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**Grant Application for the Fiscal Years 2022-2026 NATIONAL RESOURCE CENTERS PROGRAM: WESTERN EUROPE**

**Foreign Languages and Area Studies Fellowships Institute of European Studies**

**University of California, Berkeley**

**Institute of European Studies, UC-Berkeley**

**NRC Program and FLAS Fellowships Application –DOED 2022-2026**

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Institute of European Studies University of California, Berkeley

***Acronyms Guide*** ACTFL—American Council on Teaching Foreign Languages AP—Absolute Priority

ARL—Association of Research Libraries AY—Academic Year

BA—Bachelor’s Degree BCC—Berkeley City College

BIMI—Berkeley International Migration Initiative BLC—Berkeley Language Center

CAO—Chief Administrative Officer CBS—Center for British Studies CGC—Common Good Curriculum CPS—Center for Portuguese Studies CC—Community College

CEP—Center for Educational Partnerships

CEFR—Common European Framework of Reference for Languages CGES—Center for German and European Studies CHSSP—California History and Social Science Project CMES—Center for Middle Eastern Studies

CNAVT—Certificate of Dutch as Foreign Language CPP—Competitive Preference Priority Crit.—Criteria

DAAD—German Academic Exchange Service D.E.—Designated Emphasis (in European Studies) Dept.—Department

Institute of European Studies University of California, Berkeley

EAP—Education Abroad Program EC—European Commission EOP—Educational Opportunity Program ES—European Studies

EU—European Union

FAFSA— Free Application for Federal Student Aid FLAS— Foreign Language and Area Studies GD—Graduate Division

GEPA—General Education Provisions Act GSE—Graduate School of Education GSI—Graduate Student Instructor GSR—Graduate Student Researcher

HEC— L’Ecole des Hautes Etudes Commerciales HS—High School

HW—Humanities West IAS—International and Area Studies

IESE— Instituto de Estudios Superiores de la Empresa IES—Institute of European Studies

IFLE— International and Foreign Language Education ILR— Interagency Language Roundtable ISF—Interdisciplinary Studies Field Major ISSP—Interdisciplinary Social Sciences Program JMCE—Jean Monnet Center of Excellence LCTL—Less Commonly Taught Language

MAIAS—Master of Arts in International and Area Studies

Institute of European Studies University of California, Berkeley

MSI—Minority Serving Institution NES—Near Eastern Studies NGO—Non-governmental Organization NRC—National Resource Center

NRST—Non-Resident Supplemental Tuition NSDAP— National Socialist German Workers Party OGA—Office of Global Awareness

OPI—Oral Proficiency Interview

ORIAS—Office of Resources for International and Area Studies PE—Political Economy

PFA—Pacific Film Archive SLA—Second Language Acquisition

STEM—Science, Technology, Engineering, and Mathematics UCB— University of California, Berkeley

UC—University of California UG—Undergraduate

VCEI— Vice Chancellor for Equity and Inclusion VCRO—Office of the Vice Chancellor for Research

As the premier public university of higher education in the world, the University of California, Berkeley (UCB) is unmatched in its reputation for excellence in scholarship, research and teaching. Western European languages, culture, political economy and history are top fields of study and European Studies (ES) is infused throughout the UCB mission. Beginning with the work of Ernst B. Haas in the 1950s, UCB is one of the nation’s leading centers of Europe-related research and one of 10 US universities chosen by the EU as a Jean Monnet Center of Excellence in EU Studies (JMCE) in 2021. UCB annually graduates an average of 2,000 undergraduate majors and PhDs in ES fields. Collaborations with European institutions have grown in number and complexity, and the highest levels of UCB’s administration have signed numerous agreements with institutions in all EU member states. This commitment translates into significant resources for ES at Berkeley, including a faculty that spans multiple departments and professional schools.

**A. Commitment to the Subject Area**: ***A.1*. *For Operation of the Institute of European Studies***

***(IES)***: Within UCB, IES is the hub of disciplinary and interdisciplinary research, outreach, and teacher training in ES. IES houses the Center for German and European Studies (CGES), the Center for Portuguese Studies (CPS), the French Studies Program, the Nordic Center, the BENELUX Program, the Irish Studies Program, the Program for the Study of Italy, the Austrian Studies Program, the Modern Greek & Hellenic Studies Program, the Spanish Studies Program, the Center for British Studies (CBS), the Jean Monnet Center for Excellence in EU Studies, the France- Berkeley Fund, the Peder Sather Center for Advanced Study, and the W. European NRC. IES and its Centers have together promoted a long-term commitment to ES at UCB by 1) initiating and financing research and education in ES at the University of California, 2) disseminating research findings to the broader community of scholars, citizens, K-12 and Community College (CC) instructors, and 3) providing resources and training for instructors in European languages and European area studies. IES sponsors faculty and student research on Europe and the EU in the form

