	3			18	18		25%	Draws heavily on MENA examples and sources

Women's Studies

WSTU/ 3981/ Women in Western Religion	3	18	9	7	34	REL/3923	25%	examples from "Western Religion" in MENA
WSTU/ 6230/ Global Feminisms	3	12	3	6	21		25%	Including in MENA region
WSTU/ 6270/ Gender & Islamic Activism	3	3	10		13	REL/6201	100%	
WSTU/ 6270/ Gender and Violence	3	5	5	10	20		25%	Draws on MENA examples and sources
WSTU/ 6270/ Global Islamic Feminisms	3			8	8	REL/6201	100%	

Yiddish

YDSH/1001/Yiddish Reading and Conversation	3			4	4		25%	Yiddish-speaking population in Israel
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Appendix I: Course List

Dept/Course#/Course Title	Credits	Enrollments				Grand Total	Cross-Listed	% Area Studies/ International Studies content (Middle East & North Africa)	Notes
		2011-12	2012-13	2013-14					
REL/ 3221/ Issues in Jewish Ethnics	3			5	5		25%	In and out of the MENA region	
REL/ 3401/ Islam	3	94	65	58	217		100%		
REL/ 3414/ Islamic Philosophy & Theology	3		43		43		100%		
REL/ 3431/ Sufism (Islamic Mysticism)	3			15	15		100%		
REL/ 3475/ Islamic Religion and Art	3	57			57		100%		
REL/ 3481/ Women in Islam	3	75	38	39	152	WSTU/ 3481/ Women in Islam	100%		
REL/ 3921/ Religions Wage Peace	3	33			33		25%	Draws on MENA examples and sources	
REL/ 3923/ Peace and Violence in Judaism, Christianity, and Islam	3	25	23	25	73		75%	Extensive MENA case studies	
REL/ 3990/ Dialogue Jews, Christians & Muslims	3	22	9	7	38	JSTD/3990	75%	Extensive MENA case studies	
REL/ 3990/ Islamic Political Thought	3	10	20	8	38		100%		
REL/ 3990/ Peace, Politics, and Religion	3	27	30	29	86		25-50%	Draws on MENA examples and sources	
REL/ 3990/ Religion and Constitutional Law	3			13	13		25-50%	Draws on MENA examples and sources	
REL/ 3990/ Shi'ite Islam	3	18	10	8	36		100%		
REL/ 3990/ The Dead Sea Scrolls	3		7		7	JSTD/3990			
REL/ 3990/ War and Peace in Judaism, Islam, and Christianity	3		3		3	JSTD/3990	75%	Extensive MENA case studies	
REL/ 6201/ Islamic Law & Int'l Relations	3			7	7		100%		
Turkish									
TURK/1001/Beginning Turkish I	4	14	10	7	31		100%		
TURK/1002/Beginning Turkish II	4	14	8		22		100%		
TURK/2001/Intermediate Turkish I	4	4	7	4	15		100%		

Appendix I: Course List

Dept/Course#/Course Title	Credits	Enrollments			Grand Total	Cross-Listed	% Area Studies/ International Studies content (Middle East & North Africa)	Notes
		2011-12	2012-13	2013-14				
PSC/ 6478/ International Relations - Middle East	3	23	52	22	97		100%	
PSC/ 8334/ Democracy and Comparative Perspective	3	13			13		25%	Draws on MENA examples and sources
PSC/ 8334/ Democracy and Democratization-Comp	3			13	13		25%	Draws on MENA examples and sources
PSC/ 8340/ Authoritarianism	3		7		7		25%	Draws on MENA examples and sources
PSC/ 8388/ Authoritarianism	3	15			15		25%	Draws on MENA examples and sources
Security and Safety Leadership								
PSSL/ 6240/ Political Violence & Terrorism	3	19	18	22	59		50%	Includes topics on MENA countries and citizens
PSSL/ 6241/ Globalization Threats and International Sec.	3	108	100	82	290		25%	Draws on MENA examples and sources
PSSL/ 6242/ Security and Civil Liberties	3	94	99	82	275		25%	Includes some topics on MENA countries and citizens
Peace Studies								
PSTD/ 1010/ Introduction to Peace Studies & Conflict Resolution	3	39	75	128	242		25%	Draws on MENA examples and sources
PSTD/ 3190/ Peace Studies Project	3	7	6	4	17		25%	Student choice, often used for MENA topics
PSTD/ 3191/ Special Topics in Peace Studies	3			20	20			
Religion								
REL/ 1001/ Intro to World Religions: West	3	244	249	246	739		25%	Including their origins in the MENA region
REL/ 1009/ The Hebrew Scriptures	3	74	34	23	131		50%	Origin and subsequent interpretation
REL/ 3175/ Zoroastrianism	3	8		9	17		100%	
REL/ 3201/ Judaism	3	40	33	13	86	JSTD/3201/Judaism	50%	Origins and modern day
REL/ 3211/ Rabbinic Thought Lit	3	30	22		52		25%	MENA region

Appendix I: Course List

Dept/Course#/Course Title	Credits	Enrollments				Grand Total	Cross-Listed	% Area Studies/ International Studies content (Middle East & North Africa)	Notes
		2011-12	2012-13	2013-14					
PERS/3001/Advanced Persian I	3	4	6	8	18		100%		
PERS/3002/Media Persian	3	6	4		10		100%		
Political Psychology									
PPSY/ 6103/ Political Violence and Terrorism	3	24	20	19	63		25%	Draws on MENA examples and sources	
Political Science									
PSC/ 2334/ Global Perspectives on Democracy	3	49		52	101		25%	Draws on MENA examples and sources	
PSC/ 2338/ Nationalism	3		49	100	149		25%	Draws on MENA examples and sources	
PSC/ 2377/ Comparative Politics of the Middle East	3	47	89	88	224		100%		
PSC/ 2377/ Governments & Politics of the Middle East	3	40			40		100%		
PSC/ 2379/ Israeli Politics and Foreign Policy	3	45	38		83		100%		
PSC/ 2379/ Politics & Foreign Policy of Israel	3		38		38		100%		
PSC/ 2478/ International Relations - Middle East	3	71	68	106	245		100%		
PSC/ 2990/ Gender, War, and Peace	3		5		5		25%	Draws on MENA examples and sources	
PSC/ 2990/ Politics and Energy	3	34			34		50%	Draws heavily on MENA examples and sources	
PSC/ 2990/ War & Peace in International Society	3	20			20		25%	Draws on MENA examples and sources	
PSC/ 2993/ Israeli Arab Conflict	3			12	12		100%		
PSC/ 2993/ Israeli Politics & Culture	3			16	16		100%		
PSC/ 6377/ Comparative Politics of the Middle East	3	5	7	9	21		100%		
PSC/ 6377/ Governments & Politics of the Middle East	3	18	24	19	61		100%		
PSC/ 6476/ The Arab- Israeli Conflict	3	11	10	13	34		100%		

Appendix I: Course List

Dept/Course#/Course Title	Credits	Enrollments				Grand Total	Cross-Listed	% Area Studies/ International Studies content (Middle East & North Africa)	Notes
		2011-12	2012-13	2013-14					
IAFF/ 6504/ Advanced Proficiency-Arabic	1	2	3		5		100%		
IAFF/ 6504/ Advanced Proficiency-Persian	1		7	2	9		100%		
IAFF/ 6504/ Advanced Arabic	1	8	4		12		100%		
IAFF/ 6504/ International Proficiency-Arabic	1	2	5		7		100%		
International Business									
IBUS/ 4900/ Oil: Industry, Economy, Society (<i>Undergraduate</i>)	3	11	14	33	58	IAFF 3190	100%		
IBUS/ 6290/ Oil: Industry, Economy, Society (<i>Graduate</i>)	3	7	8	41	56	IAFF 6378	100%		
Law									
LAW/ 6535/ Islamic Law	2	18	32	31	81		100%		
LAW/ 6557/ Introduction to Transnational Islamic Law	2	41	49	24	114		100%		
LAW/ 6570/ International Human Rights of Women	2	16	18	21	55		25-50%	Includes topics on MENA countries and citizens.	
LAW/ 6875/ Counterterrorism Law	2		90	26	116		25-50%	Includes topics on MENA countries and citizens.	
Marketing									
MKTG/ 6290/ Marketing: Dubai	3		15	16	31		100%		
Organizational Sciences									
ORSC/ 6246/ Comparative Management: East Meets West-Turkey	3	17			17		75%	Uses Turkish Case study to examine differences in management.	
Persian									
PERS/1001/Beginning Persian I	4	28	24	22	74		100%		
PERS/1002/Beginning Persian II	4	21	17		38		100%		
PERS/2001/Intermediate Persian I	4	9	9	14	32		100%		
PERS/2002/Intermediate Persian II	4	6	8		14		100%		

Appendix I: Course List

Dept/Course#/Course Title	Credits	Enrollments				Grand Total	Cross-Listed	% Area Studies/ International Studies content (Middle East & North Africa)	Notes
		2011-12	2012-13	2013-14					
IAFF/ 6198/ Corruption, Development & Governance	3	20	8	13	41		25%	Draws on MENA examples and sources	
IAFF/ 6338/ Turkey's Place in Europe	3	10	13	6	29		50%	Looks at Turkey as bridge between ME and Europe	
IAFF/ 6358/ Migration, Remittances & Development	3	18		9	27		25%	Draws on MENA examples and sources	
IAFF/ 6361/ Middle East Studies Cornerstone	1	15	32	23	70		100%		
IAFF/ 6364/ Religion and Society in the Middle East	3	17	17	21	55		100%		
IAFF/ 6378/ Gender & Women in the Middle East	3			14	14		100%		
IAFF/ 6378/ Iraq & Iran	3	4	3	12	19		100%		
IAFF/ 6378/ Lebanon & Syria	3	18	12	17	47		100%		
IAFF/ 6378/ Militaries and Politics in the Middle East	3	17	9	10	36		100%		
IAFF/ 6378/ Political Economy of the Middle East	3	18	19	21	58		100%		
IAFF/ 6378/ Politics of North Africa	3	15	10	13	38		100%		
IAFF/ 6378/ Religion and Politics in Post-Revolution Iran	3	9	9	12	30		100%		
IAFF/ 6378/ Security in the Middle East	3			4	4		100%		
IAFF/ 6378/ Turkish Politics and Society	3	6	3	8	17		100%		
IAFF/ 6378/ US Foreign Policy in the Middle East	3		14	12	26		100%		
IAFF/ 6378/ US Policy in the Gulf	3	18	16	15	49		100%		
IAFF/ 6378/ US Security Policy in the Middle East	3	13	17	17	47		100%		
IAFF/ 6379/ Middle East Studies Capstone	3	30	11	22	63		100%		
IAFF/ 6503/ Conflict and Corruption: Resource Course	1	9	11	9	29		25%	Draws on MENA examples and sources	

Appendix I: Course List

Dept/Course#/Course Title	Credits	Enrollments				Grand Total	Cross-Listed	% Area Studies/ International Studies content (Middle East & North Africa)	Notes
		2011-12	2012-13	2013-14					
IAFF/ 6186/ Counterterrorism	3	20	18	20	58		50%	examples and sources Draws on MENA examples and sources	
IAFF/ 6186/ Covert Action & National Security	3	17	13	16	46		25%	Draws on MENA examples and sources	
IAFF/ 6186/ Energy Security	3	13	41	36	90		25%	Draws on MENA examples and sources	
IAFF/ 6186/ Global Terrorism	3	13	18		31		50- 75%	Mostly with reference to MENA movements	
IAFF/ 6186/ Insurgency & Counterinsurgency	3	19	15	8	42		50%	Case studies include Algeria and Iraq	
IAFF/ 6186/ Intelligence of the Middle East	3	20	19	19	58		100%		
IAFF/ 6186/ International Peacekeeping	3	17	13	15	45		25- 50%	Draws on MENA examples and sources	
IAFF/ 6186/ National Security Priorities	3	18	14		32		25%	Draws on MENA examples and sources	
IAFF/ 6186/ New Proliferation Dynamics	3		13	11	24		25%	Draws on MENA examples and sources	
IAFF/ 6186/ Non-State Actors	3	36	44	45	125		25%	Draws on MENA examples and sources	
IAFF/ 6186/ Nuclear Arms Control	3	6			6		25%	Draws on MENA examples and sources	
IAFF/ 6186/ Nuclear Proliferation/Nonproliferation	3	20	11	4	35		25%	Draws on MENA examples and sources	
IAFF/ 6186/ Political Risk Analysis	3	39	35	49	123		25%	Draws on MENA examples and sources	
IAFF/ 6186/ Politics of Peace Agreements	3	19	12	8	39		25%	Draws on MENA examples and sources	
IAFF/ 6186/ Post Conflict Reconstruction	3	22			22		25%	Draws on MENA examples and sources	
IAFF/ 6186/ Responses to Terrorism	3	14	9	19	42		50%	Draws heavily on MENA examples and sources	
IAFF/ 6186/ Stabilization & Peacebuilding	3	17	22	35	74		25%	Draws on MENA examples and sources	

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Dept/Course#/Course Title	Credits	Enrollments				Grand Total	Cross-Listed	% Area Studies/ International Studies content (Middle East & North Africa)	Notes
		2011-12	2012-13	2013-14					
IAFF/ 3190/ The U.N. & Security Crises	3			20	20		25%	Draws on MENA examples and sources	
IAFF/ 3190/ Religion in International Affairs	3	19	17	20	56		25%	Draws on MENA examples and sources	
IAFF/ 4191/ Senior Seminar: Political Islam	3	14	16	5	35		100%		
IAFF/ 6118/ Global Gender Policy	3		20	18	38		25-50%	Draws on MENA examples and sources	
IAFF/ 6118/ National Sec. & Humanitarian Law	3		18		18		25%	Draws on MENA examples and sources	
IAFF/ 6118/ Pakistan & the Radical Islam Threat	3	11	14	3	28		25%	Examines Islamic trends originating in MENA	
IAFF/ 6138/ Democracy & Governance Development	3	15	17	19	51		25%	Draws on MENA examples and sources	
IAFF/ 6138/ Gender, Disaster, and Policy	3	10		7	17		25%	Draws on MENA examples and sources	
IAFF/ 6138/ Impact of Election Assistance	3		6	10	16		25%	Draws on MENA examples and sources	
IAFF/ 6138/ Internal Displacement	3	13			13		25%	Draws on MENA examples and sources	
IAFF/ 6138/ Survey Methods in Developing World	3		11		11		25%	Draws on MENA examples and sources	
IAFF/ 6138/ Violence, Gender & Humanity Assistance	3	18	19	17	54		25%	Draws on MENA examples and sources	
IAFF/ 6138/ Youth & Development	3		20	8	28		25%	Draws on MENA examples and sources	
IAFF/ 6171/ Intro to Conflict Resolution	3	62	54	77	193		25%	Draws on MENA examples and sources	
IAFF/ 6173/ Security and Development	3	26	21	36	83		25%	Draws on MENA examples and sources	
IAFF/ 6186/ Civil War, Insurgency & Terrorism	3	13			13		50%	Draws heavily on MENA examples and sources	
IAFF/ 6186/ Conflict Prevention Early Warning	3	13	17	13	43		25%	Draws on MENA examples and sources	
IAFF/ 6186/ Counterintelligence	3	17			17		25%	Draws on MENA	

