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**Center for European Studies University of North Carolina, Chapel Hill**

**National Resource Centers Program CFDA 84.015A**

**ED-GRANTS-121621-001**

**and**

**Foreign Language and Area Studies Fellowships Program**

**CFDA 84.015B**

**ED-GRANTS-121621-002**

**FY 2022**

FedEx Global Education Center 3210 301 Pittsboro Street

Campus Box #3449 Chapel Hill, NC 27599-3449



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**List of Acronyms**

**AATF** American Association of Teachers of French

**AATG** American Association of Teachers of German

**AATSP** American Association of Teachers of Spanish and Portuguese

**ACNSL** American College of National Security Leaders

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

**AEG** Allgemeine Elektricitätz-Gesellschaft (Company)

**AICGS** American Institute for Contemporary German Studies

**AP** Absolute Priority

**DoEd** Department of Education

**DPI** Department of Public Instruction

**ECE** Eastern/Central Europe

**ECON** Economics

**ENGL** English

**EOC** Equal Opportunity and Compliance **ESL** English as a Second Language **ESRA** European Summer Research Award **ESS** European Studies Section

**EU** European Union

**EU2U** European Union to You

**EURO** Contemporary European Studies

Major

**APLU** Association of Public Land-Grant

Universities

**EURO- TAM**

Contemporary European Studies Major - TransAtlantic Masters Program

**ARS** Accessibility Resources and Services

**ARTH** Art History

**AY** Academic Year

**BA** Bachelor of Arts

**BA-MA** Bachelor of Arts-Master of Arts

**BCS** Bosnian-Croatian-Serbian

**CAS** College of Arts and Sciences

**CC** Community College

**CES** Center for European Studies

**CFE** Center for Faculty Excellence

**CIFNAL** Collaborative Initiative for French Language Collections

**CIRTL** Center for the Integration of

Research, Teaching, and Learning

**COIL** Collaborative Online Interactive

Learning

**COMM** Communications **CMPL** Comparative Literature **CPP** Competitive Priority

**CSEEES** Center for Slavic, Eurasian, and East European Studies

**CV** Curriculum Vitae

**CVE** Countering Violent Extremism **DAAD** German American Exchange Service **DC** District of Columbia

**DEI** Diversity, Equity, and Inclusion

**DFG** German Research Foundation

**FAFSA** Free Application for Federal Student Aid

**FBI** Federal Bureau of Investigation

**FIU** Florida International University

**FLANC** Foreign Language Association of

North Carolina

**FLAS** Foreign Language and Area Studies

**FREN** French

**FSO** Foreign Service Officer

**FYS** First Year Seminar

**GA** Georgia

**GAN** Grant Award Notification

**GEC** Global Education Center

**GEOG** Geography

**GIS** Geographic Information System

**GLBL** Global Studies

**GNARP** German-North American Resources Partnership

**GSK** GlaxoSmithKline

**GSLL** Germanic and Slavic Languages and Literatures

**G-Tip** Office to Monitor and Combat

Trafficking in Persons

**HBCU** Historically Black Colleges and

Universities

**HIST** History

**IAH** Institute for the Arts and Humanities

**IDEA** IDEAs (Identify, Discover, Evaluate, Act) in Action Curriculum

**IDST** Interdisciplinary Studies

**JD** Juris Doctor

**JWST** Jewish Studies

**K-12** Kindergarten through 12th Grade

**KCL** King’s College London

**KFBS** Kenan-Flagler Business School **LAC** Languages Across the Curriculum **LAW** Law

**LCTL** Less Commonly Taught Language

**LGBTQ** Lesbian, Gay, Bisexual, Transgender and Queer

**LGBTQIA+** Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, Plus

**LING** Linguistics

**MA** Master of Arts

**MBA** Master of Business Administration

**MEET EU** Making Encounters, Engaging

Transatlanticists, European Union

**MEJO** Media and Journalism

**METU** Middle East Technical University

**MEUNC** Model European Union at University of North Carolina at Chapel Hill

**MLA** Modern Language Association

**MS** Master of Science

**MSI** Minority-Serving Institution

**MUSC** Music

**NATO** North Atlantic Treaty Organization

**NAWA** Polish National Agency of Academic Exchange

**NC** North Carolina

**NC A&T** North Carolina Agricultural and

Technical State University

**NCAATG** North Carolina American Association of Teachers of German

**NCCSS** North Carolina Council for the Social Studies

**NCCU** North Carolina Central University **NCGS** North Carolina German Studies **NCSS** National Council for the Social

Studies

**NGO** Non-governmental Organization

**NIH** National Institutes of Health

**NRC** National Resource Center

**NY** New York

**NYC** New York City

**NYU** New York University

**OPR** Overseas Program Request

**OVPGA** Office of the Vice Provost for Global Affairs

**PhD** Doctor of Philosophy

**PI** Principal Investigator

**Pitt** University of Pittsburgh

**POLI** Political Science

**PORT** Portuguese

**PWAD** Peace, War and Defense **RELI** Religious Studies **ROML** Romance Languages **SC** South Carolina

**SoE** School of Education

**SPAN** Spanish

**STEM** Science, Technology, Engineering, and Mathematics

**SUNY** State University of New York

**TA** Teaching Assistant

**TAC** Teacher Advisory Council

**TAM** TransAtlantic Masters Program **TRLN** Triangle Research Libraries Network **TTT** Tricontinental Teacher Training **UCB** University of California at Berkeley **UG** Undergraduate

**UG/G/P** Undergraduate/Graduate/Professional

**UK** United Kingdom

**UNC** University of North Carolina at

Chapel Hill

**UPF** Pompeu Fabra University

**US** United States

**USAID** United States Agency for

International Development

**UVA** University of Virginia

**VA** Virginia

**VP** Vice President

**VR** Virtual Reality

**VU** Vrije University

**WE** Western Europe

**WFPG** Women's Foreign Policy Group

**WGST** Women’s and Gender Studies

**WRESL** Working Group on Refugees,

Europe, and Service Learning **WSSU** Winston-Salem State University **WWI** World War I

1. Commitment to European Studies. The Center for European Studies (CES) at the University of North Carolina (UNC) is a key actor within the “Globalize Initiative” of UNC’s Strategic Plan, *Carolina Next: Innovations for Public Good* with its three goals: strengthen global partnerships and enhance on-campus global programming; guarantee that a global education is available to all students; and enhance UNC’s global research mission. The Global Guarantee is UNC’s promise to make a global education available to every student. Due to its global efforts, UNC is the platinum winner of the Association of Public and Land-Grant Universities’ (APLU) 2021 Institutional Award for Global Learning, Research, and Engagement for excellence in all 4 categories: inclusivity, internationalization of research and engagement, leadership, and

pervasiveness and assessment.

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| **Table A.1 Institutional Commitment (2020–21)** | |
| **Center for European Studies** | |
| Administrative Salaries | $612,017 |
| Program Activities (Outreach/Conferences/Events)  \*due to pandemic, all events were virtual and low cost | $16,416\* |
| **Teaching** |  |
| European Studies (186 faculty) | $13,137,197 |
| Languages & Literatures (74 faculty) | $4,156,795 |
| **Library** | |
| European Acquisitions | $210,381 |
| European Studies Staff | $323,994 |
| **Outreach & Other Europe-Related Administrative Support** | |
| Ackland Art Museum, Carolina Performing Arts,  Public Humanities, World View, & Global Affairs Leadership Group & Professional School Global Staff | $1,098,845 |
| **Research and Study Abroad** | |
| CAS Faculty Research Travel Support | $212,000 |
| Study Abroad Administrative Support for Europe | $237,308 |
| **European Studies Graduate Student Support (142 students)** | |
| Tuition Remission plus Stipend and Health Insurance ($9,943 in-state / $27,154 out-of-state) | $4,296,920 |
| **European Studies Undergraduate Support (1,041 students)** | |
| Financial Aid and Scholarships | $8,783,992 |
| **Total** | **$33,085,865** |

Within this global framework, UNC’s commitment to CES and European Studies is fundamental (see Table A.1). UNC supports CES’ mission to advance the understanding of Western Europe, the EU, and the transatlantic relationship to a broad and diverse audience. CES houses the major in Contemporary European Studies (EURO) and the TransAtlantic

Masters (TAM) program (with integrated study in Europe). CES has been recognized for excellence in teaching, research, and outreach via funding from the European Union (EU) Delegation to the US and the European Commission since 1998.

UNC supports linkages with 187 European institutions (see Table A.2 for sample) and offers over 1,000 European language and content courses taught by 260 faculty members across campus. Commitment to UNC Libraries provides the resources necessary for teaching and research (in English and European languages). The Global Guarantee ensures transatlantic learning: since 2018, 1,862 students studied abroad in 22 European countries via 193 in-person programs. Since

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| **Table A.2 Institutional Linkages: Sample (2020–21)** | | |
| **Country** | **Partner Institution** | **Field of Study** |
| Austria | University of Graz; University of Salzburg | Business; Music |
| Belgium | Catholic University of Louvain; University of Antwerp | Business; Political Science |
| Czechia | Charles University Prague; University of Economics, Prague | Business; Information and Library Science |
| Denmark | University of Aarhus; Copenhagen Business School | Business; Political Science; Public Health |
| Finland | Aalto University; University of Helsinki | American Studies; Business; Law |
| France | Sciences Po-Grenoble; Sciences Po-Paris | Media-Journalism; Medicine; TAM |
| Germany | University of Bremen; Humboldt and Free Universities, Berlin; Tübingen University | Geography; Marine Sciences; Psychology; Religious Studies; TAM |
| Greece | Institute for Aegean Prehistory Study; Center for East Crete | Archaeology; Classics |
| Ireland | National University of Ireland; Trinity College Dublin; | English; Drama; Nursing |
| Italy | European University Institute, Florence; University of Siena | Political Science; TAM |
| Netherlands | University of Groningen; Vrije University Amsterdam | History; TAM |
| Poland | Adam Mickiewicz University; Jagiellonian University | Government; History; Physics |
| Portugal | Nova University of Lisbon; University of Porto | Business; Education; Public Policy; Romance Studies |
| Spain | Universities of Navarra and Sevilla; University Pompeu Fabra Barcelona | Media & Journalism; Romance Studies; TAM |
| Sweden | Lund University; University of Gothenburg | Biomedical Engineering; Chemistry; Environmental Science; Pharmacy; Social Work; TAM |
| Switzerland | University of Bern; University of Zurich | Computer Science; GSLL; Medicine; Physics; Political Science |
| UK | King’s College London; University of Bath | Law; Math; Nursing; Public Health; TAM |

2020, 15 Collaborative Online International Learning (COIL) courses with 19 European partners were held; 339 UNC students enrolled. Additionally, 8 virtual study abroad options were offered in Europe; 27 UNC students participated. The new Carolina Global Launch program enabled 72 first-year students to study abroad during their first fall semester (2021) at one of 3 European universities and enroll at UNC for the spring semester (2022).

UNC has 2 strategic institutional partners in Europe: King’s College London (KCL) and Tübingen University in Germany. These are multi-layered collaborations spanning disciplines, schools, and departments, which receive sustained institutional investment based on mutual goals. Growing since 2004, the UNC-KCL alliance includes joint activity in over 20 disciplines and more than 1,000 students have studied at the partner campus. The Tübingen partnership, recently reaffirmed by both Chancellors, is committed to focusing collaborative and interdisciplinary research on

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| **Table A.3 Student Support for Study Abroad 2018–21** | |
| Scholarships for Study Abroad in Europe (268) | $743,423 |
| Robinson & Burch Fellowships (8) | $48,000 |
| Morehead-Cain Research Fellowships (57) | $342,022 |
| Global Gap Year Fellowships (7) | $56,000 |
| European Summer Research Awards (ESRA) (11) | $33,000 |
| **Total** | **$1,222,445** |

understanding the role of machine learning in democracies.

UNC’s commitment to European Studies exceeds $33,085,865 annually

(see Table A.1). UNC provides support for CES via administrative salaries, offices, and access to state-of-the art meeting rooms and classrooms in the FedEx Global Education Center (GEC), which houses all UNC’s global activities. UNC’s global work is overseen by the Vice Provost for Global Affairs and the Senior Associate Dean for Social Sciences and Global Programs.

UNC was rated the nation’s best value in public higher education for the 18th time by the latest Kiplinger’s study. Since launching in 2004, UNC’s Carolina Covenant Scholarship has provided over 10,000 undergraduates the opportunity to graduate debt-free; 10% of all undergraduates are Covenant Scholars. Substantial financial support is provided to European Studies students through scholarships, research grants, and travel funding (see Table A.3). Graduate students are admitted with departmental fellowships including tuition as well as stipends. *The Graduate School covers the difference in tuition and fees for all Foreign Language and Area Studies (FLAS) awardees.*

1. Quality of Language Instructional Program

B1. Languages and Enrollments. UNC offers 15 European languages. Each commonly taught language – French, German, and Spanish – is taught through the advanced level. Arabic, Czech,

Dutch, Italian, Polish, Portuguese, and Turkish are offered through the advanced level. In Fall 2021, supported by the Polish National Agency of Academic Exchange (NAWA), a new Polish Lecturer came to UNC (one of only 2 positions funded in the US) allowing for all levels of Polish plus content courses. Starting in Fall 2022, Bosnian-Croatian-Serbian (BCS) and Romanian will be offered through the intermediate level; we will offer Ukrainian through the intermediate level for the first time to cater to our many students interested in EU-NATO security issues. Advanced study of these LCTLs is completed through independent study courses, if needed, especially for FLAS awardees. Accelerated beginner Basque and Galician (“Languages of Spain”) are taught in alternate years. All languages are open to undergraduate, graduate, and professional students.