of grants and collaborative research projects. Its W. European NRC provides keys that unlock synergies across disciplines to make UCB’s cutting-edge research and teacher training resources available to teachers at all levels. By 2026, IES will have strengthened those areas of UCB’s ES program critical to US interests by more deeply entrenching European and EU studies in UCB’s academic departments, by building on the successes of its LCTL program—including the ***priority languages*** Portuguese and Turkish, and by initiating sustained and transformative relationships with CCs, Minority Serving Institutions (MSIs), and Schools of Education that will increase the number of teachers and experts in ES throughout California. Our ES proposal, “Europe and the Transatlantic Partnership” takes as its starting point the centrality of relationship between Europe and the US to the international order. Gathering storms lie ahead as the presence of Russian troops at the Ukrainian border in February 2022 underscores a challenge to NATO, European stability and the U.S. administration. As partners, the US and Europe have supported democracy, human rights, the rule of law, and free trade. Yet, over 30 years after the Cold War’s end, they both must contend with aggression from undemocratic regimes in Russia and China, climate change, a global health pandemic, and terrorist networks as just a few of the developments that require strong transatlantic cooperation. The EU and US trade nearly $1.3 trillion in goods and services each year; yet, the Covid-19 pandemic effected the global economy as governments and employers followed the lead of health experts to combat the virus. As the swift development by US and European scientists of the Pfizer-BioNTech vaccine has demonstrated, it is more important than ever to nurture the capacity for transatlantic dialogue and cooperation. As this proposal will show, “Europe and the Transatlantic Partnership” highlights Berkeley’s approach to ES and deploys Berkeley’s rich array of ES resources for support in a manner that allows the NRC to use its resources efficiently and speak to the central concerns of the 21st century. UCB provides considerable support to IES to carry out this important mission and generate diverse perspectives on ES (AP1). ***For the teaching faculty***

***in ES***: The Depts. of French, German, Italian, Scandinavian, Spanish and Portuguese, History, and Political Science have the largest concentration of European specialists. Other depts., the professional schools, and the Graduate Division (GD) contribute significantly to the overall enterprise. The Berkeley Language Center (BLC) supports European languages with practice facilities, resources for students and pedagogical training for lecturers (Crit. B, p 6-7). UCB provides salary/benefits to 231 IES core and affiliated faculty. At an average salary of $94,000, this is an annual contribution of $21,714,000. In 2018-22, UCB hired 19 new Europeanists, 12 lecturers and over 1000 Graduate Student Instructors (GSI)s who also teach courses with European content; UCB provides them with salary, research stipends, and pedagogical support. Over the course of FYs 2019-2021, Area Studies programs at UCB received funding for research and other activities totaling $43,374,274 in funding for research and other activities. (Source: Sponsored Projects support to Area Studies Centers, Berkeley Research Development Office). In 2010-11, UCB allocated approximately $2.5 million to expand all UG courses as part of the Common Good Curriculum (CGC) initiative. CGC funding included an annual provision of $37,500 to support the BLC in FY 2017. Since 2018, the Division of Arts and Humanities has used its own resources to continue funding the CGC at $1 million per year, sustaining the same annual provision to the BLC through FY 2021 (Source: Budget Office, College of Letters & Science, Arts & Humanities Division). ***For library resources***: Library resources are discussed in Crit. F. According to the 2020 Association of Research Libraries Statistics (ARL), UCB is ranked 11th out of the 115 North American ARL member libraries. The UCB Library contains one of the largest ES collections in North America; UCB devotes 11.8% of its annual budget of over $20.4 million, to European collections. ***For linkages with institutions abroad***: W. Europe is the largest world area represented in UCB’s linkages abroad. Through partnerships with 23 universities located in 11 European countries, IES provides graduate students with the opportunity to secure fellowship grants for short-

term research visits, semester- or year-long exchanges. The **UC Education Abroad Program**

(EAP) sent 629 Berkeley students to 17 W. European countries in 2019-20. This accounts for 73% of all EAP students in 2019-2020 and reflects pandemic-related cancellations of all UCB Summer 2020 programs. In 2019-20 EAP awarded

UCB is the top university in the nation to produce *Teach for America* recruits.

over $406,000 in scholarships (comprised of $1,000 summer scholarships and $2,000 Fall and Spring semester scholarships) to students studying abroad in European countries. On average, 60% of Berkeley EAP students received financial aid. EAP has reciprocal exchange partnerships with 103 universities of which 53 are in Europe. In addition to this, IES has exchange partnerships with 23 European universities in 11 European countries, each of which provides annual grants to fund research exchanges for UCB graduate students, UCB faculty and research institutions, UCB also has extensive international exchange programs; Europe accounts for 54% percent of them**.** UCB hosted 413 exchange students and researchers in 2019-20 through EAP, of whom 50.1% came from European countries. On average, more than 3000 international students take classes in UCB’s summer session lasting 3-6 weeks. In Fall 2021, UCB enrolled 7,845 foreign students, an increase of 25.7% in the last three years. Among them, students from Europe represented 12% of total international students. Both visiting scholars and enrolled students represent a significant