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Dept/Course#/Course Title	Credits	Enrollments				Grand Total	Cross-Listed	% Area Studies/ International Studies content (Middle East & North Africa)	Notes
		2011-12	2012-13	2013-14					
International Affairs									
IAFF/ 2040/ Middle East: An International Affairs Survey	3	67	71	70	208		100%		
IAFF/ 2190/ Arab Politics	3	20	19	19	58		100%		
IAFF/ 2190/ North Africa & the World	3	20	21	21	62		100%		
IAFF/ 2190/ Politics & Culture in the Middle East	3	19	20	20	59		100%		
IAFF/ 2190/ Security and Subcontractors	3	22			22		25%	Draws on MENA examples and sources	
IAFF/ 2190/ Terrorism & Counterterrorism	3	20	19	20	59		50-75%	Draws heavily on MENA examples and sources	
IAFF/ 2190/ Turkey and Its Neighbors	3		19	20	39		75%	Includes European neighbors	
IAFF/ 3180/ Gender and Conflict	3			18	18		25%	Draws on MENA examples and sources	
IAFF/ 3180/ Global Energy Security	3	30	34	40	104		25-50%	Draws on MENA examples and sources	
IAFF/ 3180/ Globalization & National Security	3	30	31	32	93		25%	Draws on MENA examples and sources	
IAFF/ 3180/ National Security, Foreign & Intelligence Policy	3	27	25	27	79		25%	Draws on MENA examples and sources	
IAFF/ 3181/ Conflict & Conflict Resolution	3	29	30	35	94		25%	Draws on MENA examples and sources	
IAFF/ 3182/ Current US National Security Challenges	3	30			30		25-50%	Draws on MENA examples and sources	
IAFF/ 3182/ National Security & Use of Force	3		25	30	55		25%	Draws on MENA examples and sources	
IAFF/ 3183/ Migration, Gender & International Development	3		15	20	35		25%	Draws on MENA examples and sources	
IAFF/ 3188/ Political Islam	3	24	23	27	74		100%		
IAFF/ 3188/ US Policy in the Gulf	3	36	34	37	107		100%		
IAFF/ 3190/ Gender, War & Peace	3			19	19		25%	Draws on MENA examples and sources	

Appendix I: Course List

Dept/Course#/Course Title	Credits	Enrollments				Cross-Listed	% Area Studies/ International Studies content (Middle East & North Africa)	Notes
		2011-12	2012-13	2013-14	Grand Total			
HIST/ 3801/ Gender in the Middle East	3	21				21	100%	
HIST/ 3801/ Making of Modern Iraq & Syria	3			33		33	100%	
HIST/ 3801/ Transnational Middle East History	3	25				25	100%	
HIST/ 3810/ History of the Middle East	3		73	28		101	100%	
HIST/ 3811/ Middle East in 20 th Century	3	93	74	45		212	100%	
HIST/ 3820/ The History of Israel	3	1	37	19		57	100%	
HIST/ 3850/ Modern Iran	3		34	33		67	100%	
HIST/ 6001/ Readings: Modern Middle East History	3	14				14	100%	
HIST/ 6135/ British Imperialism	3		15			15	25-50%	Including MENA holdings
HIST/ 6801/ Early Modern Empires in the Middle East	3			8		8	100%	
HIST/ 6801/ Empire to Nation in the Middle East	3			6		6	100%	
HIST/ 6801/ The Israeli-Palestinian Conflict	3	7				7	100%	
HIST/ 6801/ Radical Politics in Modern Middle East	3			4		4	100%	
HIST/ 6801/ Readings: Modern Middle East History	3		13	14		27	100%	
HIST/ 6801/ Settler Colonialism	3		5			5	100%	
HIST/ 6801/ War & Memory in the Middle East	3		13			13	100%	
HIST/ 6821/ Islam and Social Movements	3		13			13	100%	
HIST/ 6824/ Reading and Research Seminar: Modern Iran	3	7		7		14	100%	

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Dept/Course#/Course Title	Credits	Enrollments				Grand Total	Cross-Listed	% Area Studies/ International Studies content (Middle East & North Africa)	Notes
		2011-12	2012-13	2013-14					
HEBR/3003W/The Israeli Media (Writing-Intensive)	3	5	6			11		100%	
HEBR/4001/Advanced Hebrew Literature I	3	9	2			11		100%	
HEBR/4002/Advanced Hebrew Literature II	3	3				3		100%	
History									
HIST/2113/The Roman World to 337 A.D.	3	58	61	59		178	CLAS/2113	25-50%	Includes Roman territory in MENA
HIST/2803/Ancient Near East & Egypt-332BC	3			89		89	CLAS/2803	100%	
HIST/2805/Land & Power in Israel and Palestine	3		15			15		100%	
HIST/3001/Anti-Semitism: Hatred on Trial	3	16		9		25	JSTD/3001	25-50%	Includes Israeli reactions
HIST/3001/Classic Islam & the Medieval Middle East	3	39				39	JSTD/3001	100%	
HIST/3001/Jewish Civilization: Bible to Spinoza	3	8				8	JSTD/3001	25-50%	Includes pre-diaspora Israel/Jews in MENA
HIST/3001/Jewish Travelers and the Modern World	3	10		4		14	JSTD/3001	25-50%	Includes Jews in MENA
HIST/3001/Medieval Muslims, Christians, and Jews	3		16			16	JSTD/3001	50-75%	Focus on MENA interactions
HIST/3001/Love & Power in Jewish Culture	3			2		2	JSTD/3001	25-50%	Includes Israel, Zionism
HIST/3001/Modern Iran	3	41				41		100%	
HIST/3001/US-Middle East Cultural Encounters	3		22			22		100%	
HIST/3001/The Modern Jewish Intellectual	3	8				8	JSTD/3001	50-75%	Both in Israel and in diaspora
HIST/3060/Modern Jewish History	3	26	17			43	JSTD/3060	50-75%	Including Zionist movement
HIST/3501/Colonialism and the Jews	3			11		11		50-75%	Includes Israel

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Dept/Course#/Course Title	Credits	Enrollments				Grand Total	Cross-Listed	% Area Studies/ International Studies content (Middle East & North Africa)	Notes
		2011-12	2012-13	2013-14					
CLAS/ 2105/ Politics, Society & Media in Israel	3	29	16	21	66	JSTD/2105	100%		
CLAS/ 2105/ Zionism Cinema & Literature	3			7	7	JSTD/2105	75%	European and Israeli cultural production about Israel	
Economics									
ECON/ 6295/ Economics of the Middle East & North Africa	3			13	13		100%		
Geography									
GEOG/ 2141/ Urban Settlement in the Developing World	3	40		40	80		25%	Draws on MENA examples and sources	
GEOG/ 2145/ Cultural Geography	3	23	21	19	63		25%	Draws on MENA examples and sources	
GEOG/ 2147/ Military Geography	3	41	39	40	120		25%	Draws on MENA examples and sources	
GEOG/ 3154/ Geography of the Middle East	3	40	42	30	112		100%		
GEOG/ 6244/ Urban Sustainability	3	17		16	33		25%	Draws on MENA examples and sources	
GEOG/ 6262/ Geographic Perspectives: Middle East	3	9	10	16	35		100%		
Hebrew									
HEBR/1001/Beginning Hebrew I	4	40	44	44	128		100%		
HEBR/1002/Beginning Hebrew II	4	34	32		66		100%		
HEBR/2001/Intermediate Hebrew I	4	12	18	8	38		100%		
HEBR/2002/Intermediate Hebrew II	4	10	13		23		100%		
HEBR/3001/Hebrew Conversation & Writing	3	9	12	9	30		100%		
HEBR/3301/Modern Hebrew Fiction	3	3	1		4		100%		
HEBR/3302/The Israeli Media	3	3	5		8		100%		
HEBR/3002W/Modern Hebrew Fiction (Writing-Intensive)	3	8	4		12		100%		

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Dept/Course#/Course Title	Credits	Enrollments				Grand Total	Cross-Listed	% Area Studies/ International Studies content (Middle East & North Africa)	Notes
		2011-12	2012-13	2013-14					
ARAB/1202/Intensive Elementary Arabic II	6	14	14			28	100%		
ARAB/2001/Intermediate Arabic I	4	107	84	83		274	100%		
ARAB/2002/Intermediate Arabic II	4	93	80	8		181	100%		
ARAB/2201/Intensive Intermediate/Advanced Arabic I	6	5	12	11		28	100%		
ARAB/2202/Intensive Intermediate/Advanced Arabic II	6	14	9			23	100%		
ARAB/3301/Advanced Arabic	4	80	86	57		223	100%		
ARAB/3301/Modern Arabic Literature	3	9	12	20		41	100%		
ARAB/3302/Media Arabic	3	82	81	4		167	100%		
ARAB/3311/Business Arabic	3	4	11			15	100%		
ARAB/3501/Arabic and Arab Identity in English	3			20		20	100%		
ARAB/4001/Genres in Modern Arabic Literature	3	9	6			15	100%		
ARAB/4002/Arabic Narratives Through the Ages	3	7				7	100%		
ARAB/4501/Advanced Arabic-English Translation	3	7	14	6		27	100%		
ARAB/4502/Advanced Arabic-English Translation & Editing	1	4	9			13	100%		
Classical Studies									
CLAS/2105/ Iranian Cinema	3	29	23	11		63	100%		
CLAS/2105/ Israel Today: Literary Perspective	3	23				23	100%		
CLAS/2105/ Love & Sexuality: Israeli Literature & Film	3			4		4	100%		
CLAS/2105/ Military, Society & Culture: Israel	3			21		21	100%		
CLAS/2105/ Modern Iran: Media & Culture	3	17				17	100%		

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Dept/Course#/Course Title	Credits	Enrollments				Grand Total	Cross-Listed	% Area Studies/ International Studies content (Middle East & North Africa)	Notes
		2011-12	2012-13	2013-14					

All courses are listed solely in their primary department. For example, while the Judaic Studies Department is exceptionally strong at GW, the department's courses are listed under Classical Studies, History, and Religion, with the cross-listing noted.

Art History

AH/ 6215/ The Body in Medieval Islamic Art	3				9	9		100%	
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American Studies

AMST/2490/ US-Middle East Cultural Encounters	3		44			44	HIST/3001	100%	
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Anthropology

ANTH/ 3513/ Anthropology of Human Rights	3			60		60		25%	Draws on MENA examples and sources
ANTH/ 3513/ Human Rights and Ethics	3	176	124	70		370		25%	Draws on MENA examples and sources
ANTH/ 3707/ Anthropology of the Middle East	3			40		40		100%	
ANTH/ 3707/ Cultures of the Middle East	3	42	47			89		100%	
ANTH/ 3805/ Archeology of Israel and Neighboring Lands	3			18		18	JSTD/3805	100%	
ANTH/ 3834/ Field Techs Archeology: Israel Program	3			11		11		100%	
ANTH/ 6507/ Nationalism and Ethnicity	3			11		11		25%	Draws on MENA examples and sources
ANTH/ 6707/ Anthropology of the State in the Middle East	3	11	11			22		100%	
ANTH/ 6707/ Anthropology of Citizenship & Displacement	3			9		9		75-100%	Taught by MENA specialist

Arabic

ARAB/1001/Beginning Arabic I	4	145	144	153		442		100%	
ARAB/1002/Beginning Arabic II	4	115	117	3		235		100%	
ARAB/1201/Intensive Elementary Arabic I	6	11	13	13		37		100%	

Appendix II: Profiles for Project Personnel

FINKEL, EVENGY

Assistant Professor of Political Science, Columbian College of Arts and Sciences

Year of appointment: 2012

Tenure status: Tenure Track

Education: Ph.D., University of Wisconsin, Madison, 2012; M.A., University of Wisconsin, Madison, 2008; B.A., Hebrew University of Jerusalem, Israel, 2004

Percentage of time relevant to program: 25-50%

Research and teaching specialization: Political violence, genocide studies, Holocaust, Israel, Central and Eastern Europe

Select courses: Comparative Study of Genocide; Politics and History of the Holocaust; Political Violence; Israeli Politics; Arab-Israeli Conflict

Foreign languages: Russian (4), Hebrew (4), Ukrainian (4), Polish (2)

Academic and institutional experience: Research Fellow. Program on Order, Conflict, and Violence, Yale University, 2011-12

Overseas experience: Lived in 1978-1990 in USSR (Ukraine) and in 1990-2007 in Israel

Select publications: Co-author, *Colored Revolutions and Authoritarian Reactions*, (Routledge, 2013); "Reassessing Colored Revolutions and Authoritarian Reactions," *Democratization*, Vol. 19, No. 1, (2012); "Mass Killings and Local Context," *Comparative Politics*, Vol. 45, No. 1, (2012), pp. 107-24; Co-author, "Macro, Meso, and Micro Research on Genocide: Gains, Shortcomings, and Future Areas of Inquiry," *Genocide Studies and Prevention*, Vol. 7, No. 1, (2012), pp. 56-67; "The Authoritarian Advantage of Horizontal Accountability: Ombudsmen in Poland and Russia," *Comparative Politics*, Vol. 44, No. 3, (2012), pp. 291-310; "No More Colors! Authoritarian Reactions to Colored Revolutions," *Democratization*, Vol. 19, No. 1, (2012), pp. 1-14

Distinctions: Policy Research Scholar, The George Washington University, 2013-14; Facilitating Fund Award, The George Washington University, 2013; Gabriel A. Almond Award for Best Dissertation in Comparative Politics, American Political Science Association, 2012; Best Doctoral Student Paper, Ukraine/Russia/Caucasus Category, ASN Annual Meeting, 2012; Research Grant, Horowitz Foundation for Social Policy, 2011; Robert and Beverly Natelson Family Award in Jewish Studies, University of Wisconsin, Madison, 2011

Number of dissertations/theses supervised in past five years: 2

FRIEDLAND, ELISE

Assistant Professor of Classics, Columbian College of Arts and Sciences

Year of appointment: 2008

Tenure status: Tenure track

Education: Ph.D., University of Michigan 1997; M.A. University of Michigan 1994; B.A. Williams College 1988

Percentage of time relevant to program: 25-50%

Research and teaching specialization: Roman art and archaeology and museum studies

Select courses: CLAS 3115 Topics in Ancient Art and Archaeology (Art and Archaeology of Pompeii; Art & Archaeology of Roman Provinces; Greece & Rome in DC); AH 3101 Greek Art; AH 3102 Roman Art

Foreign languages: Latin (3), French (2), Italian (2), German (2)

Academic and institutional experience: Associate Professor and Assistant Professor, Rollins College (2000-2008)

Select publications: *The Roman Marble Sculptures from the Sanctuary of Pan at Caesarea Philippi/Panias (Israel)* (ASOR's Archaeological Report Series 2012); "The Quarry Origins of Nine Roman Marble Sculptures from Amman/Philadelphia and Gadara/Umm Qays," *Annual of the Department of Antiquities of Jordan* 54(2010); "Pompeii and the Roman Villa: Art and Culture around the Bay of Naples. An Exhibit at the National Gallery of Art, Washington D.C (2009); *The Sculptural Environment of the Roman Near East: Reflections on Culture, Ideology, and Power*.