In 2020–21, student enrollments in 199 European language courses reached 9,761: 9,310 undergraduates and 451 graduate students (see Table B.1 for priority language enrollments). According to unpublished data from the Modern Language Association’s (MLA) survey of language course enrollments in Fall 2020 (shared with UNC faculty for this application), of all participating universities, UNC’s language enrollments were comparatively high: Portuguese was 2nd and Czech 4th. Arabic, BCS, Dutch, Italian, Turkish, and Romanian were in the top 10. Turkish

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| **Table B.1 Comparative Priority Language Enrollments** | | |
| **Language** | **2016–17** | **2020–21** |
| Arabic | 347 | 406 |
| BCS | 13 | 16 |
| Czech | 12 | 7 |
| Dutch | -- | 35 |
| Polish | 22 | 14 |
| Portuguese | 658 | 699 |
| Romanian | -- | 9 |
| Russian (satisfies EURO req.) | 183 | 332 |
| Turkish | 25 | 23 |

is offered in consortium with Duke, Vanderbilt, and UVA. Interest in Romanian has grown; it now counts toward the BA in Hispanic Linguistics and will count for EURO as of 2022. Basque was 2nd (Galician is not listed). Polish was 16th. Only 5 institutions offered Ukrainian.

The UNC Language Exchange offers all UNC-system students virtual enrollment in courses at other campuses at no additional cost. The Exchange includes the 6 UNC-system Minority Serving Institutions (MSIs). On offer are Arabic, BCS,

French, German, Greek, Italian, Portuguese, Romanian, and Spanish. Together with Winston-Salem State University (WSSU, an MSI), we will offer 4 semesters of Portuguese each year to serve both campuses and the Exchange. This will free faculty resources to ensure advanced Portuguese can be offered to majors and minors on both campuses. At Durham Technical Community

*“The UNC Language Exchange provides the universities in the UNC System with a professional platform aimed at facilitating the sharing of faculty and instructional resources to enhance foreign language instruction and to support the various foreign and classical language and studies programs in North Carolina. Our primary goal is to facilitate the sharing of undergraduate courses in foreign languages and cultural studies among all UNC institutions.” – northcarolina.edu*

College (CC) (an MSI), we will support German instruction through the intermediate level.

B2. Language Levels and Courses in Other Disciplines. UNC’s undergraduate curriculum requires all students to take 3 semesters of a foreign language. Above that, CES’ EURO major requires 5

semesters of the same European language (Arabic, BCS, Czech, Dutch, French, German, Italian, Polish, Portuguese, Russian, Spanish, or Turkish; coming soon: Romanian and Ukrainian). Global Studies requires 6 (4 of one, 2 of another) semesters. Asian Studies, GSLL, and Romance Studies, require minors take at least 5 semesters of language training and majors at least 8.

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| **Table B.2 CES LAC Courses 2018–2022** | | |
| **Language** | **Affiliated Course** | **Enroll- ments** |
| Arabic | Public Health in the Middle East & North Africa (Spring 2022) | 13 |
| Arabic | The Language of Refugeeism (Fall 2021) | 12 |
| Arabic | Media Perspectives on the Iraq War (Spring 2021) | 10 |
| Arabic | Media Perspectives on the Iraq War (Spring 2020) | 8 |
| French | Sustainability and South of France "Art de Vivre" (Fall 2021) | 18 |
| French | Religions in France and the Francophone World (Spring 2021) | 7 |
| Portuguese | The Portuguese Empire: Conquests and Cultural Exchange (Spring 2022) | 5 |
| Portuguese | Contemporary Social Challenges in Brazil and Portugal (Fall 2021) | 5 |
| Spanish | Let’s Talk about Food: Cultural Identity in Spain (Fall 2021) | 14 |
| Spanish (recitation) | Intro to Global Studies (Fall 2021) | 7 |
| Spanish | The Influence of Islamic Culture on Spanish Architecture (Spring 2021) | 7 |
| **Total Enrollment** | | **106** |

The Languages Across the Curriculum (LAC) program is a collaborative project

of all UNC National Resource Centers (NRCs). LAC courses are weekly recitation sections

attached to lecture courses or “stand-alone” courses offering 1–3 credits; any student who fulfills the language requirement may enroll. Since 1996, LAC courses have been taught in the target language, cover content from Area Studies disciplines, and provide an understanding of Europe while honing practical language skills across disciplines. Since 2018, CES has offered 11 LAC courses with 106 total enrollments (see Table B.2). In Fall 2022, we will offer the first Spanish LAC course for health sciences majors and journalism students: “Media Coverage of Health- related Issues in Latin America and Spain (Mental Health and COVID-19).” We will continue our French LAC taught by Montpellier faculty (UNC study abroad partner) on public policy and sustainability as well as courses in Arabic, French, Portuguese, and Spanish on topics related to contemporary Europe.

The UNC LAC Coordinator and Language Exchange Manager is trained in foreign-language pedagogy. A member of the Language Assembly, she leads an annual LAC pedagogy workshop for instructors, recruits new faculty, develops new LAC courses, coordinates all UNC Exchange offerings, and liaises with other campuses to ensure courses augment one another.

In the Professional Schools, Medicine, Nursing, and Public Health offer French and Spanish for the Health Professions at the advanced level. The Kenan-Flagler Business School (KFBS) offers “Working Spanish” through the intermediate level. The minor in Spanish for the Professions is an option for all professional students.

B3. Language Faculty and Exposure to Pedagogy Training. UNC has 74 faculty members and 98 Graduate Teaching Assistants (TAs) teaching European language courses across Asian Studies, GSLL, and Romance Studies. UNC hires faculty trained in communicative performance-based teaching or ensures they undergo American Council on the Teaching of Foreign Languages (ACTFL) training. Language TAs enroll in a semester-long pedagogy course. For the first time,

we will offer the pedagogy course on the Language Exchange to serve other campuses including MSIs. The course explores second-language acquisition theories and teaching methodologies with an emphasis on communicative language teaching and proficiency-oriented instruction. Students must achieve “Superior” level (ACTFL) to teach. Several professional development resources exist across campus: the new Languages and Cultures Technology and Learning Hub (see below), the Center for Faculty Excellence (CFE), and the Teaching and Learning division of Information Technology Services. In Romance Studies, a new “Teaching and Learning Global Languages Program” hosts regular hybrid events open to instructors across campus and at other institutions. B4. Quality of Language Program. UNC language curricula are *performance‐based*. ACTFL Proficiency Guidelines in course and program goals guide instruction. Proficiency is measured in the “four skills”: reading, speaking, writing, and listening. Classes incorporate exercises geared to promote active learning, cultural competence, and individual growth. All syllabi provide goals for performance-based learning, schedule of assignments and exams, and means of assessment.

*Proficiency* is achieved through classroom instruction, instructional technologies and multimedia materials, and experiential and extracurricular learning opportunities. Language instruction produces proficiency in both productive and receptive skills and in cultural competence. In *beginning courses*, instruction is proficiency-oriented and interactive, focusing on rapid acquisition of speaking and listening skills and on grammar sufficient to support these skills. Cultural exposure is introduced via authentic materials: texts, films, multimedia resources, online activities, and presentations by native speakers. The outcome at this level is ACTFL equivalent novice-high or intermediate-low for speaking and writing, and intermediate-low to mid for reading and listening. In *intermediate courses*, students are exposed to longer and more complex cultural and literary media. The focus shifts to skills in writing, reading, and developing grammar and

vocabulary, while continuing to develop speaking and listening skills. Upon completion, ACTFL equivalency is intermediate-mid to high for speaking, writing, listening, and reading. *Advanced courses* follow several tracks, with students going on to advanced conversation courses, literature, or cultural studies courses. One-on-one interviews are conducted for each student at every level, and oral and written tests reflect proficiency goals by requiring students to use the language in authentic contexts and real-life tasks.

UNC is now expanding its language lab to better serve all language departments. With support from a Lenovo grant via the CFE, the Languages and Cultures Technology and Learning Hub is a flexible learning space plus a library of digital equipment, including video conferencing technologies and Virtual Reality (VR) equipment and software which allow students to practice their skills in creating culturally accurate, immersive virtual environments. Faculty members involved in the Hub offer workshops on teaching with new media and technologies.

1. Quality of Non-language Instructional Program

C1. Course Offerings. European-content courses cover a wide range of topics in 50 disciplines and in the Professional Schools of Business,

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| **Table C.1 Scope of European Content Courses** |
| Total Number of European Content Courses: 841 |
| Total Number of Disciplines: 50 |
| Professional Schools with European Content Courses: 6 |
| Total Undergraduate/Graduate Enrollment: 27,589 |
| Total Professional Enrollment: 1,585 |

Education, Media and Journalism, Information and Library Science, Law, and Public Health (see Tables C.1, C.2, C.3, and Appendix A 1).

C2. Depth of Specialized Courses. UNC students take specialized European Studies coursework in core disciplines from their first semester through the graduate level. Art History, Asian Studies, Classics, EURO, GSLL, Geography, Global Studies, History, Music, PWAD, Philosophy, Political Science, Romance Studies, Sociology, and Women’s and Gender Studies offer courses with in-depth coverage of European issues. TAM (see below), the MA in Global Studies (see below, Table C.4), PhD programs, and Professional School degrees all incorporate European

coursework (see Table C.2, C.3, and Appendix A 1). First-year students take specialized First-Year Seminars (FYSs) taught by senior faculty with only 24 students. From 2018–22, 33 FYSs with European content were offered, including: “Art, Gender, and Power in Early Modern Europe” (String), “Political Conflict in the EU and US” (Marks), “Blackness in Europe” (Layne), “Europe and the US in a Changing World” (Hooghe), and

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| **Table C.2 Scope of Non-Language Undergraduate & Graduate Course Offerings in CAS (2020–21)**  **WE=Western Europe; ECE=Eastern/Central Europe** | | | | |
| **Program** | **100%**  **Content** | **25-99%**  **Content** | **UG/G**  **Enroll- ment** | **Area of Focus** |
| African, African American & Diaspora Studies |  | 12 | 367 | WE |
| American Studies |  | 1 | 54 | WE, ECE |
| Anthropology |  | 15 | 1,320 | WE, ECE |
| Arab Cultures |  | 2 | 45 | France, UK |
| Art History | 22 | 13 | 524 | WE, ECE |
| Asian Studies |  | 7 | 65 | WE, ECE |
| City & Regional Planning |  | 8 | 166 | WE, ECE |
| Classics | 47 | 3 | 1,610 | Greece, Italy |
| Communication Studies |  | 14 | 720 | WE, ECE |
| Comparative Literature | 7 | 21 | 467 | WE, ECE |
| Contemporary European  Studies | 4 | 19 | 63 | WE, ECE |
| Czech Studies | 1 |  | 1 | Czechia, France |
| Dramatic Art | 2 | 12 | 1,242 | WE, ECE |
| Economics |  | 7 | 684 | WE, ECE |
| English | 30 | 22 | 2,096 | WE, ECE |
| Environment & Ecology |  | 4 | 432 | WE |
| Folklore |  | 3 | 42 | ECE |
| Francophone Studies | 10 | 6 | 175 | WE |
| Geography | 2 | 15 | 1,061 | WE, ECE |
| German Studies | 18 | 1 | 377 | Germany |
| GSLL | 17 | 9 | 306 | Germany, ECE |
| Global Studies |  | 16 | 473 | WE, ECE |
| History | 37 | 44 | 3,169 | WE, ECE |
| Honors Program | 5 | 4 | 88 | WE |
| Italian Studies | 8 |  | 87 | Italy |
| Jewish Studies | 4 | 7 | 52 | ECE |
| Linguistics | 1 | 13 | 464 | WE, ECE |
| Management & Society |  | 2 | 48 | WE |
| Military Science |  | 2 | 8 | WE |
| Music | 5 | 17 | 861 | WE |
| Peace, War & Defense | 5 | 30 | 668 | WE, ECE |

“Women’s Voices: 20th Century European History in Female Memory” (Hagemann).

CES’ EURO major, the only Contemporary European Studies undergraduate major in the US,

provides an in-depth, interdisciplinary look at Europe. Two core courses are required (20th Century Europe; Intro to European

Government); 50% of the remaining 6 courses must be at the 400 level or above (joint undergraduate-graduate courses) and can be chosen from 33 disciplines. EURO majors may complete an honors thesis (EURO 691H and EURO 692H) through two

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Philosophy | 9 | 40 | 1,713 | WE, ECE |
| Political Science | 19 | 49 | 3,516 | WE, ECE |
| Portuguese Studies |  | 3 | 34 | Portugal |
| Public Policy |  | 9 | 593 | WE, ECE |
| Romance Studies | 5 | 3 | 77 | SE |
| Russian Studies | 9 |  | 119 | Russia, ECE |
| Sociology |  | 16 | 1,972 | WE, ECE |
| Spanish Studies | 7 | 4 | 128 | Spain |
| Studio Art |  | 1 | 11 | ECE |
| Women’s & Gender Studies | 3 | 31 | 846 | WE |
| **Total** | **281** | **496** | **27,589** |  |

semesters of faculty-guided independent study, research, and writing. CES’ TAM program focuses on European Studies, the EU, social policy, European governance, and the transatlantic

relationship. TAM, which enrolled its first students in 1998, is the only European Studies MA program in the US that begins with US and European students matriculating at UNC, with all students continuing their studies at one of 9 partner universities in Europe or Turkey (see Table D.2). TAM runs 3 academic tracks.

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| **Table C.3 Scope of Professional Non-Language Course Offerings (Enrollments 2020–21)**  **WE=Western Europe; ECE=Eastern/Central Europe** | | | | |
| **Program** | **100%**  **Con- tent** | **25-99%**  **Con- tent** | **Total Enroll**  **-ment** | **Area of Focus** |
| Business | 2 | 12 | 828 | WE, ECE |
| Education |  | 9 | 435 | WE, ECE |
| Health Policy & Management |  | 1 | 6 | WE, ECE |
| Information & Library Science |  | 3 | 58 | WE, ECE |
| Law |  | 8 | 81 | WE, ECE |
| Media & Journalism | 1 | 2 | 59 | WE |
| Nutrition |  | 2 | 118 | WE, ECE |
| Public Health Leadership |  | 1 |  | WE |
| **Total** | **3** | **38** | **1,585** |  |

Coursework in the TransAtlantic Studies track focuses on European politics and society. Coursework in the European Governance track adds an additional 2-semester quantitative methods training sequence while focusing on social policy and multilevel governance. Coursework in the German-Turkish Studies track focuses on issues of immigration, cultural identity, and politics. In response to student interest and job-force

demands, a new track of TAM – Climate Change and Environmental Policy – is in development now and set to launch in Fall 2022 (see Tables D.2 and I.1).