European presence in disciplines across the campus, are a source of lasting linkages between Berkeley and institutions across Europe, and help to generate diverse perspectives on ES at UCB (AP1). ***For Outreach and Teaching Activities***: IES’ Outreach programs are supported by many campus programs and are detailed in Crit. H and I. For international education, K-14 teacher outreach is coordinated through ORIAS, a joint program of the NRCs at UCB established to address teacher training needs in world areas and languages. The university supports ORIAS at an annual cost of $68,000 per year. UCB houses the [Coalition for Education and Outreach](http://stafforg.berkeley.edu/organizations/communities-practice/ceo) at Berkeley,

providing IES with a network of people, departments, interdisciplinary centers, and research units

who conduct educational outreach to pool expertise, share best practices, and foster partnerships. The Graduate School of Education (GSE) oversees the California History and Social Science Project (CHSSP), a K-16 collaborative dedicated to teacher development (AP2, CPP1). It is one of 9 statewide subject matter projects funded by the state that supports ongoing professional development to improve instructional practices among California’s K-12 teachers. UCB’s number one-ranked History Department is one of nine regional sites devoted to the project. ***For Qualified Students in ES***: Berkeley students are highly qualified. First year admits have an average grade point of 4.44 and average SAT score of 1430 although UCB stopped considering standardized test scores as an admissions’ criteria in Fall 2021. (Source: Office of Undergraduate Admissions, data as of 9/2020) UCB graduating seniors have high qualifications for employment and further higher education: 19% enroll directly in graduate school and 53% begin full-time employment immediately after graduation. Almost 80% intend to earn a higher degree. In 2020-21, over 20% of all graduating UGs were ES concentrators, qualified by 20% or more of their coursework devoted to ES. UCB provides ample support for these highly qualified students. Given that in 2020-21, UCB awarded an estimated of $22,448 per UG student in financial aid (including loans), **ES concentrators were awarded approximately $130 million**. With 349 grad-level ES students in 2020-2021, whose coursework is 100% European content, estimated UCB support for ES grad students totaled $8,725,000. ***For Students in fields related to teaching program***: IES provides fellowships to ES grad students at Berkeley via our graduate and UG grants and fellowships for UC Students. These awards help ensure that UC attracts the finest ES students from across the country and supports them in their academic pursuits abroad. In addition to offering fellowship funding for short- to medium-term research exchanges at 23 different European Partner Universities, IES and its constituent units award Dissertation/Pre-dissertation Fellowships of $500-$10,000 to ES students in all fields. In 2018-2022, 86 of these grants were awarded in fields such as French, History, Energy

and Resources Group, Italian, Landscape Architecture and Environmental Planning, Political Science, Sociology, History of Art, Comparative Literature and German. Grad students are also funded to attend and organize conferences. UGs are funded as well. In 2018-2022 the CPS and CBS offered 72 UG fellowships combined. IES supports the organization of the UC-Claremont conference on the EU (Crit. H, p. 32). The Graduate Division of UCB covers resident tuition and fees in excess of any tuition allowance provided and also pays non-resident tuition fees for first

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| ***Table A.1*** | |
| ***IES Fellowships 2018-22*** | ***Amount (each)*** |
| European Partner University Fellowships | $10,000 (94) |
| Predissertation/Dissertation (IES, CSP, CBS) | $50-$10,000 (32) |
| Undergrad fellowships | $3,000 (72) |

year PhD students. In 2020-2021 UCB extended $17,799 in out-of-state tuition waivers to non-resident entering FLAS

awardees who were doctoral students and $17,773 to MA students. **B. Quality of UCB’s Language**

**Instructional Program: *B.1*. *Extent of West European Language Instruction***: UCB offers

instruction in 27 W. European languages, including ancient, medieval, and older variants of W. European languages. Of those, 18 are offered for three levels. Ten language depts. offer intensive language courses year-round and through summer institutes, and 18 languages offer independent studies. Table B.1 provides detail. UCB strongly supports LCTLs in ES. IES has directly supported the teaching of Catalan, Icelandic, Finnish, Yiddish, Dutch and Portuguese. Launched with NRC seed funding, Finnish and Portuguese are now entirely supported by UCB. The Spanish &