Overseas Experience: Jordan

Distinctions: 2015 CAORC Senior Fellowship at the American Center of Oriental Research in Amman, Jordan; 2012 winner of the national "Excellence in Undergraduate Teaching Award" given annually by the Archaeological Institute of America; University Seminar, Co-Convener, The George Washington University, 2009-10; CCAS, University Faculty Fellowship, The George Washington University, 2009-2010; Travel Grant (\$500) to attend ASMOSIA Kress Foundation, 2009.

Number of dissertations/theses supervised in the past five years: 0

Appendix II: Profiles for Project Personnel

GNEHM, EDWARD

Kuwait Professor of Gulf and Arabian Peninsula Affairs, and Director, Middle East Policy Forum, ESIA

Year of appointment: 2006

Tenure status: Non-Tenure Track

Education: M.A., The George Washington University, 1968; B.A., The George Washington University, 1966

Percentage of time relevant to program: 100%

Research and teaching specialization: Middle East politics, US foreign policy in the Middle East, international relations of the Persian Gulf region, the United Nations

Select courses: IAFF 6503 The Role of an Embassy in the Conduct of Foreign Policy; IAFF 6118 US Foreign Policy in the Persian Gulf: WWII to Present; IAFF 6119 The Conduct of American Foreign Policy Abroad; IAFF 6378 Saudi Arabia in the 21st Century

Foreign languages: Arabic (3)

Academic and institutional experience: J.B. and Maurice C. Shapiro Visiting Professor of International Affairs, The George Washington University, 2004; Director General of the Foreign Service and Director of Personnel for the Department of State, 1997-2000; Deputy Permanent Representative of the United States to the United Nations, 1994-97; Deputy Assistant Secretary of State, Bureau of New East and South Asian Affairs, 1989-90; Deputy Assistant Secretary of Defense for the Near East and South Asia, 1987-89; Director, Secretariat Staff, Department of State, 1983-84; Director, Junior Officer Division, Bureau of Personnel, Department of State, 1982-83

Overseas experience: US Ambassador to Jordan, 2001-04; US Ambassador to Australia, 2000-01; US Ambassador to Kuwait, 1991-94; Deputy Chief of Mission, Jordan, 1984-87; Deputy Chief of Mission, American Embassy, Yemen, 1978-81; Head, US Liaison Office, Saudi Arabia, 1976-78; Deputy Principal Officer, US Interest Section, Syria, 1974-75; Rotary International Fellow, The American University, Egypt, 1966-67

Distinctions: The George Washington University Jane Lingo Alumni Outstanding Service Award, 2012; Secretary of State's Distinguished Service Award, 2004; Presidential Distinguished Service Award in 2000; The George Washington University's Distinguished Alumni Achievement Award, 1992; Presidential Meritorious Service Awards, 1991; Presidential Meritorious Service Awards, 1990; Kuwait Decoration Medallion Special Class from His Highness the Amir of Kuwait Shaikh Jaber Al-Sabah; Order of Istiqlal First Class from His Majesty King Abdullah II of Jordan

Number of dissertations/theses supervised in past five years: 2

GUR, ZEYNEP

Turkish Lecturer, Columbian College of Arts and Sciences

Tenure status: non tenure

Education: University of Vienna, Austria

Teaching specialization: Turkish language at all levels, Media Turkish, Translating Media Turkish, Turkish literature

Select courses taught: Beginner, Intermediate, Advanced and Media Turkish

Foreign language competence: German (4), Turkish (4)

Academic and Institutional Experience: 4 years of teaching at GW, 8 years of teaching at Georgetown University, prior to that 6 years of teaching for the school of languages at the State Department

Appendix II: Profiles for Project Personnel

HASSAN, SALAH

Professor of Marketing, School of Business

Year of appointment: 1984

Tenure status: Tenured

Education: Ph.D., The Ohio State University, 1984; M.S., Oklahoma State University, 1977; B.S., King Saud University, 1975

Percentage of time relevant to program: 51-75%

Research and teaching specialization: Strategic brand management, global marketing, destination branding, marketing of new products and innovations

Select courses: MKTG 6255: Strategic Brand Management; MKTG 6297: Marketing in the Arab World

Foreign languages: Arabic (4)

Academic and institutional experience: Served for five years as Chair, Marketing Dept, GW School of Business; Served for seven years as Faculty Director of an MBA International Residency Program to the UAE; Served as PI of a University Partnership Program funded by the Fulbright Commission in Cairo, Egypt to develop the first Executive MBA program in Egypt.

Overseas experience: Distinguished University Professor at the following universities: American University in Cairo, Egypt; King Saud University, Saudi Arabia

Select publications: Co-author, "The Mystique of Macro-boycotting Behavior: a Conceptual Framework," *International Journal of Consumer Studies*, Vol. 37, No. 2, (2013), pp. 165-71; Co-author, *Marketing Management: Arab World Edition*, (Pearson, 2012); "Customer-driven Benchmarking: A Strategic Approach Toward a Sustainable Marketing Performance," *Benchmarking: An International Journal*, Vol. 20, No. 3, (2013)

Distinctions: Outstanding Marketing Teacher Award, Academy of Marketing Science, 2005; Highly Commended Paper Award, *Journal of Consumer Marketing*, 2004

Number of dissertations/theses supervised in past five years: 2

JORGENSEN, CORY

Assistant Professor of Arabic, Columbian College of Arts and Sciences

Year of appointment: 2012

Tenure status: Non-tenure track

Education: BM-music, Utah State; MA-classics, UT-Austin; PhD-Arabic, UT-Austin

Percentage of time relevant to program: 100%

Research and teaching specialization: Arabic language & literature

Select courses: Arabic language

Foreign languages: Arabic (4), Latin (4), Greek (4), Italian (2)

Academic and institutional experience: Utah State U, teaching assistant; UT-Austin, assistant instructor; GWU, assistant professor

Overseas experience: Rome-intensive Latin; Greece-archaeological survey; Egypt, intensive Arabic; manuscript research

Select publications: "Arabic Learner Attitudes Toward Reading Translated Excerpts from Arabic Literature and Self-Reported Language Learning Motivation." *Al-'Arabiyya*--under revision. Numerous paper presentations.

Distinctions: FLAS dissertation grant; DAAD research grant; GWU-UFF research grant

Appendix II: Profiles for Project Personnel

KASSAB, MUHAMMAD **Arabic Language Specialist**

Year of appointment: 2008

Tenure status: Non-Tenure track

Education: Ph.D., Georgetown University; M.A. Columbia University

Percentage of time relevant to program: 100%

Research and teaching specialization: Arabic language and literature

Select courses: Arab 003 Intermediate Arabic I; Arab 004 Intermediate II

Foreign languages: Arabic (4), Persian (3), French (3)

Academic and institutional experience: New York University, Arabic lecturer (2003-2008); Georgetown University, Arabic language instructor (2000-03)

KHOURY, DINA **Professor of History and International Affairs, Columbian College of Arts and Sciences**

Year of appointment: 1997

Tenure status: Tenured

Education: Ph.D., Georgetown University, 1987; B.A., American University of Beirut, 1977

Percentage of time relevant to program: 100%

Research and teaching specialization: History of the Middle East

Select courses: HIST 101 History of Modern Iraq; HIST 193 History of the Middle East: Imperial Islam; HIST 232 Islam and Social Movements; HIST 297 War and Memory in the Middle East; HMN 8 Islamic Humanities

Foreign languages: Arabic (4), Turkish (3)

Academic and institutional experience: Fellow, John Simon Guggenheim Foundation, 2007-08; Director of Graduate Studies, Department of History, The George Washington University, 2006-07; Director of Middle East Studies, The George Washington University, 1999-2002; Assistant Professor of History and International Affairs, The George Washington University, 1991-97; Advisor, National Endowment of the Humanities Projects for the Media, 1996

Overseas experience: Researcher, The American Academic Research Institute, Iraq, 2007, 2009; Research, American Research Institute, Turkey, 1998-99

Select publications: "The security state and the practice and rhetoric of sectarianism," *International Journal of Contemporary Iraqi Studies*, 2010. *Iraq in Wartime: Soldiering, Martyrdom and Remembrance*, (Cambridge University Press, 2013); "Violence and Spatial Politics between Local and Imperial: Baghdad, 1778-810," in Gyan Prakash and Kevin Kruse (eds.), *Spaces in the Modern City, Imaginaries, Politics and Everyday Life*, (Princeton University Press, 2008); "Comparing Empires: The Ottoman Domains and the British Raj in the Long Nineteenth Century," *Comparative Studies of South Asia, Africa and the Middle East*, Vol. 27, No. 2, (2007), pp. 233-44

Distinctions: Principal Investigator/Co-Director National Endowment of the Humanities seminar, *The Late Ottoman and Russian Empires: Citizenship, Belonging and Difference*. June 9-27, 2014; Grant, The Institute for Middle East Studies, The George Washington University, 2010; International and Area Studies Grant, 2002-03; Grant, Social Science Research Council, 1989-90, 1990-91

Number of dissertations/theses supervised in past five years: 9

Appendix II: Profiles for Project Personnel

LIVINGSTON, STEVEN

Professor of Media and Public Affairs and International Affairs, School of Media and Public Affairs

Year of appointment: 1991

Tenure status: Tenured

Education: Ph.D., University of Washington, 1990; M.A., University of Washington, 1984; B.A., University of S. Florida, 1981

Percentage of time relevant to program: 25-50%

Research and teaching specialization: Media and political processes, information technology, media in foreign and military policy making and operations, media and terrorism

Select courses: SMPA 50 Introduction to Media and Public Affairs; SMPA 51 Research Methods; SMPA 210 Media and Public Affairs; SMPA 241 Quantitative Media and Research Methods; SMPA 270 Topics in Media and Public Affairs

Foreign languages: German (2), Spanish (2)

Academic and institutional experience: Director, Political Communication Program, The George Washington University, 1996-2002, 2004-06; Senior Research Fellow, Center for American Politics and Public Policy, University of Washington, 2002-03; Research Fellow, Shorenstein Center on Press, Politics and Public Policy, Harvard University, 1996; Senior Research Fellow, Social Science Research Council, 1992-93

Overseas experience: Consultant, Afghanistan, 2009, 2010; Consultant, Iraq, 2008, 2009;

Select publications: Africa's Evolving Infosystems: A Pathway to Security and Stability, *Africa Center for Strategic Studies*, (2011); *When The Press Fails: Political Power and the News Media from Iraq to Katrina*, (The University of Chicago Press, 2007); Co-author, "Embedding the Truth: A Cross-Cultural Analysis of Objectivity and Television Coverage of the Iraq War," *Harvard International Journal of Press/Politics*, Vol. 10, No. 1, (2005)

Distinctions: Goldsmith Award, Harvard University; Grant, Robert R. McCormick Tribune Foundation, 1995;

Number of dissertations/theses supervised in past five years: 4

LOOMIS, SUMMER

Assistant Professor of Arabic, Classical and Near Eastern Languages and Civilizations, Columbian College

Tenure status: Non-tenure track

Education: PhD in Middle Eastern Languages and Cultures, University of Texas at Austin

Percentage of time relevant to program: 100%

Research and teaching specialization: Arabic language, all levels

Select courses: ARAB 1001, ARAB 1002, ARAB 1201, ARAB 1202

Foreign languages: Arabic (4), French (4), Hebrew (1)

Academic and institutional experience: GW since 2012, previously taught as an Assistant Instructor at the University of Texas at Austin and as a teaching assistant at the University of Washington

Overseas experience: Egypt, Syria, Jordan, France, Japan

Select publications: Loomis, Summer. Review of Advanced Media Arabic by El-Mustapha Lahlali, in Middle East Studies Association Bulletin (vol 43, no 2, Winter 2009)

Appendix II: Profiles for Project Personnel

LYNCH, MARC

Professor of Political Science and International Affairs and Director, Institute for Middle East Studies, Elliott School of International Affairs * NRC PRINCIPAL INVESTIGATOR

Year of appointment: 2007

Tenure status: Tenured

Education: Ph.D. Cornell University, 1997; M.A. Cornell University, 1992; B.A. Duke University, 1990

Percentage of time relevant to program: 100%

Research and teaching specialization: Middle East politics, Arab media and public opinion, Islamist movements, public diplomacy

Select courses: IAFF 6361 Middle East Studies Cornerstone; IAFF 6378 Media and Politics in the Islamic World; PSC 2440 Theories of International Politics; PSC 2478 International Relations of the Middle East; PSC 6478 International Relations of the Middle East; PSC 8441 Advanced Theories of International Relations

Foreign languages: Arabic (3)

Academic and institutional experience: Director, Project on Middle East Political Science, 2010-present; Non-Resident Senior Fellow, Center for a New American Security, 2009-present; Associate Professor, Williams College, 2004-2007; Assistant Professor, Williams College, 1998-2004; Lecturer and Post-Doctoral Fellow, University of California, Berkeley, 1997-1998; Instructor, University of Wisconsin, Whitewater, 1996-1997; Visiting Scholar, Princeton University, Fall 1993

Overseas experience:

Select publications: *The Arab Uprising: The Unfinished Revolutions of the New Middle East*, (New York: PublicAffairs), 2012; Co-editor, *Revolution in the Arab World: Tunisia, Egypt, and the Unmaking of an Era*, (Washington, DC: Foreign Policy eBook, 2011); "After Egypt: The Promise and Limitations of the Online Challenge to the Authoritarian Arab State," *Perspectives on Politics*, Vol. 9, No.2 (June 2011); America and the Egyptian Uprising. *Survival*, Vol. 53, No.2 (March 2011); "Understanding the Awakening: Explaining the shift in Iraqi Sunni political attitudes, 2004-2007," *Security Studies*, Vol. 20, No.1, (Spring 2011)

Distinctions: Title VI National Resource Center for Middle East Studies Grant, US Department of Education, 2010-2013; Grant, POMEPS Extending the Network to the Arab World, Carnegie Corporation, 2010-11; Grant, United States Institute for Peace, 2009-10

MARCUS, SHOSHANA

Lecturer in Hebrew, Columbian College of Arts and Sciences

Year of appointment: 2007

Tenure status: Non-Tenure

Education: M.A., Hebrew College, Boston; B.A., Hebrew University, Jerusalem

Percentage of time relevant to program: 100%

Research and teaching specialization: Hebrew Language Specialist

Select courses: Hebrew 1001 and 1002, Hebrew 2001 and 2002

Foreign languages: Hebrew (4)

Academic and institutional experience: Director of Education, Adas Israel Congregation; Lecturer, Brandeis University, 1992-96;

Appendix II: Profiles for Project Personnel

MARSHALL, SHANA

Associate Director and Research Instructor, Elliott School of International Affairs

Tenure status: Non-tenure track

Education: Ph.D., University of Maryland – College Park; M.A., University of Maryland – College Park; B.A., Hanover College.

Percentage of time relevant to program: 100%

Research and teaching specialization: Middle East political economy

Select courses: N/A

Foreign languages: Arabic (4)

Academic and institutional experience: Associate Director of the Institute for Middle East Studies at the Elliott School of International Affairs; Fellow at Crown Center for Middle East Studies, Brandeis University; Fellow at the Niehaus Center for Globalization & Governance, Princeton University.