New COIL and virtual study abroad courses were launched during the pandemic to support transatlantic learning. CES-sponsored COIL courses include: “European Institutions and Integration” paired with “Challenges and Opportunities in Transatlantic Relations” at University of Hannover, Germany; and “Applied Research: Politics in the US and in Europe” paired with a research methods class at University of Oldenburg, Germany. Through virtual study abroad, UNC students enrolled in “Policy-Making in the EU” at Humboldt University in Berlin.

C3. Faculty and Teaching Assistants. At UNC, 260 faculty members’ research incorporates Europe. Of those, 51% are tenured and 16% are tenure-track. 142 TAs teach European language and content courses. UNC’s student-to-faculty ratio is 13:1; 88% of classes have 50 or fewer students. For over 30 years, CES has hosted German American Exchange Service (DAAD) Visiting Professors, European Commission Fellows, and short-term visiting scholars.

*Pedagogy training for TAs:* Since joining the Center for the Integration of Research, Teaching, and Learning (CIRTL) in 2016, UNC has provided graduate students and postdoctoral fellows with professional development courses and workshops to build their teaching portfolios and gain a competitive edge in their careers. In 2021 alone, 412 graduate and professional students participated in 15 different pedagogy trainings (22 hours). In 2020-21, 115 graduate students and postdoctoral fellows took advantage of CIRTL national cross-network offerings. This network allowed 13 UNC graduate students to work with Creighton University graduate students to write and publish a journal article: “Preparing Doctoral Students to Teach in an Increasingly Virtual World: A Response to COVID-19 and Beyond” (*Online Learning Journal* 25(1): 2021). CIRTL offers up to 3 levels of credentials: Associate, Practitioner, or Scholar. In 2020–21, UNC had 50

new applicants for Associate level and 16 completions of Associate, Practitioner, and Scholar levels. CareerWell is a new program to help UNC graduate students develop strategic skills in the post-pandemic labor market, including a new Graduate Certificate in Innovation, Leadership and Management. Interdisciplinary courses focus on professional communication and leadership.

TAs in GSLL and Romance Studies enroll in a semester-long pedagogy course to gain second-

language acquisition theories and teaching methodologies with an emphasis on communicative language teaching and proficiency-oriented instruction. As part of the COIL initiative, the Office of the Vice Provost for Global Affairs (OVPGA) will offer intercultural facilitator training to TAs to work with students in virtual classrooms.

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| **Table C.4 Sample of Interdisciplinary Courses with European Content** | | |
| **Course Title** | **UG** | **UG/ G/P** |
| AMST/ANTH/NUTR 175: Intro to Food Studies: From Science to Society | X |  |
| ARTH/HIST 514: Museums,  Monuments, and Collective Memory in the Modern Era |  | X |
| COMM/PWAD 574: War and Culture |  | X |
| EURO/HIST/WGST 259: Women in Europe from 18–20th Century | X |  |
| EURO/ECON/PWAD 460: International Economics |  | X |
| EURO/GEOG 464: Europe Today: Trans-nationalism, Globalism, and  Geographies of Pan-Europe |  | X |
| GSLL/JWST/PWAD 465: Literature of Atrocity: The Gulag and the Holocaust in Russia and Eastern Europe |  | X |
| HIST/JWST/PWAD 262: History of the  Holocaust: The Destruction of the European Jews | X |  |
| LAW/PWAD 252: International Law |  | X |
| MEJO/WGST 442: Gender, Class, Race and Mass Media |  | X |
| MUSC/PWAD 291: Sounds of War | X |  |
| POLI/PWAD 459: Trans-Atlantic Security |  | X |

C4. Interdisciplinary Courses. UNC faculty teaching European content are committed to interdisciplinary investigation (see Table C.4 for sample). Appendix A 1 identifies 107 interdisciplinary (cross-listed) courses with

European content, 76 (40%) of which are offered to graduate and professional students. Many are in interdisciplinary curricula including English and Comparative Literature, EURO, Global Studies, Jewish Studies, PWAD, and Religious Studies. Since Fall 2018, CES offered 11 LAC courses spanning 6 disciplines (see Table B.2).

CES designed TAM with interdisciplinary options. Students can take a Business, Environmental Studies, or Public Health course in addition to their Political Science requirements. At our European partners, students take courses in Economics, History, Law, Political Science, and Sociology. The MA in Global Studies is a 2-year interdisciplinary “applied research” degree. Core courses which include European content are offered by faculty with joint appointments in Anthropology, Economics, GSLL, Geography, History, Jewish Studies, Public Policy, Political Science, PWAD, and Romance Studies.

1. Quality of Curriculum Design

D1. Undergraduate and Graduate Curriculum. UNC has comprehensive offerings in the politics, economics, geography, languages, history, and societies of Europe. UNC’s undergraduate curriculum requires students to take one course each on global issues and the North Atlantic world as well as study a foreign language for at least 3 semesters (majors can require more, see Chapter

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| **Table D.1 EURO Major Requirements** |
| **2 Core Courses:**  EURO 239/POLI 239 Intro to European Government EURO 159/HIST 159 20th Century Europe |
| **6 Theme Courses: 4 in 1 Theme, 1 in other Theme,**  **plus 1 elective (3 courses must be numbered 400+)**  Theme I: Integration and Enlargement Theme II: Histories and Cultures |
| **5 Semesters of Language:** Arabic, BCS, Czech, Dutch, French, German, Italian, Polish, Portuguese, Russian,  Spanish, Turkish; *Coming soon: Romanian & Ukrainian.* |

C.). Students interested in studying Europe can choose from *12 majors and 8 minors*. The EURO major is an interdisciplinary curriculum for students seeking a deeper understanding of the history, politics, culture, economics, and

languages of Europe. Students take 8 content courses from 33 disciplines and, unlike other European Studies majors in the US, are required to take 5 semesters of one European language (see Table D.1). The EURO-TAM BA-MA program, launched in 2015, allows students to do both the EURO major and TAM program in reduced time (5 years). It is the only global option among the UNC Admissions Office’s special opportunities that offers assured admission to MA programs to highly selective applicants. Currently, 38 students are pursuing the EURO major (of those, 55%

are in EURO-TAM), a 311% increase from Fall 2014. CES offers pre-professional opportunities through the European Horizons student think tank, the Working Group on Refugees, Europe, and Service Learning (WRESL) which provides space for students to discuss the circumstances of refugees in Europe and the US, and the new Model EU (MEUNC) team.

The Global Studies major offers concentrations in Western Europe/EU and in Eastern Europe. History offers a concentration in Modern European Studies. GSLL offers programs in German Literature and Culture (major), German Media, Arts, and Culture (an interdisciplinary major covering German music, literature, politics, and philosophy), German Language (minor), Slavic and East European Languages and Cultures (major and minor), and Central European Studies (major). Romance Studies offers undergraduate programs in French and Francophone Studies (major and minor), Italian (major and minor), Portuguese (major and minor), Hispanic Linguistics (major), Hispanic Literatures and Culture (major), Hispanic Studies (minor), Spanish for the Professions (minor), and Translation and Interpreting (minor). Overall, 1,033 students are enrolled in these degree programs.

MA and PhD programs across departments and Professional Schools include European Studies training. TAM integrates study at UNC and at 1–2 partners in Europe or Turkey (see Table D.2). TAM students can earn a UNC MA, European degree, or pursue the double degree option (launched in 2015) from both UNC and the partner institution. Humboldt University in Berlin will offer the double degree starting in 2023. Currently, 42 students are enrolled in TAM.

In the MA in Global Studies, 59% of students’ research currently focuses on Europe. PhD programs focusing on the study of Europe include Ancient History, Anthropology, Art History, Classics, Communications, Eastern European History, Economics, English and Comparative Literature, European History, French and Francophone Studies, Geography, German Studies,

Hispanic Linguistics, Italian Studies, Music, Philosophy, Political Science, Religious Studies, and Sociology. Together with Sciences-Po Paris, we are developing a *Cotutelle* program, the first joint- PhD program at UNC with a European university. The Schools of Business, Education, Information and Library Science, Journalism, Law, and Public Health offer European Studies courses within their MA and PhD programs (see Table C.3, Appendix A 1).

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| **Table D.2 TransAtlantic Masters Program (TAM), Since 1998** | | | | |
|  | **Semester 1** | **Semester 2** | **Semester 3** | **Semester 4** |
| TransAtlantic Studies Track | UNC | Humboldt University, Berlin; Sciences-Po Grenoble; University of Bath; University of  Siena | Bath; Grenoble; Humboldt; Siena | Bath; Grenoble; Humboldt; Siena |
| European Governance Track (double degree option) | UNC | Humboldt; University of Bremen; University of Gothenburg; UPF Barcelona; VU  Amsterdam; | Amsterdam; Bremen; Gothenburg; Humboldt; UPF |
| German- Turkish Track | Middle East Technical University, Ankara | Humboldt University | Humboldt University |
| *New Climate Change Policy*  *Track* | UNC | Amsterdam; Humboldt; Gothenburg | Amsterdam; Humboldt; Gothenburg |

MA and PhD programs require students to document the language proficiency necessary to complete their research. To do so, the Graduate School administers the Foreign Language Proficiency Assessment exam, which is offered in all commonly taught languages and LCTLs upon request. Alternatively, students take courses in their required language, which prepare students for the reading examination for PhDs in all disciplines. The joint UNC-Duke PhD program in German Studies requires proficiency in English, German, and one other European language. All Italian Studies PhDs must have proficiency in one additional foreign language. French and Francophone Studies PhDs are required to demonstrate reading proficiency in a European Language other than French. TAM requires advanced proficiency in French, German, or Italian, as students can study at overseas sites in the local language. The TAM German-Turkish Track includes advanced training in German or Turkish. All MA and PhD students can enroll in language courses in Asian Studies, GSLL, and Romance Studies.

CES gives FLAS awards to BA, MA, and PhD students in LCTLs to promote language training outside of French, German, and Spanish. FLAS fellows enroll in required language courses and fulfill their European Studies requirement through courses in various departments or their Professional degree programs.

D2. Academic and Career Advising. Faculty across campus provide academic advising to all European BA, MA, PhD, and professional students. UNC Academic Advising services are available to undergraduates: 32 full-time advisors and 10 part-time faculty advisors are divided into discipline-specific teams. Advisors are also housed in every academic unit on campus. The UNC Graduate School provides professional development opportunities to all MA and PhD students such as the Equity in Teaching Institute, financial literacy sessions, and leadership development opportunities.

At CES, staff provide all students with individualized advising opportunities. CES’ Executive Director serves as EURO advisor and provides advice on academic planning, study abroad, internship options, graduate programs, and career plans. The TAM Associate Director advises all TAM students on coursework, program logistics, internships, and jobs, and fosters networking with our 374 alumni; the alumni network is an important resource through which current TAM students and recent graduates gain career advice. The CES’ FLAS Coordinator advises all awardees, providing academic mentoring and career advice.

Through CES, we offer robust career preparation programming for all students and encourage alumni to seek careers of national need. Since 2018, we have held 36 events with 1,639 attendees. These have included small resume workshops, sessions with Ambassadors, 3 annual TAM alumni panels, European business-focused panels with Florida International University (FIU) and the University of Pittsburgh (Pitt), and UNC alumni Global Career Night, held annually with all UNC

NRCs. Events focus on federal careers, including “Women’s Leadership” and “LGBTQ Folk” in federal service as well as panels with officials from the State Department, US Agency for International Development (USAID), Pentagon, and the Federal Bureau of Investigation (FBI). We hold discussions with leaders from European businesses in NC and journalists. CES publishes a quarterly Career Newsletter, currently reaching 250 students and recent alumni, which lists opportunities such as on-campus research options, Fulbright deadlines, and internships.

UNC’s OVPGA partners with the NRCs on several initiatives, including membership in the Women’s Foreign Policy Group’s (WFPG) Academic Circle, providing mentoring and networking opportunities with women in international affairs. Together with the OVPGA, we will hold the first annual Policy Brief Competition and Symposium in Spring 2022. Students will submit policy briefs providing recommendations on issues of national security. Practitioners from the State Department and the National Nuclear Security Administration will serve as judges. The OVPGA has partnered with the American College of National Security Leaders (ACNSL) on a “Meet the Mentors” program to expand student access to foreign policy practitioners and to explore careers in national security. 5 ACNSL mentors will be engaged annually and include those with experience in Europe. They will hold virtual office hours to answer questions and mentor students. CES will expand this offering to MSI students by supporting one extra mentor annually.

To ensure contacts to business, CES supports the annual Clean Tech Summit, which includes a career fair to match students with European employers. Together with KFBS, we will launch an annual European Business Lecture and support GlobeSmart, an online tool for European cultural training.

Specifically for PhD students, CES provides support through FLAS awards, donor-funded research and travel awards, and interdisciplinary panels during which PhD students present their research.

Together with the Institute for European Studies at the University of California at Berkeley (UCB), we will hold an annual panel discussion for Europeanist PhD students to explore careers outside of academia, including in government, business, and non-profit sectors. We will connect UCB and UNC graduate students to speakers at the California Chamber of Commerce, Google, Salesforce, the World Affairs Council, California and NC State Government agencies; non-profits such as the Hewlett Foundation, the Asia Foundation, and Policy Link; and think tanks such as the Research Triangle Institute, Atlantic Council, German Marshall Fund, and AICGS.

D3. Research and Study Abroad. UNC has over 200 active partnership agreements with European institutions across departments and the Schools of Business, Education, Information and Library Science, Law, Media and Journalism, Medicine, Nursing, Pharmacy, and Public Health. These agreements allow for 185 research and study abroad options

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| **Table D.3 Number of Research,**  **Internship, and Study Abroad Programs in Europe** | |
| Study Abroad | 113 |
| Business | 50 |
| Education | 1 |
| Information & Library Science | 3 |
| Media & Journalism | 9 |
| Law | 6 |
| Nursing | 3 |
| **Total** | **185** |

(see Table D.3). In 2005, a European Study Center was established in UNC’s Winston House in London to house the Honors Program and serve as a hub for study abroad programs across Europe. CES’ TAM program includes integrated study at one of 9 partner institutions in Europe and Turkey. The EURO major encourages study abroad, advises on the best program for the student, and assists with credit transfer.