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| ***Table B.1*** | | | | | | | | |
| ***Language*** | ***# sec,***  **Fa. ‘18 to Sp. ‘22** | ***Elem. (1&2)*** | ***Intermed. (3)*** | ***Adv. (4)*** | ***Intens. Instr.*** | ***Indep. Study*** | ***# of faculty*** | ***Avg. Annual Enrollment*** |
| Catalan | 6 | ✓ | ✓ | ✓ |  |  | 1 | 14 |
| Danish | 20 | ✓ | ✓ |  |  | ✓ | 4 | 53 |
| Dutch | 24 | ✓ | ✓ | ✓ |  | ✓ | 2 | 43 |
| Finnish | 20 | ✓ | ✓ | ✓ |  |  | 1 | 17 |
| French | 356 | ✓ | ✓ | ✓ | ✓ | ✓ | 12 | 920 |
| French, Old (graduate only) | 3 | ✓ | ✓ |  |  |  | 1 | 6 |
| German | 120 | ✓ | ✓ | ✓ | ✓ | ✓ | 9 | 307 |
| German, Middle High | 2 | ✓ |  |  |  | ✓ | 2 | 5 |
| Germanic, North Sea (Ingvaeonic) | 1 | ✓ |  |  |  |  | 1 | 5 |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| German, Old High | 2 | ✓ |  |  |  |  | 1 | 6 |
| Greek | 25 | ✓ | ✓ |  | ✓ | ✓ | 4 | 124 |
| Greek, Ancient | 44 | ✓ | ✓ | ✓ | ✓ | ✓ | 5 | 65 |
| Icelandic | 6 | ✓ | ✓ |  |  |  | 2 | 5 |
| Irish | 8 | ✓ | ✓ |  |  | ✓ | 2 | 8 |
| Irish, Old | 1 | ✓ |  |  |  | ✓ | 1 | 3 |
| Italian | 56 | ✓ | ✓ | ✓ | ✓ | ✓ | 7 | 166 |
| Latin | 70 | ✓ | ✓ |  | ✓ | ✓ | 9 | 166 |
| Norwegian | 8 | ✓ | ✓ |  |  | ✓ | 4 | 14 |
| Norse, Old | 12 | ✓ | ✓ |  |  | ✓ | 5 | 27 |
| Portuguese | 64 | ✓ | ✓ | ✓ | ✓ | ✓ | 8 | 159 |
| Saxon, Old | 1 | ✓ |  |  |  |  | 1 | 3 |
| Spanish | 216 | ✓ | ✓ | ✓ | ✓ | ✓ | 13 | 992 |
| Swedish | 16 | ✓ | ✓ |  | ✓ | ✓ | 4 | 29 |
| Turkish | 20 | ✓ | ✓ |  | ✓ | ✓ | 4 | 40 |
| Welsh | 8 | ✓ | ✓ | ✓ | ✓ | ✓ | 2 | 10 |
| Welsh, Medieval | 2 | ✓ |  |  |  |  | 2 | 4 |
| Yiddish | 11 | ✓ | ✓ |  |  |  | 4 | 7 |

Portuguese Dept. began funding Catalan in 2016. Since 2018, 65 students enrolled in Finnish; 170 in Dutch (16 more than 2014); 637 in Portuguese; 29 in Yiddish and 55 in Catalan. ***Enrollment in***

***W. European Languages****:* 3,071 were enrolled in W. European languages in 2020-21 (see Table B.1). ***B.2. Levels of Language Instruction and Disciplinary Courses in Foreign Language***: 13 of

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| As a member of the UCB Faculty Advisory Committee of the UC Education Abroad Program, UCB Academic Director of Study Abroad, and Chair of the UC Faculty Directors Group for Study Abroad, IES Director Jeroen Dewulf is directly involved in efforts to increase the number of UCB students studying abroad, which increases the  importance of foreign language instruction at UCB. |

UCB’s 27 W. European languages offer three or more formal levels of language learning. Almost all of these also offer independent study and intensive instruction courses. About 500 students per year take advanced reading courses—beyond level 3, a 20% increase from 2018. Ph.D. students in ES across disciplines read texts for their Ph.D. research in the original language. Each Language Dept. at UC Berkeley augments its course offerings with courses in history, sociology and cultural studies, taught in the native language (see Table B.2). Such courses also exist in other departments.

***B.3. Language Faculty***: UCB is committed to a dedicated language faculty in all European language depts. There are 99 active faculty and lecturers teaching language, culture, literature, theory and linguistics, and 135 grad. student instructors. The European language depts. have hired

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| ***Table B.2* Sample ES Courses Taught in Foreign Languages** | | |
| In French | In German | In Scandinavian (Danish, Norwegian, Old Norse, Swedish |
| *Écrire la langue: The History of French Metalinguistic Writing* | *Literatur und Liberalismus* | *Post-welfare nostalgia* |
| *Le roman comme experience: Littérature, savoirs, engagement, 1940-1990.* | *Ecocritical Perspectives* | *Scandinavian Folklore* |
| *Littérature et colonialism: L’imaginaire colonial.* | *History and Concept* | *Ghost Stories in Medieval and Modern Scandinavia* |

2 new faculty members in 2020-21 (see Table B.3). ***Performance-Based Language Pedagogy Training for Language Teaching Staff***: Berkeley hires only language instructors with advanced degrees in linguistics or pedagogy. BLC sponsors pedagogy workshops (Table B.4) and provides curriculum development fellowships. Each department imposes its own requirements for their instructors. However, *all* European language departments require GSIs to take two years of teaching methods courses. For Catalan, Dutch, Icelandic and Finnish, pedagogical skills developed through