Overseas experience: travel & study in Egypt, Lebanon, Morocco, Syria, Tunisia, Yemen

Select publications: “Jordan’s Military-Industrial Complex and the Middle East’s New Model Army.” *The Middle East Report*. 43(267): 42-45; “Egypt’s Generals and Transnational Capital.” Co-authored with Joshua Stacher. Spring 2012. *The Middle East Report*. 42(262): 12-18; “Money for Nothing? Offsets in the US-Middle East Defense Trade.” November 2009. *International Journal of Middle East Studies*. 41(4): 51-53.

Distinctions: Recipient of three postdoctoral fellowships from Brandeis University, Princeton University, and Transatlantic Postdoctoral Fellowship in International Relations (latter fellowship declined); recipient of grants from Kuwait Program at the Institut d’Etudes Politiques (Sciences Po - Paris); Horowitz Foundation for Social Policy; Saltzman Institute of War and Peace Studies at Columbia University; and Smith Richardson Foundation

MCALISTER, MELANI

Associate Professor of American Studies, International Affairs, and Media and Public Affairs, and Chair, Department of American Studies, Columbian College of Arts and Sciences

Tenure status: Tenured

Education: Ph.D., Brown University, 1996; B.A., University of North Carolina, Chapel Hill, 1984

Percentage of time relevant to program: 51-75%

Research and teaching specialization: US-Middle East (1945-present), culture and globalization, US media and cultural history, evangelical Christianity, religion and politics

Select courses: AMST 2490 US-Middle East Cultural Encounters; AMST 2710: US in a Global Context; AMST 289 US in the World; AMST 289 Culture and Globalization; AMST 289 Religion and Media

Foreign languages: French (4)

Academic and institutional experience: Visiting Scholar, University of Pennsylvania Annenberg School of Communication, 2010; Visiting Fellow, Davis Center for Historical Studies, Princeton University, 2007; Visiting Fellow, Princeton University Center for the Study of Religion, 1998-99; Non-Resident Fellow, W.E.B. Du Bois Center, Harvard University, 1998-99

Overseas experience: International Board of the Center for American Studies and Research at the American University of Beirut from 2004-2013; Sudan, research, Dec. 2006; Israel/Palestine, 2007; Beirut, research, 2009

Select publications: “US Evangelicals and the Politics of Slave Redemption as Religious Freedom,” *South Atlantic Quarterly*, special issue on Religious Freedom, ed. Saba Mahmood and Peter Danchin, Dec. 2013

Distinctions: THE GEORGE WASHINGTON UNIVERSITY Facilitating Fund summer research grant, 2005, 1999, 1998

Number of dissertations/theses supervised in the past five years: 10

Appendix II: Profiles for Project Personnel

MINUCHEHR, PARDIS

Assistant Professor of Persian and Persian Director, Columbian College of Arts and Sciences

Year of appointment: 2011

Tenure status: Non-tenured

Education: Ph.D., Columbia University; M. Phil., Columbia University; M.A., University of Massachusetts, Amherst; B.A., Allameh Tabataba'ii University, Tehran, Iran

Percentage of time relevant to program: 100%

Research and teaching specialization: Persian language, literature and cinema, modern Iran

Pedagogy training: Multilanguage Assessment Training Workshop by the American Councils for International Education and ACTFL's OPI Tester Refresher course

Select courses: PERS/1001/Beginning Persian I - PERS/3001 Advanced Persian, PERS 3002/Media Persian, Iranian Cinema, Modern Iran: Media and Culture, Advanced Persian for International Affairs Graduate Students

Foreign languages: Persian (4), German (4), Arabic (3), Turkish (3), French (3), Ottoman (3), Azeri (3)

Academic and institutional experience: Program Director, Persian Startalk Professional Development Grants, University of Pennsylvania and The George Washington University; President, American Association of Teachers of Persian; Professional Development Steering Committee, National Middle Eastern Language Resource Center

Overseas experience: Fulbright fellow, Spring-Summer 2011 Berlin, Germany; DAAD Faculty Fellow, Berlin Germany 2000-2001; Lecturer at Bilkent University, Ankara, 2000; Post-doc fellow at the School for Advanced Studies, Berlin 1997-1998

Select publications: Co-author with Nicole Mills, "The Development of a National Curriculum Guide for Persian: Themes, Genres, Standards-based Goals, and Models" JNCOLCTL, Fall 2014; "Sohrab Shahid Saless" Encyclopaedia Iranica, 2013; "Eraq-e 'Ajam" Encyclopaedia Iranica, 2012. Co-author, "Standards-Based Goals for Beginning Persian: Goals, Objectives, Evaluations, and Learning Outcomes," (STARTALK and the University of Pennsylvania, 2010)

Distinctions: President of the American Association of Teachers of Persian; Professional Development Steering Committee member of the National Middle Eastern Language Resource Center; Principle Investigator and consultant on various private and national grants, including a Program Director on four Persian Startalk Professional Development Grants at the University of Pennsylvania and GWU; Fulbright Fellow in Berlin teaching Iranian Cinema at the Free University of Berlin, 2011.

Number of dissertations/theses supervised in the past five years: 4

MYLONAS, HARRIS

Assistant Professor of Political Science and International Affairs, Elliott School of International Affairs

Year of appointment: 2009

Tenure status: Tenure Track

Education: Ph.D., Yale University, 2008; M.Phil., Yale University, 2005; M.A., Yale University, 2004; M.A., University of Chicago, 2003; M.Sc., University of Athens, 2002; B.A., University of Athens, 2000

Percentage of time relevant to program: 51-75%

Research and teaching specialization: Nationalism, nation and state-building, immigrant and refugee incorporation policies, European integration, the Balkans

Select courses: PSC 2322 European Integration; PSC 2338 Nationalism; PSC 6362 Nation Building in the Balkans; PSC 8104 Qualitative Research Methods; PSC 8388 Nationalism and Nation-Building

Foreign languages: Greek (4), Spanish (2), Turkish (1)

Academic and institutional experience: Harvard Academy for International and Area Studies Scholarship

Overseas experience: The National Archives, London, 2009; Research, Serbia, Bulgaria, Turkey in 2007; Research, Greece, 2005-09; Research in the Republic of Korea, 2013; Research in Israel, 2014

Select publications: *The Politics of Nation-Building: Making Co-Nationals, Refugees, and Minorities*, (New York: Cambridge University Press, 2013); Co-authored, "Which Land is Our Land? Explaining Change in the Desired State Borders by Stateless Nationalist Movements," *Security Studies* (with Nadav Shelef); "Democratic Politics in Times of Austerity: The Limits of Forced Reform in Greece," *Perspectives on Politics* (2014);

Distinctions: *The European Studies Book Award* by the Council for European Studies, 2014; Honorable mention by the Association for the Study of Nationalities, 2014; *The Peter Katzenstein Book Prize*, 2013; Harvard Academy for International and Area Studies Scholarship, two-year award (2008-2009 and 2011-2012)

Number of dissertations/theses supervised in past five years: 10

Appendix II: Profiles for Project Personnel

NASR, SEYYED HOSSEIN

University Professor of Islamic Studies, Columbian College of Arts and Sciences

Year of appointment: 1984

Tenure status: Tenured

Education: Ph.D., Harvard University, 1958; M.S., Harvard University, 1956; B.S., Massachusetts Institute of Technology, 1954

Percentage of time relevant to program: 100%

Research and teaching specialization: Islamic Studies and perennial philosophy

Select courses: Rel 770 Islamic Civilization and the West; Rel 771 Persian Sufi Literature in East and West; 772 Mysticism – East and West; Rel 773 Perennial Philosophy; Rel 775 Man and the Natural Environment; Rel 777 Religion and Science

Foreign languages: Persian (4)

Academic and institutional experience: Emeritus Professor, Cornell University, 1991-97; Professor of Islamic Studies, Temple University, 1979-84; Visiting Distinguished Professor University of Utah, 1979; Visiting Professor, Princeton University, 1975; Visiting Professor, Harvard University, 1962, 1965

Overseas experience: Professor of Islamic Studies, American University of Beirut, Lebanon, 1964-65; Professor, Tehran University, 1963-79; Associate Professor, Tehran University, 1958-63

Select publications: *Man and Nature: The Spiritual Crisis in Modern Man*, (Kazi, 2007); *The Garden of Truth: The Vision and Promise of Sufism, Islam's Mystical Tradition*, (Harper, 2007)

Distinctions: A.D. White Professor Emeritus in Islamics, Cornell University, 1991-97; Member of the Royal Academy of Jordan 1995-present; Patron of Centre for the Study of Islam and Christian-Muslim Relations at Selly Oaks Colleges in Birmingham (U.K.), 1980-present

OFENGENDEN, ARI

Director of the Hebrew Program; Assistant Professor of Hebrew, Columbian College of Arts and Sciences

Year of appointment: 2013

Tenure status: Tenure track

Education: Ph.D. on the poet Abraham Shlonsky at Haifa University

Percentage of time relevant to program: 100%

Research and teaching specialization: Israel, Globalization, Arab-Israeli Conflict

Select courses: Conflict and Bridges in Arab Israeli Conflict, Hebrew Conversation, Sexuality and Love in Jewish Culture.

Foreign languages: Hebrew (4)

Pedagogy Training: Language Learning and the Active Student, 2013 hosted at GWU.

Academic and institutional experience: From 2005-2008, taught at the Protestant Theology department at Tübingen (Germany) and was a research fellow at the International Centre for Ethics in the Sciences and Humanities (IZEW) at Tübingen, Germany. In 2010, completed a post-doctoral research and teaching fellowship at Monash University (Australia). From 2010 to 2013, he was Assistant professor of Hebrew and comparative literature at Oberlin College.

Overseas experience: Germany, Australia

Select publications: *The Passion for Absence in Abraham Shlonsky, Dialectics of Negativity in Modernist Hebrew Poetry (1920-1960)*, Berlin: De Gruyter, 2014; *The Passion for Absence in Abraham Shlonsky*, Jerusalem: Magnes (Hebrew University Press) 2010.

Distinctions: Certificate of Merit of Israeli Parliament, 2003.

Appendix II: Profiles for Project Personnel

OH, IRENE

Associate Professor of Religion and Director of the Peace Studies Program, Columbian College of Arts and Sciences

Year of appointment: 2009

Tenure status: Tenured

Education: Ph.D., University of Virginia, 2004; M.A., University of Chicago, 1999

Percentage of time relevant to program: 51-75%

Research and teaching specialization: Comparative ethics, Human rights and ethics in Islam

Select courses: REL3922 Ethics and the World Religions, PSTD 1010 Introduction to Peace Studies and Conflict Resolution, REL 3401 Islam

Foreign languages: Arabic (2), French (2), German (3)

Academic and institutional experience: Assistant Professor, University of Miami (2004-2009)

Select publications: *The Rights of God: Islam, Human Rights, and Comparative Ethics*, 2007; "The Performativity of Motherhood: Embodying Theology and Political Agency," *Journal of the Society of Christian Ethics*, 2009; "Approaching Islam: Comparative Ethics Through Human Rights," *Journal of Religious Ethics*, 2008

Distinctions: Elected to the board of the Society of Christian Ethics, is a founding member of the Society for the Study of Muslim Ethics, and serves on the steering committee for the Comparative Religious Ethics Group of the American Academy of Religion.

PEMBERTON, KELLY

Associate Professor of Religion and Women's Studies, Columbian College of Arts and Sciences

Year of appointment: 2004

Tenure status: Tenured

Education: Ph.D., Columbia University, 2000; M.A., University of Washington, 1994; B.A., Vassar College, 1990

Percentage of time relevant to program: 25-50%

Research and teaching specialization: Islam, Hinduism, Sufism, gender, civil society, the Middle East, South Asia

Select courses: Islam; Women in Islam; Women in Islam; Islam and Hinduism in South Asia; Introduction to World Religions: Western Traditions; Women in Western Religion; Gender, Sainthood, and Piety in Islam; Introduction to Women's Studies; Topics in the Qur'an; Gender and Islamic Activism; Global Islamic Feminisms; Global Religious Feminisms

Foreign languages: French (4), Hindi (4), Urdu (4), Arabic (2), Persian (2), Turkish (2), Spanish (2)

Academic and institutional experience: Consultant, American Council on Education, 2008, 2011-12; Consultant, Council of American Overseas Research Centers, 2009-10; Consultant, US Agency for International Development, 2006; Visiting Assistant Professor, Mount Holyoke College, 2003-04; Visiting Lecturer, Harvard University Divinity School, 2002-03; Postdoctoral Fellow, University of California, Berkeley, 2000-02

Overseas experience:

Select publications: "Sufis and Social Activism: a Chishti Response to Communal Strife in India Today," in Clinton Bennett and Charles Ramsey (eds.), "In Search of South Asian Sufis," (Continuum Books, 2012); *Women Mystics and Sufi Shrines in the Indian Subcontinent*, (University of South Carolina Press, 2010); Co-editor, *Shared Idioms Sacred Symbols and the Articulation of Identities in South Asia*, (Routledge 2009)

Distinctions: GW-Bogazici Fund Grant, The George Washington University, 2011; University Facilitating Fund Fellowship, The George Washington University, 2007, 2009; Larson Fellowship in Health and Spirituality, Library of Congress, Kluge Center, 2008-09; Junior Scholar Incentive Award, The George Washington University, 2005; Chancellor's Postdoctoral Fellowship, University of California, Berkeley, 2000-02; Charlotte Newcombe Dissertation Fellowship, 1999-2000; GSAS Merit Summer Fellowship, Columbia University, 1999; President's Fellow, Columbia University, 1998-99; USED-Fulbright Fellowship for Dissertation Research, 1997-98; GSAS Merit and Departmental Summer Fellowships, Columbia University, 1997; A.W. Mellon Summer Research Fellowship, 1996; President's Fellow, Columbia University, 1995-97; George Edmund Haynes Fellowship, Columbia University, 1994-95; FLAS Academic Year Fellowship, University of Washington, 1993-94

Number of dissertations/theses supervised in past five years: 5

Appendix II: Profiles for Project Personnel

POPP, RICHARD ALAN

Professorial Lecturer, Columbian College of Arts and Sciences

Tenure status: Non-tenure track

Education: Ph.D. Arabic Language, Literature, and Linguistics, Georgetown University; M.A., Liberal Studies in Arabic and Islamic Studies, The Ohio State University

Percentage of time relevant to program: 100%

Research and teaching specialization: Methodology of Language Instruction, Arab-American Literature, Translation Studies

Select courses: ARAB 4501 (Arabic – English Translation), ARAB 4502 (Arabic-Engl. Adv. Translation)

Foreign languages: Arabic (4)

Pedagogy Training: Issues/Methods: Teaching Arabic as a Foreign Language; Methods of Language Teaching; Supervised Teaching Practicum at Georgetown University

Academic and institutional experience: Georgetown University, 2008. University of Maryland, Fall 2014.