Since 2018, 1,862 undergraduate students studied abroad in Europe. Overall, 43% of UNC students study abroad: the top four destinations are England, France, Italy, and Spain. Recently implemented credit transfer policies make it easy for students to bring credits back to UNC. As of October 2021, 1,300 courses have been pre-approved for study abroad for 39 departments. All

UNC students may enroll in any accredited institution’s study abroad program or directly enroll in another accredited institution and receive credit by petitioning the Study Abroad Office.

In Fall 2021, the new Global Launch program enabled 72 admitted UNC students to study abroad in Ireland, Scotland, or Spain during their first fall semester and enroll at UNC for the spring semester. UNC’s Study Abroad Office offers 23 summer programs in Europe, which include an intensive language component. 35 faculty-led programs will be offered in Summer 2022 in Europe for UNC students to gain up to 6 credits.

1. Quality of Staff Resources

E1. Qualifications of Faculty and Staff. Ranked the 3rd best public university in 2020 by the *Wall Street Journal/Times Higher Education* College Rankings and 5th in federal funding in 2019 ($647 million), UNC remains competitive among its peers with a full-time faculty of over 4,050 teaching 29,469 students. Of those, 260 faculty members research and teach in European Studies; 5 have been inducted into the American Academy of Arts and Sciences. Since 1951, 81 UNC faculty were

Fulbright Scholars in Europe.

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| **Table E.1 CES Advisory Board** |
| Chair: **John Stephens**, Lenski Professor of Political Science & Sociology |
| **Chad Bryant**, Associate Professor of History |
| **John Coyle**, Ivey Professor of Law |
| **Joanneke Elliott**, University Libraries |
| **Liesbet Hooghe**, Kenan Professor of Political Science |
| **Serenella Iovino**, Professor of Italian Studies & Environmental Humanities |
| **Arne Kalleberg**, Kenan Professor of Sociology |
| **Priscilla Layne,** Associate Professor of German; Adjunct  Associate Professor of African, African American, and Diaspora Studies |
| **Gary Marks,** Craige Professor of Political Science |
| **Rahsaan Maxwell**, Professor of Political Science |
| **Susan D. Pennybacker,** Poston Professor of European History |
| **John Pickles,** Phillips Professor of Geography |
| **Daniel Sherman**, Lineberger Professor of Art and History |

John D. Stephens, Gerhard E. Lenski Distinguished Professor of Political Science and Sociology, has served as CES Director since 2006. A 2021 co-recipient of an American Sociological Association Distinguished Career in Political Sociology Award, Prof. Stephens has publications in 4 languages, including 7 books and 37

refereed articles in top-tier journals. In addition to multiple Best-, Outstanding-, and Runner-Up

Book Awards from the American Political Science Association, Prof. Stephens has held 9 visiting fellowships at institutes for advanced study across Europe and the US, including positions in Germany, Italy, and Sweden.

UNC faculty receive university, departmental, and CES travel and research funds. Since 2018, CES provided 53 awards for conference, linkage, and research travel, and curriculum development to UNC faculty. The CFE supports faculty career development under its 3 strategic initiatives in Mentoring, Diversity and Inclusion, and Education and Innovation (which enabled faculty to adapt to online teaching). CFE’s partnerships with external organizations, including Adobe and Lenovo, and its institutional membership in the National Center for Faculty Development and Diversity, provide further opportunities for faculty development.

Within CES’ staff, professional development is a top priority, with members participating in the Fulbright International Education Administrators Program in France; co-leading the Brussels-Lux Study Tour; attending EU Studies Association conferences, Jean Monnet network meetings, and regional and national outreach conferences; and participating in Erasmus+ staff exchanges. On campus, staff have training in Green Zone (Veterans), Helping Advocates for Ending Violence

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| **Table E.2 TAM Advisory Committee** |
| Chair: **John Stephens**, Lenski Professor of Political Science & Sociology |
| **Kathleen Shanahan Lindner,** CES Executive Director |
| **Sarah Hutchison,** TAM Associate Director |
| **Liesbet Hooghe**, Kenan Professor of Political Science |
| **Robert Jenkins**, Senior Lecturer in Political Science |
| **Christiane Lemke,** Visiting Professor of Political Science |
| **Gary Marks,** Craige Professor of Political Science |
| **Rahsaan Maxwell**, Professor of Political Science |
| **Donald Searing,** Craige Professor of Political Science |
| **Milada Vachudova,** Professor of Political Science |

Now (survivors of sexual assault), Mental Health First Aid, Safe Zone (LGBTQIA+), and UndocuCarolina (training to counter student discrimination based on national origin).

All UNC faculty teach both undergraduate and graduate courses, and all (excepting those with significant administrative duties) teach 4 courses per year. Our faculty teach, advise, and mentor EURO majors, TAM

students, Europeanist PhD and professional students, and students studying Europe across disciplines. All core courses for the EURO major and TAM program are taught by CES core faculty and founding members, including Prof.s Jarausch, Marks, and Stephens. Faculty support student research: 5 EURO honors thesis, 144 Europeanist MA theses, and 241 PhD dissertations with European content were conferred since 2019.

E2. Staff Oversight. Prof. Stephens, CES Director, sets policy goals and represents the Center in the university and beyond. Kathleen Shanahan Lindner, CES Executive Director, Director of Undergraduate Studies, EURO Advisor, Diversity Liaison, and Study Abroad Board Member, has over 25 years of experience in higher education program management and student advising. Sarah Hutchison, TAM Associate Director and Director of Graduate Studies, Carolina Covenant Mentor,

Fulbright Review Committee member, and IDEA grant reviewer, has developed partnerships between European universities and UNC since 2002. Jonathan Lepofsky, dedicated Outreach and FLAS Coordinator and Teaching Assistant Professor in Geography, also has extensive experience working as a high school teacher. Victoria Vass, CES Business Manager, maintains excellent budgeting and reporting practices. EURO-TAM Student Services Manager

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| **Table E.3 TAM External Advisory Alumni Board** |
| **Brian Beach (‘05);** University College London |
| **Kyle Beaulieau (‘08);** USAID |
| **Anna Brashear (‘17);** AMBOSS, Germany |
| **Jeffrey Brown (‘15);** IBM |
| **Kevin Chandler (‘09);** Apex Clean Energy |
| **John Crumbliss (‘99);** Cornerstone Government Affairs |
| **Kimmy Davis (‘11);** Federal Credit Union |
| **Wilson Hope (‘18);** MBA Candidate, UNC KFBS |
| **Julian Jaursch (‘12);** Stiftung Neue Verantwortung, Germany |
| **Dale Koch (‘18);** Georgetown University Business School |
| **Kate Lindeman (‘15);** Canto; Germany |
| **Emily Lines (‘12);** Federal Institute for Population Research, Germany |
| **Erin O'Connor Minthorn (‘06);** National Resilience Inc. |
| **Megan Poole (‘14);** Fiscal Note |
| **Justin J.W. Powell (‘99);** University of Luxembourg |
| **Camilo Ramirez (‘07);** Dialog |
| **Aberdeen Sabo (‘03);** US Department of Defense |
| **Laura Slater (‘16);** Equal Education, UK |
| **Leslie Small (‘05);** America Votes Georgia |
| **Desiree Suo Weymont (‘07);** US Department of State |
| **Brian Swint (‘02);** Financial News, UK |
| **Garrett Workman (‘09);** US Department of Commerce |
| **Lauren Yeargin (‘14);** RBC Global Asset Management, UK |

Kayla Bassett supports course planning, registration, recruitment, and alumni relations.

The *CES Advisory Board* (see Table E.1) comprises 13 representatives of core disciplines, the Law School, and UNC Libraries, each appointed for a 3-year term. The committee meets twice per year to advise on Center goals, the EURO major, funding, and outreach. They select FLAS fellows and participate in CES outreach activities. A *TAM Advisory Committee* (see Table E.2), consisting of TAM faculty, oversees admissions and sets academic priorities in line with the Graduate School guidelines. A board of all *TAM representatives* from each partner institution meets twice a year to review the curriculum, tuition, recruitment, formal agreements, and MA thesis requirements.

In 2014, TAM created an *External Advisory Alumni Board* (see Table E.3) to assist with marketing, recruiting, networking, career advising, and fundraising projects, which now comprises 23 US and Europe-based alumni from various career fields.

E3. Non‐Discriminatory Employment Practices. It is UNC’s policy “not to discriminate on the basis of an individual's age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation or veteran status (“protected status”). No person, on the basis of protected status, shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination, harassment or retaliation under any University program or activity.” Currently, 28.4% of UNC employees are African American, American Indian/Alaskan Native, Asian, Hispanic, Native Hawaiian/Pacific Islander or a mix of 2 or more races; 57.5% are female.

As part of the University’s strategic framework, the primary initiative to “Build our Community Together” centers on “invest[ment] in policies, systems, and infrastructure that promote benefits of diversity, equity, and inclusion; Enhance[ment of] the educational benefits of diversity, equity, and inclusion through and effective student recruitment, enrollment, retention and graduation;

[and] Prioritiz[ing] diversity, equity, and inclusion in teaching, research, and service, and in hiring, evaluation, retention and promotion of under-represented faculty and staff.” This includes the creation of a new Associate Dean for Diversity, Equity and Inclusion (DEI) position in 2021. All academic units work closely with the Office of Diversity and Inclusion to develop and implement DEI strategic plans to actualize UNC’s commitment to equity across difference in identity. The office runs many programs including convening campus- wide Diversity Liaisons, which work with the Associate Dean for DEI to support the mission within their units. The CES Executive Director is our Diversity Liaison ensuring that CES activities directly align with UNC’s DEI policies.

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| **Table F.1 UNC Library Catalog Holdings by Language** | |
| **Language** | **Quantity** |
| Albanian | 349 |
| Arabic | 25,717 |
| Bosnian | 462 |
| Bulgarian | 4,774 |
| Catalan | 6,851 |
| Croatian | 4,759 |
| Czech | 27,280 |
| Danish | 8,870 |
| Dutch | 20,057 |
| Estonian | 771 |
| Finnish | 1,370 |
| French | 323,651 |
| Galician | 768 |
| Georgian | 264 |
| German | 316,927 |
| Greek (Modern) | 4,455 |
| Hungarian | 6,850 |
| Icelandic | 1,071 |
| Italian | 117,739 |
| Latvian | 1,632 |
| Lithuanian | 679 |
| Macedonian | 704 |
| Maltese | 31 |
| Moldovan | 42 |
| Norwegian | 3,218 |
| Polish | 19,050 |
| Portuguese | 38,484 |
| Romanian | 2,756 |
| Serbian | 6,474 |
| Slovak | 6,311 |
| Slovenian | 766 |
| Spanish | 299,667 |
| Swedish | 7,839 |
| Turkish | 2,767 |
| **Total** | **1,263,405** |

1. Strength of Library

F1a. Holdings and Institutional Support. UNC University Libraries rank 17th among North American university libraries in terms of total volumes, and 25th in terms of total library investment in collections, staff, and other operating expenditures. Library resources in European Studies are comprehensive in range, cover the entire disciplinary spectrum, and have in-depth collections of national significance: the most complete holdings of imprints from major Renaissance presses, one of the largest assemblages of WWI personal narratives and posters, and comprehensive holdings of books and reports on EU economic conditions and politics. The University Libraries’ Rare Book Room

collections include the French collections: Hoyt Collection of French History; the Mazarinade

Pamphlet Collection, and the Estienne Imprint Collection. The Media Resources Center houses a physical collection and streaming access to resources in European languages including 173 language-learning kits. In addition to acquiring materials on Europe in English, UNC catalog holdings include 1,263,405 resources in European languages, including 30 LCTLs (see Table F.1). 68 million full-text, digital resources are in French, Dutch, German, Italian, Portuguese, Spanish and Swedish. On Europe or European Studies including in history, politics and government, foreign relations, social aspects, and economics, UNC houses or provides access to over 1.4 million items.

UNC Libraries acquired $210,381 worth of European Studies and language materials last year which includes generous support from the Harrison, Shipley, Morot Sr., and Engstrom endowments. With an institutional commitment of $323,994, UNC Libraries support 9 staff members designated to acquire, catalog, and make European collections accessible. Joanneke Elliott, Western European Librarian and CES Advisory Board Member, holds an MA in Information and Library Studies and an MA in Cultural Anthropology. She supports students studying Europe, faculty research, and outreach programs, such as World View’s Scholars of Global Distinction program by helping CC librarians to expand their European collections. She is active in national and international organizations and initiatives that extend support for the study of Europe: the German-North American Resources Partnership (GNARP), the Collaborative Initiative for French Language Collections (CIFNAL), and the European Studies Section (ESS) through the Center for Research Libraries. She has 2 forthcoming chapters in the *Handbook for European Studies Librarians:* “Resources and Tools for Dutch, Flemish, and Afrikaans Studies” and “Collecting on Controversial Topics: European Colonization in Africa, 1860-1960.”

F1b. Cooperative Arrangements. UNC is a member of the nation’s oldest research library consortium, the Triangle Research Libraries Network (TRLN), which includes Duke University, NC State University, and NC Central University (NCCU, MSI). This cooperative’s combined collections are exceeded by only a handful of US research libraries. The TRLN/Oxford University Press partnership acquires nearly the entire output of Oxford and 20 other leading university presses in electronic and print format. Coverage for the French and German languages is achieved through a collaborative collection development approach with Duke University.

UNC Libraries invest in open access scholarship and fund global resource sharing, including the Center for Research Libraries’ Global Press Archive, which creates a digital library of newspapers from around the world, and Knowledge Unlatched, which negotiates open access publications from major academic publishers. Starting in Spring 2022, UNC Libraries will house the Bertelsmann Foundation’s “Transatlantic Periscope,” a public-facing, online interactive tool with multi-layered visualizations and briefings on US-EU cooperation on global challenges.

UNC Libraries offer a robust roster of online open courses and workshops for both the on- and off-campus community on programming, geographic information system (GIS) software, and data management and data visualization tools, in addition to information literacy and interpretation of primary sources. Faculty, students, and staff of all CCs in NC can obtain a Borrower’s card at no charge. Any NC resident over 14 can also acquire a library card.