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| ***Table B.3* Language faculty** | | | |
| ***Language (Dept)*** | ***Active faculty (lecturers, tenured, tenure-track)*** | ***GSIs*** | ***2020-2021***  ***Hires*** |
| Spanish/Portuguese | 20 | 38 |  |
| German | 14 | 22 | - |
| French | 22 | 22 | - |
| Italian | 9 | 8 | 1 |
| Scandinavian | 10 | 10 | 1 |
| Celtic | 5 | n/a | - |
| Classics | 19 | 35 | - |

these initiatives are measured through IES-initiated proficiency testing (supported by NRC funding in 2006-10). ***B.4. Performance-based Instruction/Resources***: In order to produce functional competency in language learners, the language program makes it a priority to incorporate new approaches and national standards in the curriculum (AP2). All instructors are familiar with the underlying principles of performance-based pedagogy, including interactive, cooperative, comm- unicative, and performance-based teaching techniques. Instructors emphasize using the target language appropriately, integrating culture and authentic materials into teaching through task-based and project-based assignments, and making connections between the classroom and the real world. Pedagogy, assessment and progress measurements are based on the National Standards in Foreign

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| ***Table B.4.* The BLC provides these language Teaching and Practice Resources:** |
| *Language Media Center* Provides audio/video/ computerized lesson materials, listening, viewing, recording, duplicating, and archiving facilities and related technical & administrative service; Houses the *Dwinelle Computer Research Facility*, supports technology-enhanced research and instructional materials development; Holds instructional language materials on all LCTLs offered at UCB. |
| *Collections and Archives*: BLC Collections: 700+ books and periodicals on second language acquisition and sociolinguistics, audio materials for language support in less commonly taught languages.; Linguistic fieldwork data for 90 languages including those endangered and rare; Holds video recordings of Lecture Series offered at UCB by scholars in the field of second language acquisition theory. |
| *Lumiére, the Library of Foreign Language Film Clips:* a database of foreign language films and clips (20,627  tagged clips in 67 languages drawn from 7000 films; more than doubling the film total since 2018). The database is made accessible to more than 80 institutions world-wide. |
| *Travel Grants for Instructors to Attend Professional Meetings:* $750 for travel in North America; $1500 for travel outside of North America. |
| *Professional Development Fellowships for Lecturers, language program coordinators and GSIs:* 6 one-semester fellowships to lecturers and/or graduate students to explore research in second language acquisition, teaching foreign languages, or curricular development projects |
| *The UC Consortium for Language Learning and Teaching Provides for* language programs collaboration at all UC campuses to increase student access to language study through: best classroom practices, tech., distance learning, and EAP programs, professional development, SLA research support, and outreach. Offers grants of up to $20,000 for projects that will combine second language acquisition research and practice and maximize the benefits to students system-wide. |

Language Education Project, the ACTFL Proficiency Guidelines, and the Common European Framework of Reference (CEFR). The National Research Council ranked the German and the Spanish & Portuguese Depts. among the top 10 in the nation for effectiveness in training students and for the quality of program faculty. ***Proficiency Requirements***: All of the European Language programs at UCB require placement and proficiency testing. Placement tests are mandatory for new students intending to enroll in courses beyond Level 1, or who wish to test out of a level. All tests are continuously revised by the language program coordinators with support from the BLC. Student progress in all languages is measured through formative and summative assessment components, including interviews, quizzes, tests, papers, projects, portfolios, presentations, and skits. After 4 semesters of language study, students in German, for example, typically achieve a level of Inter- mediate Mid to High when tested in an ACTFL OPI (Oral Proficiency Interview) or a level of B2 when evaluated according to the criteria of the CEFR. In order to create new testing models addressing needs of individual languages, all UCB language experts have researched assessment models and established contacts with language professionals in their respective areas, including the

University of Jyväskylä in Finland, where the EU Framework of Reference for language testing is developed; the Welsh Joint Education Committee, member of the Association of Language Testers in Europe; and the Welsh Studies Institute in North America. Berkeley’s Dutch Studies program is the only program in the western U.S. to annually offer the CNAVT-proficiency test in Dutch language. **C. Quality of the Applicant’s Non-Language Instructional Program: *C.1****.* ***Quality***

***and Extent of non-language Course Offerings***: UCB offers over 2400 courses covering W. Europe and the EU every year (see App. I), and offers some 1150 courses per year with 100% European content in 23 non-language disciplines. Most are offered regularly. UCB also offers an additional 1428 courses with 25% or more European content, not including hundreds of directed readings and independent study classes. ***Professional School Course Availability*:** IES and UCB faculty have also integrated ES content into professional school curricula and created the Designated Emphasis (D.E.) in ES for doctoral students in all fields. Architecture, Business Administration, Law and City and Regional Planning regularly schedule 2-3 courses with European content (See Table C.1):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Table C.1* Sample Professional Schools with ES faculty and courses w/ more than 25% ES content** | | | | |
| ***Dept./Discipline*** | ***ES Faculty*** | ***ES Courses*** | ***UG Enroll.16-17*** | ***Grad Enroll. 16-17*** |
| Architecture | 1 | 18 | 468 | 166 |
| City and Reg. Plan. | 3 | 5 | 279 | 110 |
| Business Admin | 4 | 8 | 45 | 282 |
| Jurisprudence/Law | 9 | 122 | 1959 | 1097 |