Overseas experience: Peace Corps, 1982-1984 (Sana'a, North Yemen), Yarmuk-Virginia Summer Program, 1985 (Irbid, Jordan), Center for Arabic Study Abroad (CASA), Full Fellow, 1989-90 (Cairo, Egypt)

Select publications: "Al-Rabitah al-Qalamiyah, 1916," *Dahesh Voice* 10, no. 1 (2004): 58-74. (Translated into Arabic); "Writing Together: Two Generations of Arab Americans Serve the Public Purpose," *AlJadid* 16, no. 63 (2012): 6-9. Co-written by Holly Arida and Richard Alan Popp

Distinctions: Title VI FLAS Scholar; TASC, Special Achievement Award, 2004

Number of dissertations/theses supervised in past five years: 1

REHMAN, SCHEHERAZADE

Professor of International Finance/Business, and Professor of International Affairs and Director, European Union Research Center, School of Business

Year of appointment: 1991

Tenure status: Tenured

Education: Ph.D., The George Washington University, 1992; M.B.A., The George Washington University, 1989; B.B.A., The George Washington University, 1985

Percentage of time relevant to program: 25-50%

Research and teaching specialization: International finance, global and emerging financial markets, central banking, economic development, privatization and financial sector development, corporate governance, regional financial crisis management, Middle East economics and Islamic finance, and the European Union

Select courses: BADM 2201 International Financial Environment; IBUS 3301 International Business Finance; IBUS 4302 International Banking; IBUS 4303 International Monetary and Financial Issues; IBUS 6404 Global Competitive Frameworks; IBUS 6301 International Business Finance

Academic and institutional experience: Director, European Union Research Center, The George Washington University, 1998-present; Senior Trainer/Lecturer, US Agency for International Aid (USAID) Funded Programs, 1997-present; President and Managing Partner, International Consultants Group, 1989-present; Director, Joint International MBA-MA Degree Programs, The George Washington University, 1994-2005

Overseas experience: Executive Program Trainer, Banco Central de Reserva del Perú, 2009; Financial Advisor and Consultant, SeaTech Inc, United Kingdom and Barbados, 2001-05; Oxford University Residency, United Kingdom, 2004; Senior Project Finance Officer and Chief Project Bidding Coordinator and Negotiator, Bucheery International Construction Company, Bahrain, 1985-87; International Foreign Exchange Trader and International Money Market Manager, Bank of Credit and Commerce International, Bahrain, 1985-87

Select publications: Co-author, "Globalization Of Islamic Finance: Myth Or Reality?" *International Journal of Humanities and Social Science*, Vol. 1, No. 19, (2011); Co-author, *Corruption And Its Manifestation In The Persian Gulf*, (Edward Elgar Publishing, Ltd., 2010);

Distinctions: Steve Ross Professorial Fellow of International Finance and Business and External Relations, 2012; University Policy Research Scholar Award, The George Washington University, 2012; Oscar and Shoshanna Trachtenberg Teaching Award, 2011; Service Excellence Celebration Choice Award–Parents Choice Award, The George Washington University, 2010; "Faculty of the Year" School of Business, The George Washington University, 2010

Appendix II: Profiles for Project Personnel

REICH, BERNARD

Professor Emeritus of Political Science and International Affairs, Columbian College of Arts and Sciences

Year of appointment: 1981

Tenure status: Tenured

Education: Ph.D., University of Virginia, 1964; M.A., University of Virginia, 1963; B.A., City College of New York, 1961

Percentage of time relevant to program: 100%

Research and teaching specialization: Middle Eastern politics, terrorism, US-Israel relations, Arab-Israeli conflict, Israel, oil politics

Academic and institutional experience: Marine Corps War College Chair of National Security Economic Affairs, 1996-present; Consultant, US Department of State; Lecturer, Foreign Service Institute; Lecturer, Defense Intelligence School

Overseas experience: Research for USSR Academy of Sciences, Soviet Union, 1970-1990; Visiting Research Associate, Tel Aviv University, 1971-72; Fulbright Research Scholar, Egypt, 1965

Select publications: *Historical Dictionary of Israel*, (Rowman and Littlefield, 2008)

Distinctions: Postdoctoral Fellowship, National Science Foundation, Israel, 1971-72

REICH, WALTER

Yitzhak Rabin Memorial Professor of International Affairs, Ethics and Human Behavior, Elliott School of International Affairs

Year of appointment: 1980

Tenure status: Non-Tenure Track

Education: M.D., New York University, 1970; B.A., Columbia College, 1965

Percentage of time relevant to program: 51-75%

Research and teaching specialization: Holocaust and genocide studies, terrorism, human rights, the Middle East, the Israeli-Palestinian conflict, and Soviet psychiatry

Select courses: ENGL 198 Honors Thesis; HONR 175 Holocaust Memory: Past, Present and Future; IAFF 198 Independent Study and Research; IAFF 290 Holocaust Memory: Past, Present and Future; IAFF 751 Holocaust Memory: Past, Present and Future

Foreign languages: Hebrew (3)

Academic and institutional experience: Director, United States Holocaust Memorial Museum, 1995-98; Chair of the Committee on Human Rights of the American Psychiatric Association, 1995-98; Committee on Scientific Freedom and Responsibility of the American Association for the Advancement of Science, 1985-91

Overseas experience: Research in Israel

Select publications: *A Stranger in My House: Jews and Arabs in the West Bank (1984)*; *State of the Struggle: Report on the Battle against Global Terrorism (2007)*

Distinctions: Distinguished Life Fellow of the American Psychiatric Association, 2006; American Psychiatric Association Human Rights Award, 2004, American Association for the Advancement of Science Scientific Freedom and Responsibility Award, 2003; American Psychiatric Association Special Presidential Commendation, 1998

Number of dissertations/theses supervised in past five years: 1

Appendix II: Profiles for Project Personnel

RIDDLE, LIESL

Associate Professor of International Business and International Affairs Associate Dean for Graduate Programs, GW School of Business, Co-Director, GW Diaspora Program

Year of appointment: 2001

Tenure status: Tenured

Education: Ph.D., University of Texas, Austin, 2001; M.B.A., University of Texas, Austin, 1995; M.A., University of Texas, Austin, 1995; B.A., University of Texas, Austin, 1992

Percentage of time relevant to program: 51-75%

Research and teaching specialization: International entrepreneurship, investment and trade promotion, diasporas, international business in the Middle East and North Africa, research methods

Select courses: IBUS 3001 Introduction to International Business; IBUS 3201 International Marketing Management; IBUS 4402 Managing in Developing Countries; IBUS 6201 International Marketing; IBUS 6402 Managing in Developing Countries

Foreign languages: Turkish (2)

Academic and institutional experience: Co-director, George Washington University Diaspora Capital Investment Project, 2006-12

Select publications: "Information Sources for New Ventures in the Turkish Clothing Export Industry" *Small Business Economics* w/Kate Gillespie (2003); "Changes in Palestinian-American Interest in Homeland Investment 1994-1999" *Middle East Studies Journal* w/ Kate Gillespie and Edward Sayre (2001)

Distinctions: Awarded Best Reviewer Award at the Academy of Management Annual Meeting, 2007; Awarded Best Reviewer Award at the Academy of International Business Annual Meeting, 2007; Awarded the GWU School of Business Teaching Excellence Award, 2006; Awarded the GWU School of Business' Undergraduate Teaching Award, 2004

ROBINSON, SHIRA

Associate Professor of History and International Affairs, Elliott School of International Affairs

Year of appointment: 2007

Tenure status: Tenured

Education: Ph.D., Stanford University, 2005; M.A., Stanford University, 1999; B.A., University of Michigan, 1995

Percentage of time relevant to program: 100%

Research and teaching specialization: History of the Middle East in the 19th and 20th centuries, colonialism, nationalism, and citizenship in the Arab Middle East, the Palestinian-Israeli conflict

Select courses: HIST 2805W Sophomore Seminar: Land and Power in Israel/Palestine; HIST 2805W Sophomore Seminar: The United States in the Middle East, World War I-9/11; HIST 3811 The Middle East in the 20th Century; HIST 6001 Graduate Readings in Modern Middle Eastern History; HIST 6801 Topics in Middle Eastern History

Foreign languages: Arabic (4), Hebrew (4), French (2)

Academic and institutional experience: Visiting Fellowship, Davis Center for Historical Studies, Princeton University, 2006-07; Old Gold Summer Fellowship, University of Iowa, 2006; Research, Davis Center for Historical Studies, Princeton University, 2006; Mellon Fellow, Stanford University, 2000, 2003-04; Palestinian American Research Center, 2002; Research Fellowship, SSRC Middle East and North Africa Program, 2001-02

Overseas experience: IIE Fulbright Scholar, Israel, 2001-02; Center for Arabic Studies Abroad (CASA) Fellowship, Cairo, Egypt, 2000-01; Travel Grant, Dorot Foundation, Stanford Program in Jewish Studies, Israel, 1998, 1999

Select publications: *Citizen Strangers: Palestinians and the Birth of Israel's Liberal Settler State*, (Stanford: Stanford University Press, 2013); "Commemoration under Fire: Palestinian Responses to the 1956 Kafr Qasim Massacre," in *Memory and Violence in the Middle East and North Africa*, (ed. Ussama Makdisi and Paul Silverstein), pp. 103-132

Distinctions: IMES Senior Researcher Award, 2011-2013; Ben Halpern Biennial Award for Best Dissertation, 2006; Incentive Award for Receiving External Grants, Stanford University, 2001; Award for Excellence in First Time Teaching, Stanford University, 1999

Number of dissertations/theses supervised in past five years: 8

Appendix II: Profiles for Project Personnel

SMITH, ANDREW

Assistant Professor of Classics, Columbian College of Arts and Sciences

Year of Appointment: 2008

Tenure status: Tenure Track

Education: Ph.D., University of Maryland-College Park, 2004; M.A., North Carolina State University, 1995

Percentage of time relevant to program: 25-50%

Research and teaching specialization: The Greek and Roman Middle East

Select courses: Clas 119 Greek History; Clas 120 Roman History; Clas 105 Ancient Identity: Greek, Romans, and Other

Foreign languages: German (2), French (2), Arabic (1), Aramaic (2), Latin (2), Ancient Greek (2)

Academic and institutional experience: Assistant Professor, Dowling College (2006-08); Adjunct Assistant Professor, Rollins College (2005)

Select publications: Roman Palmyra: Identity, Community, and State Formation (forthcoming); *Wadi Araba in Classical and Late Antiquity: A Historical Geography* (2010); "The Bir Madhkur Project: A Preliminary Report on the 2008 Field Season." *Annual of the Department of Antiquities of Jordan* (2010);

Distinctions: Loeb Classical Library Foundation (\$35,000), Harvard University 2010-11; University Facilitating Fund Fellowship (\$14,496), GWU, 2009-10;

TALMADGE, CAITLIN

Assistant Professor of Political Science and International Affairs, Elliott School of International Affairs

Year of appointment: 2011

Tenure status: Tenure Track

Education: Ph.D., Massachusetts Institute of Technology, 2011; A.B., Harvard University, 2003

Percentage of time relevant to program: Middle East – 50%;

Research and teaching specialization: US defense and foreign policy, military operations and strategy, nuclear deterrence, proliferation, civil-military relations, energy security and the Gulf

Select courses: PSC 1003 Introduction to International Politics; IAFF 6160 Defense Policy and Program Analysis

Foreign languages: Spanish (1)

Academic and institutional experience: Visiting Scholar, APSA Centennial Center, 2009-10; Visiting Fellow, Georgetown Center for Peace and Security Studies, 2009-10; Fellow, Smith Richardson Foundation World Politics and Statecraft, 2009; Pre-Doctoral Fellow, Brookings Institution, 2008-09; Olin Institute Pre-doctoral Fellow, 2007-08; Manfred Wörner Fellow, German Marshall Fund, 2005; Research Assistant, Massachusetts Institute of Technology, 2004-07; Research Assistant, The Center for Strategic and International Studies, 2003-04

Overseas experience: Heinrich Böll Foundation Eastern Europe Tour, 2004

Select publications: Co-author, *US Defense Politics: the Origins of Security Policy*, second edition, (Routledge: forthcoming, 2014); "The Puzzle of Personalist Performance: Iraqi Battlefield Effectiveness in the Iran-Iraq War," *Security Studies*, Vol. 22, No. 2, (2013), pp. 180-221; "Striking a Balance: the Lessons of US-Russian Nuclear Materials Security Cooperation," *Non-Proliferation Review*, Vol. 12, No. 1, (2005), pp. 1-35; "Costs and Difficulties of Blocking the Strait of Hormuz," *International Security*, Vol. 33, No. 3, (2009), pp. 182-88; "Closing Time: Assessing Possible Outcomes of US-Iranian Conflict in the Strait of Hormuz," *International Security*, Vol. 33, No. 1, (2008), pp. 82-117

Distinctions: Grant, Institute for Security and Conflict Studies, 2011; Grant, Center for International Studies, Massachusetts Institute of Technology, 2009; Certificate of Distinction in Teaching, Harvard University, 2008; John Harvard Scholarship and Harvard College Detur Prize, Harvard University, 1999-2003

Number of dissertations/theses supervised in past five years: 2

Appendix II: Profiles for Project Personnel

TICKTIN, MAX

Assistant Professor of Hebrew, Columbian College of Arts and Sciences

Tenure status:

Education: M.H.L, D.D. Jewish Theological Seminary of America; B.A. University of Pennsylvania

Percentage of time relevant to program: 100

Research and teaching specialization: Hebrew language, Yiddish language and literature, Israeli literature, Biblical Literature, and modern Jewish cultural and literary history.

Select courses: Hebrew 1001-3002; Roots of Western Civilization; Hebrew Scriptures

Foreign languages: Hebrew (4)

Academic and institutional experience: George Washington University

VISTAMEHR, SEPIDEH

Part-Time Persian Professor, Columbian College of Arts and Sciences

Year of appointment: 2011

Tenure status: Non-Tenure Track

Education: BS. Translation Persian/French – Azad University, Tehran/Iran; M.Ed Second Language Acquisition/Teaching French as a Second Language Azad University, Tehran/Iran

Percentage of time relevant to program: 100

Research and teaching specialization: Second Language Acquisition: Persian and French.

Pedagogy Training: CAL STARTALK summer 2012: Language Teacher Professional Development program on Assessment using THE KEYS to Assessing Language Performance; GW STARTALK summer 2012 Persian Language Teacher Professional Development program: Teaching and Course Development using Backward Design.; UPenn STARTALK summer 2010 Persian Language Teacher Professional Development program: training on developing content and teaching based on the national content standards for foreign language education.

Select courses: Advanced Persian, Intermediate Persian II, Intermediate Persian I, Beginning Persian II, Beginning Persian I

Foreign languages: Persian (4), French (4)

Academic and institutional experience: Summer Intensive Persian Language Institute (2013) – Georgetown University; Berlitz Language Center (Rockville/MD): Teaching French/Persian; Iran Cultural and Educational Center (Rockville/MD): Teaching Persian to heritage learners.

Overseas experience: Dubai/UAE: Teaching Second Language French/ Persian; Tehran/Iran: Teaching French, Azad University; Tehran/Iran: Studying and Teaching French, Azad University; Grenoble/ France: 2 years of Premed studies (student).