1. Impact and Evaluation

G1. Impact on University, Community, Region, and the Nation. Through research, teaching, and outreach, CES serves not only an on-campus community, but also all 16 campuses in the UNC system, including 6 MSIs, K-12 teachers in all 8 NC Board of Education districts, and a wide and diverse public audience in NC, the nation, and in Europe.

CES serves a wide on-campus community by supporting and promoting language and European Studies courses, academic events, digital resources, professional development, and research. 260 faculty teach and research on Europe; 53 across 11 departments and 2 Professional Schools have received support from CES since 2018. CES supported 38 faculty workshops, lectures, and conferences with 1,547 attendees in the past 4 years. Undergraduate, graduate, and professional students across CAS and 8 Professional Schools enroll in 841 European Studies courses (29,179 enrolled) and 199 European language courses (9,761 enrolled; a 5% increase since 2018).

Currently, 15 European languages are taught at UNC, 9 of which are priority languages: Arabic,

BCS, Czech, Dutch, Italian, Polish, Portuguese, Romanian, and Turkish. In Fall 2022, we will add Ukrainian.

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| **Table G.1 EURO Major Career Placement (Total graduates: 78)** | |
| **Sector** | **Examples** |
| **Business: 36%** | Amazon; CapitalOne; CenturyLink; Lewis-Burke Associates; Meta; World Benchmarking Alliance |
| **Higher Education/ Teaching: 10.3%** | Assistant Professor, University of Maryland  Baltimore; Assistant Professor, University of Utah; Marketing Officer, Aiglon College, Switzerland |
| **Law: 3.8%** | Nelson, Mullins, Riley & Scarborough; Troutman Sanders |
| **MA/PhD/JD Programs: 25.6%** | JD UNC; JD University of Virginia; MBA UNC;  MS Geography Utrecht University, Netherlands; MS Public Health Johns Hopkins; TAM |
| **NGOs/Think Tanks: 6.4%** | Brookings Institute; Prison Policy Initiative; Taxpayers Against Fraud Education Fund |
| **US Federal, State,**  **or Foreign Govt: 12.8%** | British Embassy; Federal Emergency Management  Agency; US Army; US Department of Labor; US House of Representatives; Virginia State Senate |

In 2020–21, UNC conferred 394 undergraduate degrees related to study of Europe, including the EURO major, languages and

literatures, Global Studies, and History, a 20% increase from 2017–18. The EURO major has grown 311% since 2014, due in large part to the EURO-TAM BA-MA assured admission program. Since Spring 2019, 42 TAM degrees were conferred (of these 18 were double degrees), while 144 Europeanist MA theses and 241 PhD dissertations with European content were completed.

In the last 4 years, CES awarded 62 FLAS fellowships, 88% for the study of priority languages, plus 5.8% for other LCTLs. A comprehensive 2019 FLAS Alumni Survey of all CES FLAS

fellows since 1994 shows that of respondents, 73.6% use their language and 93.2% use their European Studies knowledge daily, weekly, or once per month (see Table G.3).

In 2021, UNC alumni who received FLAS or Europe-focused undergraduate, graduate, or professional degrees were surveyed: 91% responded that their global education was important or very important to their ability to secure employment; 96% stated their European Studies knowledge was important or very important for their careers; and 91% studied abroad. 25% of respondents were first-generation college students, and 49% received financial aid.

CES’ outreach strategy includes a variety of activities to reach stakeholders across various sectors

including local government, business, non-profit, education, and community members to ensure diverse perspectives are included, foster dialogue, and

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| **Table G.2 TAM Career Placement (374 graduates total)** | |
| **Sector** | **Examples** |
| **Business: 47.1%** | Amazon; Blue Cross/Blue Shield of NC; Cornerstone Government; Crisi24; Cyberderm; Kyle House Group; Lufthansa Airlines; Mercer Consulting; Stanley Black  & Decker |
| **Foreign Govt.**  **/IGOs: 3.8%** | Canadian Foreign Service/Global Affairs Canada; Dutch Ministry of the Interior and Kingdom Relations; NATO; UN's Office of Administration of Justice and  Energy Efficiency Dept; World Bank |
| **Higher Education: 15%** | Drexel University; Global Education Office, College of William and Mary; Office of Research and Engagement, University of Tennessee; UNC Center for  European Studies; University of Luxembourg |
| **Media: 5.7%** | Bloomberg - London; Dow Jones Newswires; MLex  Market Insight; Offik Communications |
| **Non-profits, Think Tanks, & Foundations:**  **11.5%** | AICGS; American Academy in Berlin; Brookings Institute; Center for European Policy Analysis; Freedom House; German Historical Institute; VNG International;  World Bank |
| **PhD/JD Programs: 1.9%** | German Studies: University of Michigan; Global Aging: Oxford; Political Science: NYU, UC-Berkeley, University of Missouri, Clark Atlanta University, Cornell University; War Studies: King’s College  London |
| **US Federal, State Government: 15%** | FBI; Go Triangle (NC Regional Transit); NIH; NYC Department of Environmental Protection; USAID; US Defense Intelligence Agency; US Department of Commerce; US Department of Defense; US  Department of State (Foreign and Civil Service, G-Tip) |

advance understanding of Europe. Since 2018, CES hosted 270 events with a total attendance of 10,280 (see

Tables NRC.H.1 and NRC.H.4). Despite moving online due to the pandemic, interest and attendance remained consistently high.

Since 2018, CES has reached 2,402 K-12 teachers directly, thereby reaching 288,240 K-12 students (see Table NRC.H.1). Our outreach program extends to all 8 individual Board of Education districts. Teachers rate our activities highly: 100% of Brussels Study Tour 2019 participants experienced an increase in their understanding of the EU and its institutions, and of the major issues facing the EU; 100% of educators agree that CES content is clear, accessible, and relevant to K-12 teaching; and 95% of educators would reuse lesson plans developed with CES

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| **Table G.3 FLAS Survey Results**  **1994–2019** | |
| **Type of employer:** | |
| Higher Education | 55.1% |
| Government | 8.1% |
| Non-profit Sector | 13.8% |
| Business | 16.1% |
| Other | 6.9% |
| **How often do you use your FLAS** | |
| **language in your current position?** | |
| Daily | 20.8% |
| Weekly or Monthly | 52.8 % |
| **How often do you use your European Studies knowledge in**  **your current position?** | |
| Daily | 52.7% |
| Weekly or Monthly | 40.5% |

(see Table NRC.H.2).

CES has awarded 13 Curriculum Development and Travel awards to faculty at 5 CCs and MSIs. Through World View’s Scholars of Global Distinction program, we have supported 9 different faculty members at 7 different CCs in adding contemporary European content to their classrooms. We have reached 102 MSI faculty since 2018. Our Educator Newsletter reaches 737 contacts and provides quarterly updates.

The CES website houses open-access digital resources for educators, students, and community members. The site garnered 695,745 views, a three-fold increase between 2014–18, and received views from 455,122 users, a five-fold increase over the same period. Twitter and Instagram followers have doubled in the past 4 years, and content reach on Instagram has quadrupled. CES continues to post content and resources on YouTube, averaging 1,500 views/month across 198 videos. The EuroFile newsletter is sent twice monthly to 3,556 contacts, a 25% increase from 2018. G2. Placements in Areas of National Need. CES has an excellent record of placing alumni into areas of national need. EURO alumni placement data shows that 11.8% of alumni work in government, 14.7% in non-profit, and 35% in the business sector (see Table G.1). TAM alumni

data shows that 18.8% of 374 graduates work in government, 11.5% in non-profit, and 47.1% in the business sector (see Table G.2). FLAS alumni data shows that of awardees since 1994, 55.1% are in education, 8.1% in government, 13.8% in the non-profit sector, and 16.1% in business (see Table G.3). 88% reported that language skills helped them gain employment. Europeanist PhD students are receiving prestigious postdoctoral appointments at Princeton, the European University Institute, and Georgia Tech, for example, and tenure-track jobs at well-known liberal arts colleges (Alboin, Colgate, Davidson, Elon, Furman, Wake Forest, Whitman) as well as Research I universities (UNC, UVA, Washington).

CES actively supports all European Studies students in finding work in areas of national need. Since 2018, we have held 36 career-related events with 1,639 attendees including small resume workshops, 3 annual TAM alumni panels, European-business focused panels with FIU and Pitt, federal career panels, and our annual UNC alumni Global Career Night. Together with the OVPGA, we offer membership in the WFPG’s Academic Circle, an annual Policy Brief Competition with practitioners as judges, and a mentoring program with the ACNSL, which will include MSI students. Specifically for PhD students, CES organizes interdisciplinary panels during which PhD students present their research (practice for job talks) as well as panels to explore careers outside of academia with UCB.

CES publishes a quarterly Career Newsletter, currently reaching over 250 students and recent alumni, which lists all the activities above as well as research opportunities, Fulbright deadlines, postdoctoral fellowship openings, and internship options. We make students aware of job opportunities via listservs, the EuroFile newsletter, and social media. We actively connect current students with alumni through 1:1 professional advising sessions, in-person networking opportunities (see above), and virtually via our EURO and TAM LinkedIn groups.

G3. CES Activities and National Need. CES’ activities address the national need by supporting European studies training, research, and information dissemination. Faculty reach the public through publications, original data sets, conference presentations, and events. Notable publications (see Appendix C) include the 6th Chapel Hill Expert Survey (CHES) dataset on European political party positions (Prof.s Hooghe/Marks/Vachudova 2019), the Comparative Welfare States Dataset (Huber/Stephens 2020), Prof. Konrad Jarausch’s *Embattled Europe: A Progressive Alternative* (Princeton University Press, 2021), and Prof.s Hooghe and Marks’ *A Theory of International Organization* (Oxford University Press, 2019). Faculty have been cited over 200 times in the media on European topics since 2018. With CES support, they have held events such as Prof. Milada Vachudova’s 2019 workshop, “Populism and Democracy in Europe and Around the Globe”; an interdisciplinary virtual conference organized by Prof. Banu Gökariksel in 2020, “Encountering Difference, Embodying Boundaries, and Unsettling Borders: Middle Eastern Refugees and Immigrants in the EU”; and the “Environmentalism, Fantasy and Intersectionality: A Comparison Between the US and the EU” conference organized by Prof. Priscilla Layne in 2020.

CES disseminates information through our EuroFile Newsletter to 3,556 contacts, our social media outlets, our blog posts, our CES alumni network, and our website. Open-access educator resources are housed on our website (see Table NRC.H.3). Our 110 Medium blog posts showcase faculty and student research, educator resources, FLAS recipients, and EURO and TAM alum careers.

G4. Evaluation Plan. CES’ overall goal is to increase our impact on a broad and diverse audience with a specific focus on K-12 outreach, MSI and CC collaborations, language training, and career preparation. CES is continuing its evaluation activities under the leadership of Dr. Montana Cain, an external, independent evaluation and learning consultant. She will guide the development and implementation of CES’ evaluation plan. Dr. Cain’s methodological expertise is enhanced by her

content expertise. She earned her PhD in measurement and evaluation from UNC and has an MA in Second Language Acquisition from SUNY–New Paltz. Prior to this, she was a K-12 Spanish

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| **Table G.4 Past Evaluations & Feedback Informing Evaluation Plan** | |
| **Evaluation Activity** | **Results and Recommendations** |
| Teacher Advisory Concil (annual since 2019) | Create engaging virtual and hybrid  programming (in-person when safe); create new digital resources. |
| MSI Symposium (2020–21) | Provide support for speaker series, career preparation activities, and continued support for curriculum development and  conference and research travel. |
| Global Distinction (2020–21) | Continue to add European content to CC  courses; create career preparation activities for GD students. |
| Language Instruction (ongoing) | Development of LAC courses in STEM fields; increase offerings on Language Exchange; collaborate with WSSU to  offer Portuguese on both campuses and through the Exchange. |
| Alumni Surveys: FLAS, EURO, TAM, Other  European Studies UG/Grad/Professional  Students (annual since 2015) | Even in virtual or hybrid format, offer networking opportunities and sessions with high-ranking officials in careers of national need as well as career preparation workshops. |

and ESL teacher for 7 years and taught a variety of courses to pre-service teachers at the postsecondary level. She and her colleagues developed the Globally Competent Teaching Continuum which is currently used by educators and Schools of Education nationally and internationally. In her role as

the Director of Evaluation with Children’s Trust of South Carolina, she led the evaluation of all programs, which included federally funded initiatives such as statewide coalitions and parenting programs. She is an active member of the American Evaluation Association, serving on several leadership boards, presenting at conferences, and facilitating summer workshops. Her published works can be found in peer-reviewed journals such as the *International Journal of Critical Pedagogy, Teaching Education,* and *Education Policy Analysis Archives*.

CES’ evaluation plan focuses on 5 areas identified as important for growth via past evaluations conducted with target audiences (see Table G.4), strategic planning, and corresponding with the US Department of Education’s (DoEd) priorities: 1) K-12 teacher training, 2) interinstitutional collaboration with MSIs, 3) interinstitutional collaboration with CCs, 4) language programs, and

5) placement of European Studies students in careers related to national need.