***C.2*. *Interdisciplinary Course Coverage***: UCB presents an interdisciplinary atmosphere for its faculty, and opportunities to teach across depts. The ES-focused degree programs exemplify the UG interdisciplinary course coverage. ES concentrators have many interdisciplinary course options. IES

is also expanding interdisciplinary opportunities for underserved students. The M.A. in Global Studies allows professional school

In 2020-21, 349 graduate students matriculated into 100% ES departments.

students to take interdisciplinary ES courses integrating ES into the professional school curriculum and increasing the number of prof. school students with European expertise. In Spring 2022,

course offerings included a seminar on Immigration and Incorporation taught by Irene Bloemraad; a seminar on International Economics taught by Barry Eichengreen; and a course on International Economics taught by Maurice Obstfeld—all ES affiliated faculty. Alan Karras, Associate Director of International and Area Studies, regularly teaches an MA seminar in Global Studies (Spring 2022) as well as a professional training seminar on teaching in Global Studies (Fall 2021). In Fall 2021, Gerard Roland teaches seminars in Political Economy, while Vinod Aggarwal teaches a seminar in Business Strategies and Political Economy. John Connelly teaches a course on the Catastrophe and

Promise of European Democracy, 1815-Present, ideas of Europe and European identities (Fall 2021); Katerina Linos taught a colloquium on International Law and Politics (Spring 2022). UCB

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| ***Table C.3*** Sample ES Faculty with Joint Appointments across Disciplines | | |
| Max Auffhammer | Agriculture and Resource Econ. | IAS |
| Anton Kaes | German | Film & Media |
| Mark Sandberg | Scandinavian Studies | Film & Media |
| Winnie Wong | Rhetoric | History of Art |
| Barry Eichengreen | Economics | Political Science |
| Vinod Aggarwal | Haas Business School | Political Science |
| Miryam Sas | Comparative Literature | Film & Media |
| Gerard Roland | Economics | Political Science |
| J Bradford DeLong | Economics | IAS |
| Damon Young | Film & Media | French |
| Katerina Linos | Berkeley Law | Political Science |

switched from in-person to online teaching following the outbreak of the Covid-19 pandemic; none of this affected the number of courses offered with ES content. Online teaching increased enrollment through Berkeley Extension, which allows non-UCB students to officially enroll in UCB courses. ***C.3. Non-language Faculty***: Most ES courses at all levels are taught by core UCB faculty. In 2018-22, ES involved 231 core and affiliated faculty representing 48 academic disciplines and 4 professional schools (App. III) to teach ES courses and conduct dedicated ES-related research. UCB funds the DAAD Professorship, which hosts a German government-sponsored professor for a stay of four years. From 2018-21, IES-affiliated France Berkeley Fund has funded 73 STEM research projects involving the collaboration of UCB and French natural and physical scientists. ***Pedagogy Training for Teaching Assistants***: GSIs teach course discussion sections and courses of their own. They obtain pedagogical guidance through the GSI Teaching and Resource Center, which offers

workshops, coaching and web-based resources on themes from “theories of learning” to “grading students’ written work.” It receives $460,000/year to provide GSIs with this pedagogical support. Course Improvement Grants help GSIs undertake projects to enhance instruction. Grants to depts. to establish pedagogy courses are awarded competitively. Many depts. also have 300-level pedagogy courses for their GSIs, some of which are taught by European specialists (see Table B.4). Programs also include awards for outstanding teaching, videotaping lectures with feedback, and the Language Proficiency Program for GSIs to whom English is not a native language. ***C.4*. *Depth of Specialized Course Coverage***: Many depts. cover the EU and the countries of W. Europe in depth, including History, Political Science, Economics, Anthropology, Sociology, and Art History. All offer courses from lower division through advanced graduate levels, allowing students to strengthen their European and specific country expertise (see Table C.4). All offer directed study courses that can focus on Europe. The theme “Europe and the Transatlantic Partnership” permeates numerous non- language courses which examine different dimensions of the transatlantic relationship while investigating Europe’s impact on the world and the world’s impact on Europe, some focused on situating European developments in a global context. Coverage of Europe is growing rapidly in professional schools, with courses offered in Architecture, Business Administration, Law, City Planning, Public Policy, and Public Health (App. I).

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| ***Table C.4.* Enrollment, Non-language courses w/ more than 25% ES content, Summer 2020-Spring 2021** | |
| No. offered: | 3778 (196 in the prof. schools) |
| UG enrollment: | 79,279 (4,593 in the prof. schools) |
| Grad. Enrollment: | 7,637 (2,207 in the prof. schools) |

1. **Quality of Curriculum Design:** We measure quality by beginning at the top. In 2021, for the

first time, Forbes Magazine ranked UCB the #1 college in the nation; the 2021 Shanghai Academic Ranking of World Universities (AWRU) placed once again UCB as the #5 best university in the world. Table D. 1 shows a sample ranking of UCB academic depts. with high ES concentrators and/or a rich ES research program. Direct measures of curriculum quality are below.