Select publications: Az Koodaki Ta Nowjavani” Translation of Maria Montessori’s book “From Childhood to Adolescence” French/English to Persian (Farsi) Publisher: Al-Zahra University Press - Tehran/Iran

Distinctions: Young Translators Award” Al Zahra University Tehran/ Iran; “Max Award”, award for distinction in teaching languages, Berlitz Rockville/ Maryland

Number of dissertations/theses supervised in the past five years: 0

Appendix II: Profiles for Project Personnel

WEINER, ROBERT

Professor of International Business, Public Policy and Public Administration, and International Affairs, School of Business

Year of appointment: 2001

Tenure status: Tenured

Education: Ph.D., Harvard University, 1986; A.M., Harvard University, 1982; A.B., Harvard College, 1979

Percentage of time relevant to program: 25-50%

Research and teaching specialization: Political economy of energy security, oil and conflict, energy crises, resource nationalism, US-Chinese competition for oil

Select courses: IBUS 267 Privatization and Public-Private Partnerships; IBUS 6301 International Business Finance; IBUS 6306 Seminar: International Financial Markets; IBUS 6307 International Portfolio Management; IBUS 6297 Business and the State: Privatization and Public-Private Partnerships; MBAD 6241 Global Perspectives

Academic and institutional experience: Senior Advisor, Brattle Group, 2006-present; Advisor, Seale and Associates Global Investment Banking, 2003-present; Director of Risk Management, EnergySEER, 2002-present; Gilbert White Fellow, Resources for the Future, 2005-06; Chair, Department of International Business, The George Washington University, 2001-05; Eminent Person on Commodity Issues, UNCTAD, United Nations, 2003

Overseas experience: Associate member, Le Centre de Recherche en économie de l'Environnement, de l'Agroalimentaire, des Transports et de l'Énergie, Université Laval, Canada, 1990-present; Lecturer, USAID Oil Exchange Training and Development Program, Institute for International Education, Moscow, 1993

Select publications: Co-author, "Who Bribes? Evidence from the U.N. Oil-for-Food Program," *Strategic Management Journal*, (2012); Co-author, "Conflict and Corruption in International Trade: Who Helped Iraq United Nations Sanctions?" in S. Rose-Ackerman and T. Søreide (eds)

Distinctions: George Washington University, CIBER Award, 2006-07, 2007-08, 2011-2012; US Department of Education, CIBER Program, 2006-2010; George Washington University, University Facilitating Fund Award, 1995-96; Gouvernement du Québec, Ministère des Affaires Internationales, Québec Studies Grant, 1992-93; P.W.S. Andrews Memorial Essay Prize in Industrial Economics, 1988; Grant, National Science Foundation, 1984-85

YAPHE, JUDITH

Visiting Professor, Elliott School of International Affairs

Year of appointment: 2002

Tenure status: Non-Tenure Track

Education: Ph.D., University of Illinois; B.A., Moravian College

Percentage of time relevant to program: 100%

Research and teaching specialization: Iraq, Iran, Arabian/Persian Gulf security issues, US Security Policy in the Middle East/Persian Gulf region, and Political Islam/Islamic extremism

Select courses: Iraq and Iran in War and Peace; US Security Policy in the Middle East; Security Issues in the Middle East after the Arab Spring

Foreign languages: Arabic (1)

Academic and institutional experience: Distinguished Senior Research Fellow, and Middle East Project Director, Institute for National Strategic Studies, National Defense University; Senior Analyst, Office of Near Eastern and South Asian Analysis, Directorate of Intelligence, Central Intelligence Agency; Lecturer, University of Illinois; Lecturer, Goucher College

Overseas experience: Iraq, Tunisia, The Gulf

Select publications: "Iraq and its Gulf Arab Neighbors: Avoiding Risk, Seeking Opportunity," in *Iraq, its Neighbors, and the United States: Competition, Crisis, and the Reordering of Power*, (United States Institute of Peace Press, 2012); "Nuclear Politics in Iran," Middle East Strategic Perspective No. 1, (Institute for National Strategic Studies, 2010); "Until They Leave: Liberation, Occupation, and Insurgency in Iraq," in Amatzia Baram (ed.), *Iraq Between Occupations*, (Praeger, 2010); "Republic of Iraq: State of the Nation or State of Mind," in *Government and Politics in the Near East and North Africa*, (New York: Westview, 2009)

Distinctions: Intelligence Medal of Commendation; NDEA Title VI Fellowship; NDFL Fellowship; **will receive highest award given to civilians by DOD in June 2014.**

Number of dissertations/theses supervised in the past five years: 2

Appendix II: Profiles for Project Personnel

Institute for Middle East Studies Staff Profiles

CALARDO, MATTHEW

Program Assistant at Middle East Policy Forum

Start Date: September 2013

Education: M.A. George Washington University, 2015; B.A. George Washington University, 2013

Professional Experience: Research Intern, Middle East Institute 2013; Assistant to Office Manager, Freund, Freeze & Arnold 2012

Foreign language competence: Arabic

Percentage of time relevant to program: 100%

CASEY, MARY

Assistant Director of Public Affairs, Project on Middle East Political Science

Assistant Editor, *The Monkey Cage*

Start Date: August 2011

Education: M.A. George Washington University, 2011; B.M. James Madison University, 2002

Professional Experience: Assistant Editor, *Foreign Policy's* Middle East Channel; Sound Designer and Audio Mixer, Henninger Media Services, 2002-2009; Freelance Audio Engineer, 2003-present

Foreign language competence: Arabic (3); Spanish (3)

Percentage of time relevant to program: 100%

Distinctions: Middle East Channel – 2012 National Magazine Award for Digital Media (“Ellie”) finalist; Elliott School of International Affairs International Internship Grant – 2010; Fine Films *War/Dance* – sound design, 2008 Oscar nomination – Best Documentary, 2008 Telly Silver Award “Sound Design”; National Geographic Explorer *Deadly Love* – sound design; Emmy Award 2006 Outstanding Individual Achievement in a Craft: Music and Sound; National Geographic Explorer *On Thin Ice* – sound design, Emmy Award 2005 Outstanding Individual Achievement in a Craft: Music and Sound

GETZ, KATHERINE

Operations Manager, Institute for Middle East Studies

Start Date: October 2012

Education: B.A. George Washington University, 2012

Professional Experience: Staff Assistant, Project on Middle East Political Science; Office Assistant, Institute for Middle East Studies; Student Intern, Peace Corps

Foreign language competence: French (2), Turkish (1), Wolof (1)

Percentage of time relevant to program: 100%

KERR, CORTNI

Program Assistant, Project on Middle East Political Science

Start Date: September 2013

Education: B.A. Williams College, 2010

Professional Experience: Project Coordinator, E-Collaborative for Civic Education (2012-2013), English Instructor, Berlitz-Bahrain (2010-2011)

Foreign language competence: Arabic (2.5)

Appendix II: Profiles for Project Personnel

NORRIS, ALEX

Events Assistant, Institute for Middle East Studies

Start Date: December 2013

Education: M.A. George Washington University, 2015 (expected), B.A. Brandeis University, 2011

Professional Experience: Operations Coordinator, Space with a Soul (Boston, MA) 2012-2013, Communications Intern, Partners for Sustainable Development (Ramallah, Palestine) 2011.

Foreign language competence: Arabic (2)

Percentage of time relevant to program: 100%

Distinctions: Elliott School Merit Fellowship, Elliott School Banville Fellowship

PERROTTI, ALEXANDRA

Education & Outreach Coordinator, Institute for Middle East Studies

Start Date: April 2013

Education: M.A. American University, 2012; B.A. Cornell University, 2010

Professional Experience: Social Studies Teacher, District of Columbia Public Schools 2010-2013; Teach For America Corps Member 2010-2012.

Foreign language competence: Arabic (1)

Percentage of time relevant to program: 100%

Distinctions: Department of Education Teaching American History Grant Award, 2011

Appendix III: Performance Measures Forms

IMES NRC and FLAS Evaluation Plan

IMES created a project evaluation plan in collaboration with the independent evaluator and incorporating the performance measurement forms (PMFs) provided by ED. The plan presents performance measures for a set of six goals covering both NRC and FLAS project activities:

1. Expand GW's course offerings in priority languages
2. Increase student language proficiency in priority languages
3. Increase resources available at GW for ME Studies, including FLAS grants
4. Increase understanding of the Middle East and outreach to K-12 educators
5. Establish long-term sustainable journalism partnership with priority institution Montgomery Country Community College
6. Enhance collaboration and outreach on ME-related programming with DC area military veterans

To enhance IMES's internal program improvement and external accountability to ED, the evaluator will work continuously with IMES staff throughout the grant period to implement the evaluation plan and respond to the following evaluation questions:

- To what extent does IMES contribute to achievement of its project goals over the course of the grant period?
- To what extent does IMES provide for equal access and treatment for eligible students and other participants who are members of traditionally under-represented groups?
- To what extent does IMES partner with priority institutions to deliver programming throughout the grant period?

The latter two, process-oriented evaluation questions will be reflected through indicators related to the six goals and specifically addressed in the final evaluation. In addition, ED's GPRA measures are highlighted as performance measures in the relevant PMFs.

The following pages include PMFs for each goal. The evaluator will work with IMES early in the grant period to populate the plans with baseline data and annual targets and identify staff members responsible for routine data collection. The evaluator will provide coaching and technical assistance to help IMES staff implement the evaluation plan (including the development and refinement of data collection tools), routinely analyze results and their implications (e.g., at the time of grant reports to ED), and make use of findings via programmatic and strategic adjustments.

In addition, the evaluator will conduct a final, independent evaluation of the grant activities during the last year of the grant, which may include additional data collection activities such as surveys and interviews with project stakeholders. At that point, the evaluator and IMES staff will develop a plan for disseminating and applying evaluation results. The overall evaluation activities will benefit from the evaluator's collaboration with multiple Elliott School centers, allowing for the efficient pooling of resources and comparison of findings across grant sites.

Appendix III: Performance Measures Forms

GOAL 1: Expand GW's course offerings in priority languages, including Advanced Arabic									
Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase by three the number of full- and part-time faculty who teach courses in priority languages during the first three years of the project	A.1) Maintain the Persian Language Program Director position	#/% of months position remains funded and filled	Annual	IMES records					
	A.2) Recruit and hire part-time faculty members to teach three new Advanced Arabic courses, including Int'l Affairs Arabic (Years 1-4), Egyptian Arabic, and Levantine Arabic (Years 3-4)	#/% of new part-time faculty in language instructions	Annual	IMES records					
		#/% of new faculty from traditionally under-represented groups	Annual	IMES records					
B) Increase by three the number of intermediate and advanced courses offered by GW in priority languages during the first three years of the project	B.1) Design and implement three new Advanced Arabic course, including Int'l Affairs Arabic, Egyptian Arabic, and Levantine Arabic B.2) Continue to provide and enhance intermediate/ advanced language course offerings in other priority languages	#/% new advanced language course offerings (GPRA Measure 1.2)	Annual	GW registrar					
		# students enrolled by language/ course	Annual	GW registrar					
		#/% of students providing positive reviews of new courses	Biannual	GW registrar					
		#/% priority languages taught at GW (GPRA Measures 1.1/ 1.3)	Annual	GW registrar					

Appendix III: Performance Measures Forms

GOAL 2: Increase student language proficiency in priority languages, including Arabic									
Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A) Provide support to language instructional faculty during each project year	A.1) Provide language instructional faculty with additional support and training B.2) Increase outreach to K-12 Arabic Instructors	#/% of language faculty receiving support/ training #/% of K-12 Arabic instructors receiving support/ training	Annual	IMES records					
B) Increase the proportion of students passing language proficiency requirements within 6 semesters, project years 1-4	B.1) Continue to provide courses, supplementary instructional assistance and overseas study stipends to support students required to pass language proficiency exams	#/% of students accessing additional language resources (e.g., supplementary instructional assistance, overseas study stipends) #/% of students passing language proficiency requirements overall/by language	Annual	IMES records					
	B.2) Provide FLAS fellowships to select students to support their pursuit of language studies	#/% of FLAS fellows who improve their language reading/ writing and/or listening/ speaking scores by at least one ILR equivalent proficiency level (GPR Measure 2.1)	Biannual	IMES records					
			Biannual	IMES records					

Appendix III: Performance Measures Forms

GOAL 3: Increase resources available at GW for ME Studies, including FLAS grants									
Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A) Provide 12 total FLAS fellowships per year: four academic year graduate, four academic year undergraduate, and four summer (Years 1-4)	A.1) Recruit and enroll diverse group of FLAS fellows	# FLAS fellows recruited/ enrolled by type	Annual	IMES records					
	A.2) Administer fellowships	#/% of fellows from traditionally under-represented groups Fellow feedback	Annual	IMES records					
				Annual	Survey/ interviews with FLAS fellows				
B) Invest in acquisition of new ME-related library materials (Years 1-4)	B.1) Acquire new resources for Gelman Library's MENA Research Center (e.g., Arabic language books, primary source materials)	Total \$/# of new resources acquired overall and by type # new resources accessed	Annual	Gelman Library records					
			Biannual	Gelman Library records					
C) Maintain IMES financial support for students' overseas language study and research (Years 1-4)	C.1) Support FLAS students through travel stipends for summer study	Total \$/% of funds provided by IMES	Annual	IMES records					
			Annual	IMES records					

Appendix III: Performance Measures Forms

GOAL 4: Increase understanding of the Middle East and outreach to K-12 educators									
Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase impact of ME-related workshops/events offered to target groups each project year	A.1) Maintain the Outreach Manager staff position	#/% of months position remains funded and filled #events by target population	Annual	IMES records					
	A.2) Design, advertise, and deliver events for target populations, (e.g., teacher workshop)	# speakers/ participants in each event (overall and by sector) Event feedback	Biannual	IMES records					
			Ongoing/ reported biannually	IMES records					
	A.3) Design, advertise, and deliver events for broader audiences (e.g., annual conference)		Ongoing/ reported biannually	IMES event surveys					
B) Increase the impact of ME-related curricula and other resources provided to target populations each year	B.1) Develop and distribute lesson plans and other resources for K-12 teachers	# lesson plans/ other resources developed/ distributed # students reached	Annual	IMES records/ website metrics					
	B.2) Disseminate materials/ faculty publications (e.g., from annual conferences)	Feedback on lesson plans # outreach events attended	Annual	Teacher feedback survey					
		# materials/ publications downloaded	Biannual	IMES records					
	B.3) Track usage of Middle East course modules		Biannual	IMES records/ website analytics/ teacher feedback					
C) Increase ME-content in K-12 education each project year	C.1) Support GSEHD's new graduate certificate, <i>Incorporating International Perspectives in Education</i>	#/% of guest lectures made by MES faculty	Annual	IMES records					
		#/% co-sponsored events	Biannual	IMES records					

Appendix III: Performance Measures Forms

GOAL 5: Establish long-term sustainable journalism partnership with priority institution Montgomery Country Community College									
Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase access for MCCC student-journalists to regional experts, publication assistance and new media platforms	A.1) Host site-visit for MCCC journalism students to Foreign Policy offices	# attendance	Annual	IMES records					
	A.2) Organize workshop on soliciting/incorporating information from area studies experts	#attendance/ # interviews/ # stories with editorial assistance from SMPA/ # stories placed	Annual	IMES records					
	A.3) Organize workshop on pitching ME-related stories to DC-area media outlets	Fellow feedback							
B) Increase MENA Resource Center outreach to MCCC journalism students each project year	B.1) Acquire new resources for Gelman Library's MENA Research Center	Total \$/# of new resources acquired overall and by type	Annual	Gelman Library records					
		# new resources accessed	Biannual	Gelman Library records					