Dr. Cain will conduct an outcome evaluation to measure anticipated results and a process evaluation to better understand the facilitators of and barriers to success. A comprehensive evaluation plan has been established which outlines the objectives, activities, indicators, and data sources we will use to measure progress (see Table G.5). She will assist us in conducting both qualitative and quantitative evaluation of joint-NRC programs (Teacher Advisory Council, MSI Symposium, FLAS, and career events) as well as CES-specific programs (K-12 activities, NCCU collaboration, WSSU Portuguese collaboration, and career preparation activities). Quantitative

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| **Table G.5 Evaluation Plan, NRC & FLAS** | | | |
| **Objectives** | **Activities** | **Indicators** | **Data Sources** |
| Equip K-12 teachers with the training, experiences, and resources needed to allow their students to gain an understanding of contemporary Europe.  NRC AP 2 | -K-12 Teacher Advisory Council  -DPI and partner events including International Education Week  -EuroFellows Teacher Fellowships  -Brussels-Lux Study Tour  - European Union to You (EU2U) Roadshows with MEET EU 360 presentations  -EU in NC Local Study Tours  -Teachable Moments videos  -Culture Kits  -Educator conference exhibits  -Create new educator resources (infographics, podcasts, blogs) | -Number and representation of TAC members (county, subject, grade)  -Number of teachers engaged  -Number of students impacted  -How teachers use information and experience in their classrooms  -Number of lesson plans created  -Event attendance  -Engagement with CES digital resources | -TAC meeting documentation  -Feedback survey (participation, knowledge gained, personal impact, and classroom application)  -CES records  -CES website analytics |
| Deepen inter- institutional collaboration with MSIs.  NRC CPP | -CES research & curricular collaboration with NCCU  -CES Portuguese collaboration with WSSU  -German at Durham Technical CC  -MSI research & travel awards  -IAH Fellowships for MSI faculty  -“Meet the Mentors” for MSI students  -Brussels-Lux Study Tour  -MSI Symposium | -Number of MSI faculty engaged  -Number of events with NCCU  -Portuguese enrollments  -German enrollments  -Number of awards to MSI faculty  -Number of applications for IAH fellowship  -Podcast created by MSI IAH fellows  -Number of symposium attendees  -Number of Brussels applications  -Event attendance  -MSI feedback on programming | -CES records  -Faculty & student surveys  -MSI Symposium focus group and surveys |
| Strengthen inter- institutional collaboration with CCs.  NRC CPP | -NC Global Distinction Program  -European Business Summit  -Brussels-Lux Study Tour  -MSI Symposium | -Number of CCs that participate in NC Global Distinction program  -Number of CC students who earn NC Global Distinction credentials  -CC faculty feedback on programs  -Summit attendance  -Number of Brussels applications | -World View records & evaluation  -CES records  -MSI Symposium focus group and surveys |

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|  |  | -Number of symposium attendees |  |
| Prepare language specialists in areas of national need through instruction of priority languages.  FLAS CPP 2 & NRC AP 1(2) | -Award FLAS fellowships  -Offer Languages Across the Curriculum (LAC) courses  -CES Portuguese collaboration with WSSU  -Offer Romanian through intermediate level  -Add Ukrainian to language offerings | -% of FLAS awards for priority languages  -% of FLAS awards for those with demonstrated financial need  -LAC enrollments  -Portuguese, Romanian, and Ukrainian enrollments | -FLAS Biennial Survey (US DoEd)  -UNC FLAS focus group  -FLAS annual placement survey  -CES & WSSU  records |
| Increase EURO, TAM, FLAS, PhD  placements in areas of national need.  NRC AP 1(2) | -TAM alumni panels & CES career events  -European Expert Panels  -Global Career Night  -Women's Foreign Policy Group (WFPG) membership  -ACNSL “Meet the Mentors”  -Policy Brief Competition  -PhD research and career panels  -Clean Tech Summit  -KFBS European Business Lectures  -GlobeSmart license  -Career Newsletter | -Number of events  -Event attendance  -Number of Policy Briefs submitted  -Number of GlobeSmart European modules conducted  -Placements  -Career Newsletter reach | -CES records  -Annual alumni placement surveys  -FLAS annual placement survey  -Alumni feedback surveys  -GlobeSmart records |

measures (surveys, attendance, enrollment data, and employment data) and qualitative measures (interviews, focus groups, and document review) will be used to 1) examine growth over time, 2) measure impact, and 3) identify the impact on educators and students. Dr. Cain will work collaboratively with CES staff to collect, analyze, and interpret the data. She will oversee the development of data collection tools and support data collection to ensure credibility and validity. She will also provide coaching and technical assistance.

G5. Non-Discriminatory Equal Access. UNC is committed to equal access and treatment for students, faculty, and staff from traditionally underrepresented groups. UNC’s Equal Opportunity and Compliance Office, the Office of Student Affairs (including the Accessibility Resources and Services [ARS] Office), and the University Office for Diversity and Inclusion all provide oversight and training programs to ensure these standards are met. UNC ensures that “no qualified person shall by reason of a disability be denied access to, participation in, or the benefits of, any program or activity operated by the University.” UNC’s statement of Equal Educational Opportunity

mandates “not to discriminate in offering access to its educational programs and activities or with respect to employment terms and conditions on the basis of race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran’s status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered, and that equitable and consistent standards of conduct and performance are applied.”

UNC is committed to making campus programs and facilities accessible to the physically challenged through building design and the provision of assistance by designated offices to assure reasonable accommodations so students may meet the demands of campus life as independently as possible. In designing buildings, UNC surpasses the minimum access goals established by the Americans for Disabilities Act Architectural Guidelines. These policies extend to study and research abroad: UNC’s Study Abroad Office works closely with ARS to ensure each student receives the services they need; the Equal Opportunity and Compliance Office (EOC) works with

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| **Table G.6 Percent of Students Who Receive Financial Aid** | | | | |
|  | **2017** | **2018** | **2019** | **2020** |
| All UNC undergraduate | 48% | 46% | 47% | 44% |
| European Studies courses | 50% | 48% | 51% | 46% |
| European Language courses | 53% | 53% | 56% | 49% |

faculty and staff to ensure needs are met on campus and when traveling.

All UNC digital content must adhere to UNC’s Digital Accessibility Policy: “The University is committed to establishing a welcoming and equitable digital experience. This policy provides direction on creating an accessible experience that enhances usability for everyone.”

CES works with all UNC NRCs to identify barriers to international education opportunities for students from underrepresented groups, design ways to overcome these barriers, and track progress through systematic data gathering. These efforts have resulted in the Global Guarantee, now a priority in UNC’s strategic plan, to ensure all students receive a global education. Efforts have shifted to address equity through virtual learning opportunities (COIL, virtual study abroad),

allowing access to students facing barriers to in-person study abroad even in non-pandemic times. When comparing undergraduate enrollment in European Studies and language courses to the UNC undergraduate population, it becomes clear that we reach a greater percentage of those with financial need (see Table G.6). Currently, 50% of EURO majors receive financial aid and 20% are first-generation college students. In our 2021 survey sent to alumni with Europe-focused degrees (see G.1 above), 25% of respondents were first-generation college students, and 49% received financial aid. We have made efforts to reach those unable to study abroad due to financial need as well as the pandemic. CES shifted to virtual programming (including closed captioning for the hearing impaired) to ensure students still had access to European scholars and practitioners. We developed COIL courses and virtual study abroad programs. With support from the OVPGA, we will develop at least one COIL course annually and will prioritize curriculum development awards for those faculty who develop COIL courses.

NRC.H. Outreach Activities

NRC.H1a. Outreach to K-12 Teachers. CES offers robust in-person and virtual activities as well

as online resources to K-12 teachers throughout NC (see Tables H.1 and H.2). Since 2018, we have reached 2,402 teachers. Faculty from various departments and Professional Schools participate in all activities, which are informed by the NRC Teacher Advisory

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| **Table NRC.H.1 K-12 Educator Outreach (2019–22)** | **Attendees** |
| Brussels Study Tours | 29 |
| EUnited Fellows | 21 |
| EU2U Educator Workshops | 90 |
| Teacher Advisory Council | 29 |
| Webinars: Teach the EU & Get to Know the EU | 46 |
| K-12 Conferences (World View, FLANC, NCSS, NCCSS) | 524 |
| Educator Events (International Education Week, Learning Through Languages, Local Study Tour, Summer Sessions) | 558 |
| Teachers Utilizing Culture Kits in Classroom | 1,105 |
| **Total** | **2,402** |

Council (TAC), a representative body of 15 educators from across NC. Teacher feedback ensures that CES offers high-quality resources with both academic foundations and clear applicability to their classrooms (see Table NRC.H.2). *In-person programming:* CES’ EU2U teacher workshops

will be incorporated into Road Shows: we will bring the EU to schools across NC with new VR sets loaded with material created by study abroad students through our MEET EU 360 project. Our new fellowship program for K-12 teachers, EuroFellows, will engage 3 K-12 educators annually to complete an in-depth year-long program on Europe. Every other year, we will host K-12 teachers for our EU in NC local 2-day study tours to engage with faculty on European issues (on the off years, we will create Teachable Moments, see below). In collaboration with Pitt, CES will co-lead the expanded Brussels-Lux Study Tour, a 6-day visit to the EU institutions in Brussels and the European Court of Justice in Luxembourg for K-12/CC/MSI educators.

*Strategic Partnerships:* CES will support the UNC School of Education’s new Tricontinental Teacher Training (TTT) program in which pre-service teachers from UNC and the University of Hamburg engage with one another on both campuses each spring. CES will work with the NC Department of Public Instruction (DPI) and the French and German Embassies to offer workshops on European Languages Day (each September) and annual programming for International Education Week. We will work with the NC chapters of the American Association of Teachers of French (AATF), German (AATG), and Spanish and Portuguese (AATSP) on their annual Language Days. Prof. Christina Weiler, President Elect of NCAATG, and Prof. Priscilla Layne, President of the AATG, both UNC faculty, will support our work. *Online and Classroom Resources:* Together with Pitt, we will create Teachable Moments; these short (10-minute) videos for high school and college classrooms on debates in Europe will be posted to both Centers’ websites, adding to the wealth of educator resources on the CES website (see Table NRC.H.3).

CES continues to send Culture Kits to K-14 educators in NC; we will expand this project to develop green energy-focused STEM kits for science teachers. Either in person or virtually, CES’

Outreach Coordinator exhibits at annual conferences. We reach 725 teachers regularly through the

CES Educator Newsletter.

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| **Table NRC.H.2 Impact of K-12 2021 Outreach Survey** |  |
| % of educators agree that CES content is clear, accessible, and relevant to K-12 teaching | 100% |
| % of educators who would reuse lesson plans developed with CES | 95% |
| % of educators who use CES online resources | 85% |
| % of educators who have shared CES content with other K-12 educators | 85% |

NRC.H1b. Outreach to Postsecondary Institutions. CES has continued to engage with NC Postsecondary

institutions, including 6 public MSIs. With NCCU, we have developed a comprehensive strategy to support research, teaching, and student-career preparation. Tony Frazier, NCCU Professor of History, will facilitate our partnership to ensure NCCU faculty and student research and curricular needs are met.

We will partner with WSSU, the Duke-UNC Consortium in Latin American Studies, and Romance

Studies, to offer 4 semesters of Portuguese to students on both campuses and through the UNC Language Exchange (see Chapter B1.). To foster Durham Technical CC’s German language program, we will support a UNC faculty member to teach German through the intermediate level. Together with the UNC Institute for the Arts and

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| **Table NRC.H.3 CES K-12 Online Educator Resources** | | |
| **Resource Type** | **Quantity** | **Lifetime Views** |
| Teaching the EU Toolkits (updated 2021 with 36 lesson plans) | 5 | 11,773 |
| YouTube Videos (including Keys to European Politics  Series by Hooghe & Marks) | 109 | 75,345 |
| Lesson Plans | 33 | 1,754 |
| Digital Speakers Bureau | 10 | 740 |
| Topics in Focus (Brexit Maps, Veiling, Iron Curtain) | 4 | 562,179 |
| EU Infographics | 7 | 843 |
| Podcasts | 13 | 1,670 |

Humanities (IAH), we will host 2 fellows through the new Fellowship Program for MSI Faculty. Fellows will receive special professional development programming and participate in the MSI Symposium. We will continue to support UNC World View’s Scholars of Global Distinction program, a nationally recognized model which creates global modules in key courses at 30 NC CCs (including 23 Title III-eligible MSIs and 11 serving “Tier 1” economically distressed areas) and allows students to earn a “global distinction” transcript credential. The “Global is Local”

European Business Summit will connect these CC students with European business leaders. Awards for travel, research, and conference presentation will be available to MSI faculty. We will evaluate our MSI partnerships through an MSI Symposium held in year 3. Past symposia have shown the positive impact of CES support to MSI faculty to conduct research in Europe and add European content to their syllabi.

NRC.H1c. Outreach to General Public, Business, and Media. *General Public:* Since 2018, CES has organized or co-sponsored 270 public events with 10,280 attendees (see Table NRC.H.4). We work with European Embassies and Consulates, the EU Delegation to the US, the Bertelsmann

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| **Table NRC.H.4 General Public,**  **Business, Media Outreach (2018-22)** | **Atten-**  **dees** |
| Europe Week | 644 |
| TAM Lecture Series | 1,174 |
| EU2U Business Workshops | 14 |
| Evening Lectures & Screenings | 2,907 |
| Career Events (TAM Alumni Panels,  Careers in European Diplomacy, etc.) | 1,323 |
| Clean Tech Summit | 1,721 |
| Diplomat Panels (Consuls General,  EU Delegation, Embassy Representatives) | 950 |
| Academic Workshops & Conferences | 1,547 |
| **Total** | **10,280** |

Foundation, the British American Business Council, and the UK Consul in NC. We partner with Fort Bragg and the National Defense University to train soldiers going to Europe and bring Officers to speak at UNC. We will continue our very successful annual Europe Week to showcase Europe’s politics, history, culture, and economics. We will highlight Europe’s

cultural arts through events such as the EU Film Festival.

*Business:* Together with UNC’s KFBS, we will hold an annual lecture with a businessperson from a European company. Used by KFBS to provide intercultural training, GlobeSmart is a CES- supported online learning tool through which in 2020–21, KFBS students completed 1,226 interactive modules on 17 European countries. CES continues to support the annual UNC Institute for the Environment’s Clean Tech Summit, which brings together business leaders, policymakers, academics, and students to discuss clean energy and technology. The Summit has evolved into one

of the largest university-organized events of its type in the world. CES facilitates participation of European government officials, policymakers, and businesspeople.

*Media:* Since 2018, UNC faculty have been cited on European-related issues over 200 times by publications including *The New York Times, Times Higher Education, The Jerusalem Post, Die Zeit and Der Spiegel* (Germany), and *The Times* (London). Prof. Serenella Iovino has a regular column in *la Repubblica* (Italy). UNC faculty provide their expertise on Europe to the State Department, FBI, and Research and National Intelligence Council. CES hosts Roger Cohen, now *NY Times* Bureau Chief in Paris, to discuss the state of transatlantic affairs.