* 1. ***ES in UG Programs***: UGs may obtain BA degrees from seven language departments: Classics, French, German (German, Dutch, Yiddish), Italian, Scandinavian Studies (Finnish, Norwegian, Danish, Swedish, Celtic, Welsh), Spanish and Portuguese, and Near Eastern Studies (Turkish); ES specialists are located in most of the social science departments and professional schools and teach

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| ***Table D.1* Sample *US News* UCB National Dept. Rankings 2021** | |
| English | #1 (tie) |
| History | #1 |
| European History | #2 (tie) |
| Political Science | #4 |
| Comparative Politics | #2 (tie) |
| International Politics | #6 |
| Public Health | #8 |

courses in fields of their European expertise. The following inter- disciplinary degrees also function as ES degrees. ***Interdisciplinary UG degrees with ES emphasis and requirements***: In 2017, the interdisciplinary Dept. of

International and Area Studies launched a new UG major in Global Studies, combining previous majors under a new set of programs**.** The interdisciplinary Social Science Programs (ISSP) contain two group majors, accounting for around 550 undergraduates. Undergraduate majors in Global Studies all pursue one of three tracks: Global Development, Global Peace and Conflict, and Global Societies and Cultures. Majors are also required to choose a geographic area of specialization; Europe and Russia constitute a single area as one of the five defined areas of specialization. In addition to taking 13 required courses, majors must also complete 4 semesters of a foreign lan- guage, which must be connected to their geographic area of specialization. UCB UGs with interests in ES can also major in Political Economy, the second of the ISSP majors. PE majors must complete nine upper-division courses including PE 100 and PE 101: both have a primary focus on European thought. Nearly 70% of all PE students choose concentrations that focus on European ideas about Political Economy. In fact, Political Economy is one of the largest majors in the Social Science Division in the College of Letters and Science. Since 2018, over 900 students have grad- uated with a PE major. For both Global Studies and PE, the Academic Director is Alan Karras.

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| ***Table D.2 Sample requirements for the European Studies concentration in Political Economy (sample curriculum):*** |
| 0.Major prerequisites, Economics 1 or 2; Global 45 (World History Survey); Statistics 2, 20 or 21 |
| 1. Intermediate Microeconomics |
| 2. Intermediate Macroeconomics |
| 3. Classical Theories of Political Economy (taught by Europeanist) |
| 4. Contemporary Theories of Political Economy (taught by Europeanist) |
| 5. Four courses from a list of 13, 50% of which contain significant ES content |
| 6. The concentration: a clearly defined, Europe-related topic, focused on a central question in Political Economy, within a European context. The concentration project is based on four ES courses selected from the following departments: political Science, Economics, Sociology, Geography, History, Public Policy, Environmental Economics and Policy, Public Health, Gender and Women’s Studies, Legal Studies, Environmental Science/ Policy/ Management, Demography, City and Regional Planning. |
| 7. Four semesters of a W. European language (can be partially fulfilled through AP credit or a proficiency exam) |

Affiliated faculty for both Global Studies and PE include IES faculty affiliates Steven Vogel, Khatharya Um and IES former Director Richard Buxbaum (App. III). A third interdisciplinary UG option for ES concentrators is the Interdisciplinary Studies Field Major (ISF) a competitive, interdisciplinary program focused around students’ individual Research Fields. ISF gives UGs the opportunity to develop individual interdisciplinary majors with courses selected, from all disciplines under the guidance of an ISF faculty advisor. **LCTL programs** constitute a fourth interdisciplinary UG options for ES students. The Celtic Studies, Dutch Studies, Scandinavian Studies, Portuguese and Turkish Studies draw on faculty from English, Rhetoric, Comp. Lit., Sociology, Linguistics and History to teach courses. ***D.2. Academic and Career Advising:*** Professional Student Affairs Officers offer ES students academic and career advising in both disciplinary and interdisciplinary departments. IES core faculty, IES Director, Assoc. Director, and Country Program Chairs also advise students (Crit. E, p19-20). PE and ES concentrators are also given advising through an orientation meeting for new majors and minors. Students are then seen individually by the faculty for further advising. IES staff and faculty advise FLAS students during both the pre-award and post award periods. Advisors coordinate efforts, ensuring students timely information from the Graduate Division and assistance regarding their program. IES’ country programs sponsor dissertation

workshops to promote peer review. The campus Career Center and separate placement offices in

depts. and professional schools provide counseling and job seminars for students, including programs on international careers. IES staff and core faculty provide graduating seniors with information on internships in Europe and careers in

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| ***Table D.3 ISF Requirements for the major with a European focus*** |
| 1. Global Regions – Intro Course on Medieval European History; European History since the Renaissance; Intro to Western Art or Books of the Western Tradition. |
| 2. Disciplinary Intro Course: from Poli Sci, Philosophy, Sociology, Anthropology, Economics, Geography, Psychology, Rhetoric, Public Policy or Education |
| 3. ISF 189: Research Methods |
| 4. ISF 100A: Theory and Methods |
| 5. ISF 100B-H, Theory and Practice (one course) |
| 6. Six courses drawn from 3 distinct disciplinary fields, focusing in part on Europe |
| 7. Two years of an European language |
| 8. ISF 190: Senior Thesis Requirement on ES topic |