Appendix III: Performance Measures Forms

GOAL 6: Enhance collaboration and outreach on ME-related programming with DC area military veterans									
Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline and Targets				
					BL	T1	T2	T3	T4
A) Increase the reach and impact of the Encounter conference each year offered (Years 2, 4)	A.1) Add veterans of Afghan war to format for The Encounter	#/% of veterans of Afghan war	Annual	IMES records					
B) Increase the reach and impact of the Rendering Project each year offered (Years 1,3)	B.1) Increase # of K-12 institutions collaborating in Rendering Project	#/% of schools participating in Rendering Project	Annual	IMES records					
C) Increase impact of K-12 outreach to military bases each project year.	C.1) Increase # of K-12 educators from military bases participating in IMES outreach activities (workshops, curriculum modules, Rendering Project)	#/% of educators from military basis participating in IMES outreach	Annual	IMES records					

Budget Materials



**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008
Expiration Date: 06/19/2014

Name of Institution/Organization
The George Washington University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$95,058	\$103,806	\$112,663	\$115,635		\$427,162
2. Fringe Benefits	\$18,989	\$20,050	\$21,138	\$21,890		\$82,067
3. Travel	\$3,640	\$6,500	\$6,500	\$3,640		\$20,280
4. Equipment						
5. Supplies	\$32,500	\$22,500	\$19,500	\$16,500		\$91,000
6. Contractual						
7. Construction						
8. Other	\$46,340	\$44,940	\$40,340	\$42,940		\$174,560
9. Total Direct Costs (lines 1-8)	\$196,527	\$197,796	\$200,141	\$200,605		\$795,069
10. Indirect Costs*	\$15,722	\$15,824	\$16,012	\$16,048		\$63,606
11. Training Stipends	\$258,000	\$258,000	\$258,000	\$258,000		\$1,032,000
12. Total Costs (lines 9-11)	\$470,249	\$471,620	\$474,153	\$474,653		\$1,890,675

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
 (2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2011 To: 06/30/2015 (mm/dd/yyyy)

Approving Federal agency: DHHS Other (please specify): _____ The Indirect Cost Rate is 52.5 %

- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that: _____
 Is included in your approved Indirect Cost Rate Agreement? or _____ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is _____ %

SPONSOR: Department of Education
 ORGANIZATION: The George Washington University
 CENTER: Institute for Middle East Studies
 PI: Marc Lynch

TITLE VI NATIONAL RESOURCE CENTER BUDGET
 (AUGUST 15, 2014 - AUGUST 14, 2018)

Pg #		2014-15	2015-16	2016-17	2017-18	Totals/Notes
	I. Total Personnel Project Salaries	\$95,058	\$103,806	\$112,663	\$115,635	\$427,162
25	A. Administrative	\$34,075	\$35,438	\$36,855	\$38,329	\$144,697
25	1. Associate Director: Shana Marshall	\$9,193	\$9,561	\$9,943	\$10,341	12 month period at 10% effort. Base salary = \$89,687
25-35	2. NRC Education & Outreach Coordinator: Alexandra Perrotti	\$24,882	\$25,877	\$26,912	\$27,988	12 month period at 50% effort. Base salary = \$48551
35	B. Language Instruction Program	\$40,623	\$48,008	\$55,448	\$56,946	\$201,025
35-36	1. Persian Program Director: Pardis Minuchebr	\$34,623	\$36,008	\$37,448	\$38,946	Academic year at 50% effort. Base salary = \$67,740
35-36	2. Advanced Arabic for International Affairs Instructor	\$6,000	\$6,000	\$6,000	\$6,000	1 semester per year at 100% effort.
35-36	3. Colloquial Arabic - Levantine			\$6,000	\$6,000	1 semester per year at 100% effort.
35-36	4. Colloquial Arabic - Egyptian		\$6,000	\$6,000	\$6,000	1 semester per year at 100% effort.
36	C. IMES Area Studies Course Development	\$11,260	\$11,260	\$11,260	\$11,260	\$45,040
36	1. Militaries in the Middle East	\$5,630		\$5,630		1 semester per year at 100% effort.
36	2. Gender and Women in the Middle East		\$5,630		\$5,630	1 semester per year at 100% effort.
36	3. Iranian Politics	\$5,630		\$5,630		1 semester per year at 100% effort.
36	4. Turkish Politics and Society		\$5,630		\$5,630	1 semester per year at 100% effort.
36	D. Outreach	\$9,100	\$9,100	\$9,100	\$9,100	\$36,400
36	1. K-12 Curriculum Designers (\$15 hr/per designer)	\$8,100	\$8,100	\$8,100	\$8,100	
	2. Supplemental Payment (GW Faculty)	\$1,000	\$1,000	\$1,000	\$1,000	
	II. Fringe Benefits ¹	\$18,989	\$20,050	\$21,138	\$21,890	\$87,067
	1. Administrative	\$8,621	\$8,966	\$9,324	\$9,697	
	2. Language Instruction Program	\$9,126	\$9,842	\$10,572	\$10,951	
	3. IMES Area Studies Course Development	\$687	\$687	\$687	\$687	
	4. Outreach	\$555	\$555	\$555	\$555	
	III. Travel (GW Staff)	\$3,640	\$6,500	\$6,500	\$3,640	\$20,280
	1. Faculty/staff to present at international conferences	\$2,000	\$2,000	\$2,000	\$2,000	
	2. Outreach staff to conferences	\$1,500	\$1,500	\$1,500	\$1,500	
	3. NRC personnel to MESA	\$140	\$3,000	\$3,000	\$140	
	IV. Supplies	\$32,500	\$22,500	\$19,500	\$16,500	\$91,000
40	A. Gelman Library	\$26,000	\$19,000	\$16,000	\$13,000	\$74,000
40	1. Books	\$15,000	\$12,000	\$10,000	\$9,000	
40	2. Films	\$6,000	\$4,000	\$3,000	\$2,000	
40	3. Databases	\$3,000	\$2,000	\$2,000	\$1,000	
40	4. Primary source materials	\$2,000	\$1,000	\$1,000	\$1,000	
39	B. IMES Outreach Resource Library	\$4,000	\$3,000	\$3,000	\$3,000	\$13,000
39	1. Textbooks	\$3,000	\$2,500	\$2,500	\$2,500	
39	2. Films	\$1,000	\$500	\$500	\$500	
	C. Outreach	\$2,500	\$500	\$500	\$500	\$4,000
	1. Brochure / Printing for workshops & conferences	\$2,500	\$500	\$500	\$500	

	V. Other Direct Costs	\$46,340	\$44,940	\$40,340	\$42,940	\$174,560
	A. Evaluation / Assessment	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
36	1. NRC programmatic evaluation	\$3,000	\$3,000	\$3,000	\$3,000	
36-37	B. K-12 Education Outreach	\$4,240	\$4,240	\$4,240	\$4,240	\$16,960
37	1. Skype-A-Scholar / In-Classroom Speaker Fees	\$2,000	\$2,000	\$2,000	\$2,000	
37	2. In-Classroom Speaker Transportation	\$240	\$240	\$240	\$240	
36-37	3. Teaching International Hot Spots Conference Support	\$2,000	\$2,000	\$2,000	\$2,000	
37-38	C. Engaging the World: Training 21st Century Journalists	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000
37-38	1. Speaker Fees	\$1,000	\$1,000	\$1,000	\$1,000	
37-38	2. Transportation	\$500	\$500	\$500	\$500	
38-39	D. The Encounter: Veterans in the Middle East	\$1,400	\$4,000	\$1,400	\$4,000	\$10,800
38-39	1. Rendering Project supplies	\$1,250		\$1,250		
38-39	2. Rendering Project support	\$150		\$150		
38-39	3. The Encounter conference support		\$2,500		\$2,500	
38-39	4. The Encounter speaker fees		\$1,500		\$1,500	
39	E. IMES Annual Conference	\$5,700	\$5,700	\$5,700	\$5,700	\$22,800
39	1. Speaker fees	\$2,500	\$2,500	\$2,500	\$2,500	
39	2. Transportation / accommodations	\$3,000	\$3,000	\$3,000	\$3,000	
39	3. Conference materials	\$200	\$200	\$200	\$200	
39-40	F. IMES Interdisciplinary Lecture Series	\$4,500	\$4,500	\$4,500	\$4,500	\$18,000
39-40	1. Speaker fees	\$1,500	\$1,500	\$1,500	\$1,500	
39-40	2. Transportation / accommodations	\$3,000	\$3,000	\$3,000	\$3,000	
40	G. IMES Language Program	\$26,000	\$22,000	\$20,000	\$20,000	\$88,000
40	1. IMES Arabic Conversations	\$13,000	\$12,000	\$10,000	\$10,000	
40	2. Arabic Curriculum Development	\$5,000	\$2,000	\$2,000	\$2,000	
40	3. Language Professional Development	\$5,000	\$5,000	\$5,000	\$5,000	
40	4. Language Testing Development	\$3,000	\$3,000	\$3,000	\$3,000	
	VI. Total Direct Costs	\$196,527	\$197,796	\$200,141	\$200,605	\$795,069
	VII. Total Indirect Costs³	\$15,722	\$15,824	\$16,012	\$16,048	\$63,606
	XI. Training Stipends (FLAS)	\$258,000	\$258,000	\$258,000	\$258,000	\$1,032,000
40	I. Graduate Academic Year Fellowships (6)	\$198,000	\$198,000	\$198,000	\$198,000	\$792,000
40	Tuition (\$18,000)	\$108,000	\$108,000	\$108,000	\$108,000	
40	Subsistence Allowance (\$15,000)	\$90,000	\$90,000	\$90,000	\$90,000	
40	II. Summer Fellowships (8)	\$60,000	\$60,000	\$60,000	\$60,000	\$240,000
40	Tuition (\$5,000)	\$40,000	\$40,000	\$40,000	\$40,000	
40	Subsistence Allowance (\$2,500)	\$20,000	\$20,000	\$20,000	\$20,000	
	Total NRC Funding Requested	\$470,249	\$471,620	\$474,153	\$474,653	\$1,890,675

1. Merit increase of 4% for eligible personnel effective January 1 of each year.

2. Fringe benefit rates are 25.3% of regular full- and part-time salaries and 6.1% of wages and temporary personnel from 7/1/2013 to 6/30/2014, provisional thereafter; per DHHS Agreement dated May 30, 2013.

3. Indirect Costs may not exceed 8% (per DOE's policy)

I. Personnel Salaries

A. Administrative

1. Associate Director Shana Marshall. IMES Associate Director contributes to all Title VI activities and reporting requirements at a 10% effort. Salary figure based on current salary within the Elliott School of International Affairs (ESIA) at The George Washington University. A 4% merit increase is budgeted, effective January 1 of each year.
2. NRC Education and Outreach Coordinator Alexandra Perrotti. The proposed outreach program requires a great deal of effort and requires a full-time experienced coordinator. We request funds to employ a full-time staff member to coordinate and manage all of IMES's outreach activities. Salary based on the current salary range for a similar position within the ESIA and budgeted at 50% effort. A 4% merit increase is budgeted, effective January 1 of each year.

B. Language Instruction Program

1. Persian Program Director Pardis Minucheher. We seek to continually strengthen the less commonly taught languages program at GW by maintaining a high quality full-time faculty member responsible for developing and overseeing the pedagogical development of the Persian program and providing instruction at the appropriate levels. Salary is comparable with current language program director salaries and budgeted at 50% effort. A 4% merit increase is budgeted, effective January 1 of each year.
 2. Advanced Arabic for International Affairs: There continues to be strong demand for Advanced level Arabic courses, therefore we seek support to hire part-time faculty members to provide Advanced Arabic for International Affairs. The part-time salary is based on the current per course rate (\$6000) given to part-time Arabic faculty.
 3. Colloquial Arabic- Levantine: There continues to be strong demand for Advanced level Arabic courses, therefore we seek support to hire a part-time faculty member to provide Colloquial Levantine Arabic. The part-time salary is based on the current per course rate (\$6000) given to part-time Arabic faculty.
 4. Colloquial Arabic – Egyptian: There continues to be strong demand for Advanced level Arabic courses, therefore we seek support to hire a part-time faculty member to provide Colloquial Egyptian Arabic. The part-time salary is based on the current per course rate (\$6000) given to part-time Arabic faculty.
- C. IMES Area Studies Course Development: We request support to hire part-time faculty to develop and teach four content courses, alternating year offered, vital to the development of GW's Middle East curriculum:

1. Militaries in the Middle East: The part-time salary is based on the maximum current per course rate (\$5630) given across the ESIA, alternating years with other IMES developed courses.
2. Gender and Politics: The part-time salary is based on the maximum current per course rate (\$5630) given across the ESIA, alternating years with other IMES developed courses.
3. Iranian Politics: The part-time salary is based on the maximum current per course rate (\$5630) given across the ESIA, alternating years with other IMES developed courses.
4. Turkish Politics: The part-time salary is based on the maximum current per course rate (\$5630) given across the ESIA, alternating years with other IMES developed courses.

D. Outreach

1. K-12 Curriculum Designers: This figure is based on a \$15 hourly wage paid to two graduate students for curriculum design writing and activities estimating each works approximately 270 hours per academic year (~9 hours per week).
2. Supplemental Payment for Outreach Speaker Fees: The project requests \$4,000 in funds reserved for supplemental compensation for GWU faculty, who may perform various services for the proposed projects based on their expertise in the field which goes beyond their regular duties as a faculty member. Activities may include visiting K-12 schools, presenting at educator workshops, or working with K-12 curriculum designers.

II. Fringe Benefits: Fringe benefit rates are 25.3% of regular full- and part-time salaries and 6.1% of wages and temporary personnel from 7/1/2013 to 6/30/2014, provisional thereafter, per DHHS Agreement dated May 30, 2013.

III. Travel

1. Faculty/staff to present at international conferences: Budgeted to partially support faculty and staff participation in international conferences to support the work of the National Resource Center. Funding two personnel per year at \$1,000 is based on anticipated cost of flights abroad and expected hotel costs.
2. Outreach staff to conferences: Support for domestic travel and accommodations for the Outreach Manager to present at conferences, schools, and other outreach events. Budgeted \$500 for each conference (estimated 3 conferences/year) based off expected conference registrations, airfare or car rental fees, and hotel costs if out of DC region.
3. NRC personnel to MESA: Travel support for NRC personnel to attend the Middle East Studies Association Annual Meeting. Budgeted at \$750 each for years not in DC to cover the cost of hotel, airfare, and conference registration for 4 NRC personnel. Cost is approximated based off previous year's expenses. Budgeted at \$140 for years when conference is in DC to cover

registration cost. At each MESA conference there is a Middle Eastern Outreach Council (MEOC) meeting directly relevant to the work of the NRC.

IV. Supplies

- A. Gelman Library: Acquisition of new specialized library materials such as films, databases, and foreign language texts relevant to the Middle East that would otherwise not be purchased by the library. First year budgeted higher as IMES hired a new Middle East Librarian and these additional funds would be used to build the library collection.
- B. IMES Outreach Resource Library: Acquisition of new specialized library materials relevant to the Middle East and K-12 Outreach. The IMES Outreach Resource Library is located in the IMES suite and is available to students, faculty, staff, and K-12 educators in the DC area.
- C. Printing costs for brochures and materials for conferences and outreach events to ensure educators are aware of the many resources IMES offers. Additional funds budgeted for design and creation of template with additional years funded for printing.