FLAS.H. FLAS Awardee Selection Procedures

FLAS.H1. To ensure a pool of diverse candidates, CES advertises FLAS awards through information sessions, class visits, social media, CES and joint NRC websites, and our EuroFile Newsletter. We send targeted emails to student and departmental listservs, faculty, Directors of Undergraduate and Graduate Studies, and the CES Advisory Board.

The UNC NRCs use a common online application via TerraDotta, a secure application software used by the UNC Study Abroad office, which automatically populates current student data as well as student financial need information (via the Free Application for Federal Student Aid [FAFSA]). The application requires two letters of recommendation, a CV, a language assessment, official transcripts, and a statement of purpose. Students can also answer an optional open-ended question about any updates to their financial circumstances, especially due to the pandemic. Students can apply for Academic Year (AY) or Summer Fellowships, or both concurrently. Undergraduates and graduates (MA/PhD/JD, etc.) across departments and Professional Schools are eligible to apply. Further eligibility requirements such as language options, language proficiency, and citizenship status are clearly listed on our CES and Area Studies’ websites and discussed in information sessions. Each applicant must meet with the CES FLAS coordinator during weekly office hours

before applying to ensure eligibility and to discuss all questions.

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| **Table FLAS.H.1 FLAS Selection** | | |
| **Categories** | **Evaluation materials** | **Points (100)** |
| Academic merit | Transcript; CV; letters of recommendation | 25 |
| Financial need (FLAS CPP 1) | FAFSA/Estimated Family Contribution; open-ended  question regarding financial constraints due to pandemic | 25 |
| Language chosen to ensure 75% of awards given for the study of priority languages  (FLAS CPP 2) | Language chosen; language evaluation | 25 |
| Commitment to European Studies | Course of study; chosen language; statement of  purpose | 15 |
| Intent to go into  government service, jobs of national need | Statement of purpose | 10 |

Applications are evaluated by CES’ Advisory Board, comprised of faculty from Art History, Geography, GSLL, History, Law, Political Science, Romance Studies, Sociology, and UNC Libraries, across 5 areas using a rubric (see Table FLAS.H.1). Each Board

member provides a score per applicant in advance, then discusses each applicant and makes final selections in late February. CES will award 75% of FLAS fellowships for the study of LCTLs including 10 priority languages: Arabic, BCS, Czech, Dutch, Italian, Polish, Portuguese, Romanian, Turkish, and Ukrainian.

The FLAS administration timeline lasts the entire calendar year (see Table FLAS.H.2) and includes all steps from recruitment to reporting and assessment. We will conduct annual surveys of CES FLAS recipients to determine their use of FLAS language and European Studies knowledge in the workplace, placements, and feedback on our FLAS career advising.

For 2022-26, we request an annual allotment of 7 AY graduate fellowships, 2 AY undergraduate fellowships, and 6 summer FLAS awards. We will recruit applicants for Ukrainian in particular, as it is a new language to be offered at UNC with NRC support. The UNC Graduate School covers the difference in tuition and fees for all FLAS awardees.

FLAS.I. FLAS Competitive Preference Priorities

FLAS.I1. To address FLAS CPP 1, we will give preference to applicants with demonstrated financial need via FAFSA information provided by UNC’s Office of Scholarships and Student

Aid. The application also includes an open-ended request for any updates to financial circumstances particularly due to the pandemic which may not be reflected in the FAFSA. The Selection Committee gives financial need up to 25 points (of 100) when evaluating all applications. Academic merit can also receive a possible 25 points.

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| **Table FLAS.H.2 FLAS Timeline** | |
| Advertising and advising meetings | Aug.–Jan. |
| Information sessions | Oct.–Jan. |
| Application opens | Dec. 1 |
| Application deadline | Early Feb. |
| Selection of candidates including robust waitlist | Late Feb. |
| FLAS notifications (AY  contingent on receipt of GAN and AY funding) | Early March |
| Summer Overseas Program Request (OPR)  submissions | Late Mar./ Early April |
| Submit AY final and summer interim reports | July 1 |
| Conduct annual FLAS alumni survey | August |
| Submit final summer report | Oct. 15 |
| Career advising of selected FLAS fellows | Ongoing |

FLAS.I2. To address FLAS CPP 2, we will allocate 75% of awards for the study 10 priority languages: Arabic, BCS, Czech, Dutch, Italian, Polish, Portuguese, Romanian, Turkish, and Ukrainian. Annual FLAS awardee surveys will determine placement success and use of FLAS language and European Studies knowledge in the workplace.

NRC.I. Program Planning and Budget

NRC.I1. Timeline and Plan. Founded in 1993, CES’ mission is to advance the understanding of the social, political,

historical, cultural, and economic events that shape contemporary Europe through teaching, research, and outreach across disciplines and communities. In so doing, CES’ work is central to UNC’s strategic “Globalize Initiative,” which prioritizes global teaching, research, and education for all. CES houses the EURO major, the only major of its kind in the US and the TAM program, which integrates study at one of 9 partners in Europe or in Turkey. The EURO-TAM BA-MA program allows students to complete both in 5 years. CES has been recognized for excellence in teaching, research, and outreach by the European Commission (Jean Monnet Center of Excellence; Jean Monnet Project), the EU Delegation to the US (“Getting to Know Europe” Grant), the German Embassy (Campus Weeks), and the French Embassy (with Romance Studies, Transatlantic Mobility Grant). This proposal builds on CES’ foundation and experience to expand our reach,

broaden our impact, and elevate the study of Europe across campus, NC, and the nation, thereby aligning with the goals of the NRCs and FLAS program.

When examining Europe today, we see a changing landscape due to internal and external forces. Crises abound, including COVID-19, economic distress, illiberal democracy, environmental issues, Brexit, reckoning with colonialism, and migration. Our four-year strategic focus, entitled, **“Europe’s Changing Climate,”** recognizes the challenges that Europe is facing, but also the motivation with which Europe is embracing solutions to these challenges rooted in its foundational values of freedom, dignity, and equality for all citizens. Climate change is literally changing Europe’s ecosystems, but here we also use climate in a broader sense: the pervading tone. What is the current climate in Europe? How are Europe and individual countries responding to the challenges they face? Through this lens, CES proposed activities will examine Europe’s challenges as well as its proactive approaches to define its future. We will look at Europe’s role in the world, at issues of democracy, the rule of law, citizen’s rights, immigrant integration, diversity, social inequality and prosperity, and a new digital era. We will examine Europe’s responses to climate change through sustainability, environmental justice, and clean energy. To understand Europe’s climate, students will engage in the languages and interdisciplinary study of Europe, providing the foundation necessary to understand Europe’s past, present, and future – and gain the skills necessary to respond to future challenges which both the US and Europe face, and to ensure the transatlantic relationship remains strong.

Examining the complexity of these issues will allow us to attract a broad and diverse audience. These topics will be examined in the classroom, through research, academic events, and outreach activities. All CES activities (see Table NRC.I.1) welcome, engage, and encourage diverse

perspectives across a wide range of disciplines, topics, and stakeholders. Only through debate can we equip stakeholders to live and lead in a world with a complex European landscape.

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| **Table NRC.I.1 Timeline of Proposed Activities 2022–2026**  ***Includes personnel responsible for implementing activities, activity descriptions. co-sponsors and partners, and non-NRC funding sources.*** | | | | | **NRC/**  **FLAS AP/CPP** |
| **Activity** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |  |
| **Personnel** | | | | | |
| Director/PI, Executive Director (EURO advisor), TAM Associate Director, Business Manager,  Outreach/FLAS Coordinator, EURO-TAM Student Services Manager, and a CES Research Assistant form a team to implement all proposed activities. *Co-funding from College of Arts and Sciences (CAS)* | | | | |  |
| **Language Instruction** | | | | | |
| Bosnian-Croatian- Serbian (BCS) | BCS Teaching Assistant Professor will teach beginner and intermediate simultaneously each year and offer programming outside of classroom to provide students with understanding of cultural and political context of region*.*  *Co-funding from Center for Slavic, Eurasian, and East European Studies*  *(CSEEES) and CAS* | | | | FLAS CPP 2 |
| Romanian | Teaching Assistant Professor will teach beginner and intermediate and continue to grow program to encourage an understanding of Romanian culture, history, and current issues regarding migration and diversity in the EU.  *Co-funding from CSEEES* | | | | FLAS CPP 2 |
| Ukrainian | New Teaching Assistant Professor will teach beginner and intermediate to give students an understanding of the Ukrainian language and culture as well as the politics and security issues regarding EU-NATO-Russian relations*.*  *Co-funding from CSEEES* | | | | FLAS CPP 2 |
| Turkish | Instructor will teach advanced at UNC and Duke to ensure students are prepared for work in areas of national need related to issues of migration, security, and trade relations*. Co-funding from UNC-Duke Consortium for Middle East Studies*  *& CSEEES* | | | | FLAS CPP 2 |
| Languages of Spain LCTL Series | Basque beginner/ intermediate | Galician beginner/ intermediate | Basque beginner/ intermediate | Galician beginner/  intermediate |  |
| *Co-funding from Romance Studies* | | | |  |
| German at Durham  Technical CC | Beg./intermediate  German | Beg./int./advanced  German | Beg./int./advanced  German | Beg./int./advanced  German | NRC  CPP |
| Portuguese Language Facilitator | Facilitator will work with WSSU and UNC to organize Portuguese-language offerings of both institutions on the Language Exchange; will recruit students particularly at HBCUs, engage students inside and outside the classroom with activities to support Portuguese language learning. *Co-funding from Duke-UNC*  *Consortium in Latin American Studies & Romance Studies* | | | | NRC CPP/ FLAS CPP 2 |
| Languages Across the Curriculum (LAC) & Language Exchange  Manager | Develops and organizes LAC courses, leads annual pedagogy workshop for LAC instructors, member of Language Assembly which manages UNC Language Exchange.  *Co-funding from all NRCs and CAS* | | | |  |
| LAC Courses | 2 LAC courses per year; priority languages targeted; courses will be offered on topics in the health sciences, journalism, environmental sustainability. | | | |  |

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| **Area Studies Instruction** | | | | | |
| Short-Term Visiting  Scholar Program | Select one European Scholar per year for one-month stay to research, teach, and  lecture on topics related to “Europe’s Changing Climate.” | | | |  |
| COIL Courses | We will create and offer one COIL course per year in various disciplines with a European partner institution.  *Funded by the Office of the Vice Provost for Global Affairs* | | | |  |
| TAM New Climate- Change Policy Track | New TAM dual degree track focusing on comparative US-EU Climate Change Policy in development with VU Amsterdam, Humboldt University in Berlin, and Gothenburg University. Students will study the EU’s organization and mechanisms for enacting climate change at the supra-national, member-state, and local levels; how environmental policies are written into law in the US; how transnational firms adhere to sustainable practices; the ways non-governmental organizations promote eco-friendly practices; and issues of environmental justice.  *Funded through institutional commitment* | | | |  |
| Finalize curriculum and approval; student recruitment | TAM students enter new track in Fall 2023 | TAM students enter track in Fall 2024; first class completes track | TAM students enter track in Fall 2025; second class  completes track |  |
| **Travel** | | | | | |
| Faculty & Staff Travel  Awards | 1–2 competitive awards per year to faculty and staff to conduct research in  Europe or present at conferences. | | | |  |
| CES Staff Travel | Travel support for CES staff to attend EU Studies Association meetings; to co-  lead Brussels-Lux Study Tour in collaboration with Pitt. | | | |  |
| Outreach Coordinator Travel | Travel support for Outreach Coordinator to attend regional and national teacher conferences including the AATG/F/SP Language Days, FLANC, NCCSS, &  NCSS. | | | |  |
| **Supplies** | | | | | |
| Library Acquisitions | Support for acquisitions in European collections particularly for resources in  priority languages and LCTLs. | | | |  |
| Outreach Supplies | Support for production of materials for teacher trainings and publicity materials  to attract broad participation. | | | |  |
| European Culture Kits | Support to develop new STEM-related European Culture Kits with materials for science classrooms: “European Environmental Solutions” interactive kits will include teacher and youth resources from the French National Museum of Natural History in Paris, and a set of questions students will answer to offer potential solutions to environmental challenges in Europe. Students will return the kits to CES and receive feedback from CES experts.  Also includes postage to mail kits to K-12 teachers throughout NC. | | | |  |
| Memberships | Support for memberships to associations including the EU Studies Association  and Council of Europeanists. | | | |  |
| **Career Preparation** | | | | | |
| Career Workshops & Events for EURO, TAM, FLAS, PhD, and  Other European  Studies Majors/Minors | Career preparation events will include resume/cover letter workshops and quarterly Career Newsletters; Annually: 3 annual TAM alumni panels, Global Career Night, federal career panels, membership in WFPG, ACNSL Virtual “Meet the Mentors” Program, Policy Brief Competition, Clean Tech Summit (see | | | | NRC AP 1 (2) |

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|  | below), PhD research and career panels (*co-funded by UCB*), European Expert  career panels (*co-funded by Pitt & FIU*). | | | |  |
| **Curriculum Development** | | | | | |
| UNC Curriculum Development | 2 competitive awards given annually to create new courses or modify existing  courses by adding European content specifically related to “Europe’s Changing Climate”; Preference will be given to those developing a COIL course. | | | |  |
| MSI Curriculum Development | 2 competitive awards given annually to faculty at NCCU, WSSU, UNC- Pembroke, Fayetteville State University, Elizabeth City State University, and NC A&T to create new courses or modify existing courses by adding European content specifically related to “Europe’s Changing Climate”; Preference will be  given to those developing a COIL course. | | | | NRC CPP |
| Global Distinction/CC Curriculum  Development | 4 competitive awards given annually to support UNC World View’s Scholars of Global Distinction faculty to add European content into courses across NC’s CC  system. | | | | NRC CPP |
| **Dedicated K-12 Outreach** | | | | | |
| Road Shows: K-12 EU2U Teacher Workshops | Road Shows will reach K-12 teachers in their communities. CES Outreach Coordinator will travel to schools, provide EU2U sessions on current issues related to “Europe’s Changing Climate,” and bring VR headsets loaded with  MEET EU 360 content (see below). Priority given to underserved/Title I schools. | | | | NRC AP 2 |
| MEET EU 360 Virtual Reality Project | MEET EU 360 brings VR sets into K-12 classrooms across NC (with Road Shows) to allow students and teachers to “visit” and learn about Europe without leaving the classroom. Content will be created by UNC students or faculty on  their study abroad experience. *In cooperation with Pitt* | | | |  |
| EU in NC Local Study Tours | EU in NC Local Study Tours for K-12 teachers throughout NC. Offered every other year, these interdisciplinary tours will change topics to ensure diverse perspectives covered. Teachers will engage with faculty, brainstorm on adding current issues into their classrooms, learn best practices from one another, and  produce a lesson plan. | | | | NRC AP 2 |
| Tour 1: Environmental Sustainability, Policy, & Justice  in Europe |  | Tour 2: European Democracy & Europe’s Role in the World |  |
| Teachable Moments Video Series | Together with Pitt’s European Studies Center, we will create 4 series of 3 10- minute videos. Each series will focus on one theme. The videos are designed to be used in K-12 classrooms to provide better understanding of debates in Europe. We will utilize campus experts and visiting scholars. The videos will be posted to  both CES and Pitt’s websites with accompanying further readings. | | | | NRC AP 2 |
| Series 1: Trade & Investment (Pitt) | Series 2: Sustainability  *(CES)* | Series 3: Creative Europe (Pitt) | Series 4: Black Europe  *(CES)* |
| K-12 EuroFellows Teacher Fellowship Program | Each year, a cohort of 3 K-12 educators will be selected to complete a year-long program of engagement milestones, including 5 days on UNC’s campus meeting with CES’ Outreach Coordinator, faculty, and our European Librarian.  EuroFellows will create multiple classroom resources on European topics related to “Europe’s Changing Climate.” Fellows will present their curriculum development work to their colleagues and the curriculum coordinator within their  school district. | | | | NRC AP 2 |

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|  | Preference will be given to applicants from Title I and rural schools. | | |  |
| Collaborations with NC Department of Public Instruction (DPI) & Teacher Organizations | Together with the German and French Embassies and their K-12 education departments, we will offer workshops on European Languages Day (each September), focusing on the best practices of teaching French and German in NC, GA, SC, and VA. Together with the DPI and UNC NRCs, we will offer programming each year for International Education Week and assemble a panel of university language instructors and education specialists on an “Expanding Language Learning in NC” panel to reach teachers, administrators, and curriculum specialists. We will work with the AATG, AATF, and AATSP on  their annual German, French, and Spanish/Portuguese Days. | | |  |
| Research Assistant for TTT (UNC School of Education-Hamburg Partnership) | Pre-service K-12 Teacher Program (Research Assistant): Tricontinental Teacher Training Exchange Program with University of Hamburg (and University of Education, Winneba, Ghana); Duties include preparing and facilitating workshops for UNC and Hamburg pre-service teachers on UNC’s campus each  spring. UNC pre-service teachers travel to Hamburg each June. | | |  |
| **K-12/MSI/CC Educator Study Tour** | | | | |
| Brussels-Lux Study Tour | Together with Pitt, we will co-lead the Brussels-Lux Study Tour each June. This 6-day tour is an in-depth look at EU institutions, NGOs on climate change and anti-racism, NATO, and a public school in Brussels, and the European Court of Justice in Luxembourg. K-12/CC/MSI educators participate in 3 accompanying  webinars and produce new lesson plans/course modules. | | | NRC AP 2/CPP |
| **MSI/CC Collaborations** | | | | |
| Institute for Arts & Humanities (IAH) Semester-long Fellowship Program for MSI Faculty | Together with the UNC Institute for the Arts and Humanities, we will host 2  fellows through the new “Non-residential Fellow Program for MSI Faculty.” | | | NRC CPP |
| One fellow selected in years 1 and 2; receive special professional development programming, present research to public  audiences, and create CES podcast. | Both fellows participate in CES MSI symposium. |  |
| NCCU  Interinstitutional Coordinator & CES Non-resident Fellow | Together with Dean Carlton Wilson and Dr. Tony Frazier at NCCU, we have developed a comprehensive strategy to support language learning, research, teaching, and student career preparation. Dr. Tony Frazier, NCCU European historian and CES non-resident fellow, will facilitate our partnership as Interinstitutional Coordinator, which will include an annual lecture series, faculty travel funding, and joint career panels with alumni working in jobs of national  need to encourage NCCU (and other HBCU) graduates to seek these careers. | | | NRC CPP |
| NCCU Lecture Series | Together with Dr. Frazier, we will curate an annual lecture series with European  scholars and policymakers on topics relating to “Europe’s Changing Climate” (virtual and in person on NCCU’s campus). | | | NRC CPP |
| MSI Travel Awards | Competitive travel awards to MSI faculty to research in Europe or present at/attend domestic or international conferences; preference will be given to attend annual Black Europe Summer School (BESS) in Amsterdam and the biannual Global Studies Symposium, professional development, and networking forum led by CC/MSI faculty for CC/MSI faculty (Year 2 FIU NRCs; Year 4 Vanderbilt  NRCs). | | | NRC CPP |
| MSI “Meet the Mentors” | Together with the OVPGA and ACNSL, we will expand the “Meet the Mentors” program to MSI students. 5 ACNSL mentors will be engaged annually and include those with experience in Europe. They will hold virtual office hours to  answer questions and mentor individual students. | | | NRC CPP/ AP 1 (2) |

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| “Global is Local” European Business Summit | For students earning the Global Distinction credential at CCs, we will host a  “Global is Local” European Business Summit to connect students with European business leaders in NC. | | | | NRC CPP/ AP 1 (2) |
|  |  | Summit will be held on a CC campus; students from other CCs  will be invited. |  |
| **Outreach to General Public, Media, Business**  **All events open to the public and advertised widely to engage broad and diverse audience and perspectives.** | | | | | |
| Europe Week | CES’ annual week-long series of events ranging from films, to policy  discussions, to art exhibits and music performances will highlight “Europe’s Changing Climate” (virtual, hybrid, and in-person events). | | | |  |
| “Europe’s Changing Climate” Through  Film | We will support an annual hybrid EU Film Festival in collaboration with Pitt, the annual hybrid American Romanian Cultural Society Film Festival, and film  screenings on campus in collaboration with UNC’s Global Cinema program. | | | |  |
| Clean Tech Summit | CES will work with the UNC Institute for the Environment to support the annual Clean Tech Summit by bringing 1–2 European expert(s) to present during each annual Summit and an on-campus panel for students on careers in clean/green technology. Representatives from European Embassies and Consulates, business, and governments will participate: Food Valley (The Netherlands), Innovation Norway, the Spanish National Hydrogen Center, the Fraunhofer Institute for Energy Economics and Energy System Technology (Germany), Shell Energy, Hy-Gro-Offshore (The Netherlands), Siemens, GKN Hydrogen (Italy/Germany), Deutsche CleanTech, and Lloyd’s Register. *Co-funded by UNC Institute for the*  *Environment* | | | |  |
| European Business Lecture | Together with the undergraduate and MBA programs at the UNC KFBS, we will host an annual European Business Lecture; guest speaker will be interviewed by KFBS faculty member on relevance of European business to NC.  *Co-funded by UNC KFBS* | | | |  |
| GlobeSmart | Used by KFBS to provide intercultural training to students, we will support a license for GlobeSmart, an online learning platform that promotes global collaboration and inclusion. Students can complete modules on all European  countries to hone their cultural competences. *Co-funded by UNC KFBS* | | | |  |
| **Community Events: “Europe’s Changing Climate”**  **All events open to the public and advertised widely to engage broad and diverse audience and perspectives.** | | | | | |
| Competitive Conference/Speaker/ Working Group Support | Early each fall we will announce a call for faculty to apply for conference, guest speaker, or working group support on themes relating to “Europe’s Changing Climate.” Applications must ensure that diverse perspectives will be presented, and broad advertising campaign will be conducted.  *Co-sponsorship with faculty home departments* | | | |  |
| UNC Faculty-led Panel Discussions/ Workshops/ Conferences | CES will host workshops and conferences in AY1–4 examining: the renewal of transatlantic relations, social inclusion in the new European digital age, Europe and the history of the global order, defense of liberal democracy, the Chapel Hill Expert Survey (CHES), German Studies, Czech & Slovak Studies, celebrating European diversity, and environment, justice, and democracy in Europe. Scholars from both Europe and the US will participate.  *Co-sponsorship with faculty home departments* | | | |  |

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| **Evaluation** | | | | |
| Evaluation of Activities by External  Evaluator | CES will work with Dr. J. Montana Cain, external evaluator, to assess and evaluate all programs including K-12 outreach, MSI and CC collaborations,  language programs, and activities related to careers of national need. | | |  |
| K-12 Teacher Advisory Council (TAC) | To evaluate K-12 outreach efforts, the UNC NRCs host a 15-member K-12 TAC. Each center nominates 2 teachers to include diverse disciplines, grade levels, and state-wide representation. At bi-annual meetings, teachers provide feedback on  the development, focus, and structure of our outreach programs. | | | NRC AP 2 |
| MSI Symposium | CES & MSI colleagues meet to evaluate; plan future activities. | Joint UNC NRC- MSI Symposium in which all MSI faculty partners participate to provide feedback  on collaborations. | CES & MSI  colleagues meet to evaluate; plan future activities | NRC CPP |
| **FLAS Awards** | | | | |
| FLAS Application and Selection | Each fall, CES announces, advertises, recruits, and advises FLAS applicants, particularly for priority languages; CES selection process via CES Advisory Board each February; merit, financial need, commitment to European Studies,  chosen language, and career intents are considered. | | | FLAS CPP  1&2 |
| FLAS Management, Reporting, Evaluation | Each March–April, FLAS awardees notified, orientation sessions held, approval sought for summer programs. FLAS reporting conducted each June and October.  Annual CES FLAS surveys conducted. | | |  |

NRC.I2. Quality and Relevance. High quality of activities will be ensured through involvement of UNC’s leading scholars of Europe, led by CES Director John D. Stephens and others from: Political Science (Hooghe, Huber, Lemke, Marks, Maxwell, Searing, and Vachudova); GSLL (von Bernuth, Downing, Layne, Pichova, Trop); Romance Studies (Iovino, Welch); Geography (Gokariksel, Martin, Pickles); and History (Aydin, Bryant, Hagemann, Jarausch, Pennybacker). Along with many more scholars (see Appendix C) and experienced staff members, community and policy experts shape our activities. Quality will be further monitored through continuous assessment as shown in our evaluation plan. All activities are directly related to the purpose of the NRC and FLAS Fellowships Programs, specifically for: (a) modern foreign language training: 14 European languages are offered, including 9 priority languages, and Ukrainian will be added; (b) instruction to provide full understanding of European Studies: 841 European Studies courses are offered to undergraduates, graduates, and professional students; (c) research and training: UNC

houses the EURO major and the TAM program, plus 11 more majors, an MA program, 8 minors, 19 PhD programs and 8 Professional Schools with European Studies training; (d) instruction and research on issues in European affairs: 260 faculty research and teach on Europe; since 2018, K- 12 outreach reached 2,402 educators (over 288,240 students), community outreach reached over 10,280 participants, and CES’ website garnered 695,745 views from 455,122 users.

NRC.I3. Costs. Our proposed activities are based on a solid foundation of institutional commitment. To ensure the maximum impact of NRC funding, we propose a feasible plan of activities making efforts to keep costs at a minimum: we partner with on-campus units, the College of Arts and Sciences, and Professional Schools as well as with partner European Studies centers in the US (Pitt, UCB, FIU) and partner European universities to keep costs down. We partner with the NC DPI, the AATF/G/SP as well as European Embassies and other NRCs on outreach efforts. Academic conferences, workshops, lectures are often done in co-sponsorship. Virtual programming will be utilized to ensure a wide reach at low cost. Open-access digital resources are created with little funding (other than staff). We will continuously assess success as maximum impact at minimum cost.

NRC.I4. Long-term Impact. CES has been preparing future European experts since its founding in 1993. Faculty, staff, and students that we have worked with or trained are contributing to European Studies in their respective fields. Prof.s Jarausch, Lemke, Marks, and Stephens – CES’ founders – are still directly involved in teaching, research, and publishing. Students who have received FLAS awards, PhDs, TAM, or EURO degrees, are experts in their fields and still contribute to CES. UNC PhDs Hanna Kleider, Jan Rovny, and David Bradley are teaching and researching at KCL, Sciences Po-Paris, and the Congressional Research Service. TAM grads are contributing to European affairs and giving back on the TAM Alumni Advisory Board: Phil Ayoub (Prof.

European Politics, Occidental College), Erin Minthorn (FSO ret., now Government Affairs at Resilience), and Garett Workman (European Affairs Director, US Chamber of Commerce). EURO majors are using their skills honed at UNC in the US House, FEMA, and the British Embassy. FLAS awardees are at AEG Germany, the Red Cross, and in numerous faculty positions in the US and Europe. CES provides the language and European Studies training to students to prepare them to solve Europe’s challenges and to keep the transatlantic relationship strong.

NRC.J. NRC Competitive Preference Priorities. To meet the **NRC CPP**, CES proposes meaningful collaborations with MSIs and CCs in NC. We have developed a comprehensive strategy to support research, teaching, an annual lecture series, and student career preparation with NCCU. Together with WSSU, the UNC-Duke Consortium in Latin American Studies, and UNC Romance Studies, we will offer beginner and intermediate Portuguese to both campuses and on the Language Exchange (which includes all 6 public MSIs in NC) and engage students in Portuguese language learning activities. We will support a German language sequence from beginner to advanced at Durham Technical CC. Together with UNC’s IAH, we will host two fellows through a new fellowship program for MSI Faculty in years 1 and 2. We will offer curriculum development and travel awards to MSI faculty. We will co-lead the Brussels-Lux Study Tour for CC and MSI (and K-12) educators with Pitt’s European Studies Center. We will continue to support UNC World View’s Scholars of Global Distinction program to add European content into courses across NC’s CC system, and organize a business summit for CC students to network with European business leaders. We will expand ACNSL’s “Meet the Mentors” to all MSI students in NC. In AY 3, we will host an MSI Symposium together with all UNC NRCs to evaluate our MSI partnerships.