V. Other Direct Costs

- A. Evaluation
 - 1. NRC Evaluation: Impact and evaluation for the NRC is based on our experience in the 2010-2014 Title VI cycle and comparable assessment programs. IMES intends to harness GW's strength in independent nonprofit evaluation at the School of Public Policy and Public Administration.
- B. K-12 Education Outreach
 - 1. Skype-A-Scholar / In-Classroom Speaker Fees: Speaker fees for eight participants at \$250 each for Skype-A-Scholar and K-12 classroom programs each year.
 - 2. In-Classroom Speaker Transportation: Funding to support travel to classrooms in DC region based on anticipated local cab fares for eight participants at \$30 each.
 - 3. Teaching International Hot Spots Conference Support: Funding to support speaker fees (at \$250 per participant), accommodations, travel, and supplies for cross-ESIA institute summer program. This conference will be supported by multiple Elliott School Institutes and therefore reflects only a portion of anticipated costs.
- C. Engaging the World: Training 21st Century Journalists Initiative
 - 1. Speaker Fees: Speaker fees for four participants at \$250 each for training journalists events held over the course of the year.
 - 2. Transportation: Transportation to and from partner facilities for faculty, students, and staff. Transportation rate is calculated based on expected cab

fare to Rockville, Maryland for those without a car, and anticipating the federal rate of 56.5 cents a mile at 40 miles roundtrip.

D. The Encounter: Veterans in the Middle East

1. Rendering Project Supplies: Art supplies to complete the artwork and showcase them at a reception in years 1 and 3.
3. Rendering Project Support: Transportation to and from partner schools and event support. Transportation rate is calculated based on expected trips to school in Kensington, Maryland at the federal rate of 56.5 cents a mile, 20 miles roundtrip and a bus to transport students from Kensington to Rendering Project event.
2. The Encounter conference support: Funding for accommodations, travel, supplies for veteran conference in Years 2 & 4.
3. The Encounter speaker fees: Six speaker fees at \$250 each for veteran conference in Years 2 and 4.

E. IMES Annual Conference

4. Speaker Fees: Ten speaker fees at \$250 each for IMES Annual Conference participants
5. Transportation/accommodations: Transportation and accommodations for six annual conference participants budgeted at \$500 each (assuming some will come from DC area). Transportation and accommodation is budgeted at \$500 as that will cover most airline tickets within the continental US to Washington, DC and will allow for remaining funds to be applied to hotel costs.
6. Conference materials: Materials for conference such as handouts and signs.

F. IMES Interdisciplinary Lecture Series

1. Speaker fees: Six speaker fees at \$250 each for IMES Interdisciplinary Lecture Series.
7. Transportation/accommodations: Transportation and accommodations for six lecture series participants budgeted at \$500 each. Transportation and accommodation is budgeted at \$500 as that will cover most airline tickets within the continental US to Washington, DC and will allow for remaining funds to be applied to hotel costs.

G. IMES Language Program

1. IMES Arabic Conversations: Funding to support IMES' Arabic proficiency exam prep program consultant which includes a non-credit conversation-based instructional series for graduate students (free of charge) at the Institute, in addition to general advising and exit exam preparation. Rate is hourly, estimated at \$40, and includes higher support in the first year to provide additional time for development of instructional materials.
2. Arabic Curriculum Development: Support for curriculum development of new advanced level Arabic courses (International Affairs, Levantine, and

Egyptian). Funding is determined per course; total is higher in Years 1 & 2 as the new courses roll out.

3. Professional Development: Funding to support continued professional development opportunities for four LCTL program faculty. Funding amount requested is an honorarium paid to language expert per training workshop or conference and based on the expenses incurred during similar professional development events.
4. Language Testing Development: In the previous grant cycle IMES funded OPI tester training. During this grant cycle we would like to develop a large bank of test questions (primarily in Arabic) to increase the availability and variety of material for formal exit exams and practice exams. We will share these resources with other universities. Funding is requested for a language consultant to develop this question bank.

LETTERS OF SUPPORT

Montgomery County Community College

GW's Graduate School of Education
& Human Development (GSEHD)

G. Stephen Thurston
Professional Writing Faculty
English Department, Rockville Campus
Montgomery College
51 Mannakee St.
Rockville, MD 20850

June 17, 2014

To whom it may concern:

I am writing to support The George Washington University Title VI application that will build a sustained and active relationship between Montgomery College and GW's Institute for Middle East Studies. The purpose is to give student journalists the tools they need to develop more sophisticated and critical reporting about the Middle East in a rapidly transforming media environment.

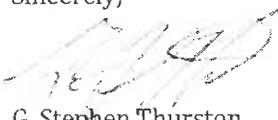
Montgomery College has a very diverse population. Our students are Americans and international students, some with strong educational backgrounds in foreign affairs and some without, some with the means to travel and some without. We are hoping this partnership will allow the students to begin to understand the larger world of journalism and the role they may play in it, no matter their backgrounds.

As the world continues to shrink and the common currency is news and related information, we understand that our students may be expected to play a local or regional role in an international story. We hope that this partnership will open their eyes to the skills and understanding they need to fill that role. We also hope that this relationship would help prepare students who wish to pursue a bachelor's degree or travel overseas and cover the Middle East.

We are happy that the partnership will offer resources and collaborative efforts in scholarship and outreach. We have already been speaking with people at the Institute for Middle East Studies about how we might work together. We hope to establish guest lectureships and other modes of direct education in Middle East affairs, and also to set-up tours through IMES's Foreign Policy publication offices so that students can see the publication process, the indirect education that comes from observation and discussion. We also hope to have speakers in less formal settings, such as at our annual training conference for MC student journalists.

We support this application very much.

Sincerely,



G. Stephen Thurston
Journalism Coordinator
Montgomery College, Rockville Campus



June 5, 2014

To whom it may concern:

I am writing to express strong support for the collaborative activities between The George Washington University Graduate School of Education and Human Development (GSEHD) and the proposed Title VI National Resource Centers at GW's Institute for Middle East Studies, Sigur Center for Asian Studies, and Institute for European, Russian, and Eurasian Studies. Based on continual discussions over the last nine months, we intend to build a sustained and mutually beneficial collaboration that will support the integration of international and intercultural dimensions into education, with a specific focus on teacher education, curriculum design, and school policy. This collaboration will make it possible for regional specialists to offer focused guest lectures in a range of GSEHD courses that will help internationalize education at GW. The lectures and the subsequent ties will help to prepare future international education professionals with important knowledge and skills in building global perspectives into curriculum design and teacher professional development, while also empowering new teachers to provide their students with a greater understanding of international affairs in their curriculum during the course of their K-12 teaching careers. These activities are just one part of a larger effort at GW entitled the "Incorporating International Perspectives into Education Collaborative." We believe that such improved teaching will raise the capacity of future generations of Americans to safeguard the country's security while promoting prosperity at home and abroad.

Sincerely,

A handwritten signature in cursive script, appearing to read "Laura C. Engel". The ink is dark and the signature is fluid.

Laura C. Engel

Assistant Professor of International Education and International Affairs
Graduate School of Education and Human Development
George Washington University

Supplementary Forms

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		
* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision		
* If Revision, select appropriate letter(s): _____ * Other (Specify): _____		
* 3. Date Received: 05/30/2014		4. Applicant Identifier: _____
5a. Federal Entity Identifier: _____		5b. Federal Award Identifier: _____
State Use Only:		
6. Date Received by State: _____		7. State Application Identifier: _____
8. APPLICANT INFORMATION:		
* a. Legal Name: The George Washington University		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 530196584		* c. Organizational DUNS: 0439904980003
d. Address:		
* Street1: 2121 I Street NW		
Street2: Rice Hall Suite 601		
* City: Washington		
County/Parish: _____		
* State: DC: District of Columbia		
Province: _____		
* Country: USA: UNITED STATES		
* Zip / Postal Code: 20052-0086		
e. Organizational Unit:		
Department Name: Institute for Middle East Stud		Division Name: _____
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: Dr.		* First Name: Marc
Middle Name: _____		
* Last Name: Lynch		
Suffix: _____		
Title: Director, Institute for Middle East studies		
Organizational Affiliation: The George Washington University		
* Telephone Number: 202-994-5291		Fax Number: 202-994-4055
* Email: mlynch@gwu.edu		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

0: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015A&B

CFDA Title:

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

*** 12. Funding Opportunity Number:**

ED-GRANTS-053014-001/002

* Title:

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Institute for Middle Studies Title VI National Resource Center and Foreign Language Area Studies Fellowship Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="1,890,675.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="1,890,675.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: * Fax Number:

* Email:

* Signature of Authorized Representative: 

* Date Signed:

**U.S. Department of Education
Supplemental Information for the SF-424**

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Marc		Lynch	

Address:

* Street1:	1957 E Street NW
Street2:	Suite 512
* City:	Washington
County:	

* State:	DC	* Zip Code:	2001	Country:	US
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* Phone Number (give area code):	Fax Number (give area code):
202-994-5291	202-994-4055

* Email Address:

<u>marclynchgwu@gmail.com</u>

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) # (s): 1 2 3 4 5 6

No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

GW GEPA Statement

GW does not discriminate against any person on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, and place of residence or business. We also do not discriminate on the basis of veteran status. These laws cover all programs, services, policies, and procedures of the University including admission to educational programs and employment.

GW provides equal access for the handicapped. GW's Graduate School of Education and Human Development also manages the HEATH Resource Center, which serves as a national clearinghouse on postsecondary education for individuals with disabilities. All IMES flyers include contact information to request disability accommodations. We also strive to ease access for individuals from under-served communities. All IMES K-12 workshops are advertised to area high schools and through the Teach For America and City Year networks, which offer support and professional development to new teachers at high-needs schools. The IMES Outreach Coordinator previously taught in a Title I DC public school and has created numerous pathways to increase IMES' outreach in high-need schools. As detailed in Section 2, GW is a national leader in sending low-income and minority students abroad.

All IMES's activities are designed to reflect diverse perspectives through an instrumental focus on interdisciplinarity and a substantive focus on confronting real world issues of concrete policy importance. Various university-wide initiatives, such as the components of the President's Council on Diversity and Inclusion (including the Multicultural Student Services Center, Office of Disability Support Services, Center for Civic Engagement and Public Service, Title IX Coordination, Campus Inclusion Initiatives, and the GW Tutoring Initiative) ensures that the composition of GW's student body and faculty roster represent a range of backgrounds and ideational commitments. Diversity is an intentional component of the design of institutional events and outreach programs, which are frequently convened as panel-style events to accommodate diverse approaches and foster critical dialogue. For example, "The Encounter" conference, which was part of IMES's veteran outreach programming, brought together U.S. policymakers and military veterans of the Iraq War with Iraqi scholars that had lived through various stages of the invasion and its aftermath to promote a dialogue between disparate parties that are frequently engaged in isolation. Similarly, IMES's most recent K-12 teacher workshop on environmental issues in the Middle East brought together academics specializing in regional environmental history with development experts and NGO representatives to discuss the ways that resource shortages were addressed by both scholars and practitioners.

**APPLICATION WORLD REGION OR THEMATIC FOCUS
FY 2014-2017**

Africa	<input type="checkbox"/>
Canada	<input type="checkbox"/>
East Asia	<input type="checkbox"/>
International	<input type="checkbox"/>
Latin America & Caribbean	<input type="checkbox"/>
Middle East	<input checked="" type="checkbox"/>
Pacific Islands	<input type="checkbox"/>
Russia / Eastern Europe / Eurasia	<input type="checkbox"/>
South Asia	<input type="checkbox"/>
Southeast Asia	<input type="checkbox"/>
Western Europe / Europe	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>

APPLICATION TYPE

Comprehensive NRC and FLAS	<input checked="" type="checkbox"/>
Undergraduate NRC and FLAS	<input type="checkbox"/>
Comprehensive NRC only	<input type="checkbox"/>
Undergraduate NRC only	<input type="checkbox"/>
FLAS only	<input type="checkbox"/>

Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

1. An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*

All IMES's activities are designed to reflect diverse perspectives through an instrumental focus on interdisciplinarity and a substantive focus on confronting real world issues of concrete policy importance. Various university-wide initiatives, such as the components of the President's Council on Diversity and Inclusion (including the Multicultural Student Services Center, Office of Disability Support Services, Center for Civic Engagement and Public Service, Title IX Coordination, Campus Inclusion Initiatives, and the GW Tutoring Initiative) ensures that the composition of GW's student body and faculty roster represent a range of backgrounds and ideational commitments. Within IMES, an emphasis on faculty participation on rotating committees and review panels ensures that the distribution of resources for institutional programming is reflective of this diversity. Diversity is an intentional component of the design of institutional events and outreach programs, which are frequently convened as panel-style events to accommodate diverse approaches and foster critical dialogue. For example, "The Encounter" conference, which was part of IMES's veteran outreach programming, brought together U.S. policymakers and military veterans of the Iraq War with Iraqi scholars that had lived through various stages of the invasion and its aftermath to promote a dialogue between disparate parties that are frequently engaged in isolation. Similarly, IMES's most recent K-12 teacher workshop on environmental issues in the Middle East brought together academics specializing in regional environmental history with development experts and NGO representatives to discuss the ways that resource shortages were addressed by both scholars and practitioners.

2. A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

According to the Aspen Institute's Impact Careers Initiative GW ranks second in the number of graduates that entered government, education or nonprofit fields between 2000 and 2010; more than 30 percent of GW students go on to pursue service careers. GW's Center for Civic Engagement and the Center for Career Services work together to support service learning by connecting students with public and private nonprofit sector employment – and IMES has its own program that matches student volunteers with non-profit organizations in the Middle East as part of an enhanced overseas language study initiative (the GW-Aramex Fund). By coordinating with the Graduate

School of Education and Human Development in producing K-12 curricula modules on the Middle East, promoting language and coursework that links regional area studies with professional programs such as business and law, IMES's NRC helps meet the need for area studies expertise in government, education, business, and nonprofit sectors. The success of GW's Middle East Studies students in scholastic competitions linked to service commitments also demonstrates the robust institutional infrastructure that GW provides to facilitate public service; GW regularly ranks in the top 20 research institutions in the number of Fulbright Students, ranked second in the number of Presidential Management Fellowship finalists in 2014, fourth among medium-sized universities in students entering the Peace Corps in 2014, and between AY 2010-2013, had nine students receive the prestigious David L. Boren Graduate Fellowships for Middle East language study.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: The George Washington University

Name/Title of Authorized Representative (Printed): Sylvia Ezekilova

Title: Assistant Director, Sponsored Projects Administration

Telephone: 202-994-6255

E-mail: osr@gwu.edu

Signature: 

Date: 6/23/14

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL		TITLE	
Sylvia Ezekilova 		Asst Director, Sponsored Projects Administration	
APPLICANT ORGANIZATION		DATE SUBMITTED	
The George Washington University		June 23, 2014	

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

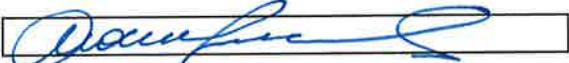
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
The George Washington University	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Sylvia"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Ezekilov"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Asst Director, Sponsored Projects Administration"/>	
* SIGNATURE: 	* DATE: <input type="text" value="6/23/14"/>