NGOs and the US govt. in which they can use European languages and ES knowledge and skills (AP1). New professionalization programs for UGs. and Graduates in ES are detailed in Crit. H, p. 32-33 and Crit. I, p.43. ***D.3.Training options for Graduate Students:*** A 2011 National Research Council analysis of U.S. universities concluded that UCB has the largest number of highly ranked graduate programs in the country. The German, English, Spanish, French, and Linguistics Departments ranked among the top 10 in the U.S. The Disciplinary M.A./Ph.D. in a European Language is available from 7 departments: Classics, French, German, Italian, Scandinavian, Middle Eastern Languages and Cultures (for Turkish), and Spanish & Portuguese. In 2020-21 UCB graduated 25 Ph.D. and 12 M.A. students from these departments. Students awarded the FLAS normally study at UCB where they can currently select from Breton, Catalan, Danish, Dutch, Finnish, French, German, Modern Greek, Irish, Italian, Norwegian, Portuguese, Spanish, Swedish, Turkish, Welsh, and Yiddish. FLAS Fellowships are given for language learning at all levels; priority is given to students who demonstrate financial need, are pursuing advanced level LCTLs, with special emphasis on the priority languages Portuguese and Turkish, and/or students pursuing degrees in the professional schools. The Professional M.A./J.D./Ph.D. with ES Emphasis is also available to all graduate students in professional programs. A new MA in Global Studies has already admitted five cohorts. In this MA, each student selects a region to study with about 1/3

choosing Europe/Russia as their region in each cohort. This MA also features a formal agreement with HEC Paris, which allows students from there to apply and complete the UCB Global Studies MA as the terminal year of their French degree. So far, two French international applicants have completed this cooperative exchange program, while 38 students have completed the MA in Global Studies in total, with another 14 scheduled to graduate in Spring 2022. In Spring 2022, a new Designated Emphasis (D.E.) in Political Economy has been launched for PhD students. ***Training Options in all Disciplines*** Crit. B and C describe the disciplines and professional schools offering ES courses. FLAS fellowships enhance ES skills of students in all fields, but provide a boost to students in Public Health, City Planning, Public Policy, Law, Business, Journalism, Natural Resources, and social science fields that do not emphasize language study. They are required to take language training and must meet the same requirements for advanced study as other students. IES has increased the ES focus for Berkeley grad. students by creating a D.E. in ES, allowing grad students from all fields, including professional schools and sciences, to complement their doctoral program with an ES focus (Crit. C, p.10). IES Director Dewulf is the faculty advisor for the D.E. As of Spring 2022, six graduate students have completed their PhDs with the D.E. in European Studies and we request NRC funds to expand enrollment further in 2022-26. ***D.4. Formal arrangements for Research and Study Abroad and Summer Language Programs*:** IES offers fellowships to UC grad students to conduct Europe-related research and EAP maintains an extensive online resource of country- and university-specific information for student use, including information about non-UC study abroad programs. The EAP website explains the process of utilizing other institutions’ study abroad programs, including the process of transferring credit and securing financial aid. ES depts. include links to EAP on their websites, and advise their students on opportunities for research and study in Europe. Since 2005, IES-CPS has held an annual UG summer immersion course in Portugal. About 30 applicants including CC students are accepted into this program annually,

(CPP1) although the program had to be cancelled in 2020 and 2021 because of the ongoing

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| ***EAP Facts (2019-20):*** |
| 629 UCB students studied in 17 W. European countries. |
| Europe accounted for 73% of all education abroad |

pandemic. IES expects it to restart in 2023, but possibly as early as summer 2022 as long as public health guidelines allow this. IES will target students affiliated with CPS for its new UG FLAS awards in the upcoming grant cycle*.* IES Director Dewulf, in cooperation with Dutch lecturer Esmée van der Hoeven, annually leads a one-month summer study tour of the BENELUX countries, open to students from all fields at UCB and from other universities and CCs (CPP1). The program enrolls 25 students annually and includes a study visit to the EU Parliament. It was last held in 2019 and, like the CPS summer immersion, cancelled owing to the pandemic in 2020-22, but targeted for restart in 2023. ***Opportunities for study abroad and summer language programs at other institutions***: All depts. and professional schools refer students to IES staff for research, study abroad, and summer language programs at non-UC institutions. Faculty at other universities provide advice and recommendations to UCB students seeking advanced instruction and immersion experiences in LCTLs not currently offered at UCB. As of 2018, IES has new agreements with the universities of Uppsala, Hasselt, Erlangen/Nurem- berg, Hamburg, Muenster, FU Berlin, Naples, Lausanne, and Inland, in which grad. fellowship recipients can study Swedish, Dutch, German, Italian, French, and Norwegian, respectively. FLAS recipients can enroll in intensive summer programs (10 hours per week) when they study a language or language level not offered at UCB, during which one year’s worth of work at another institution is condensed into ten weeks. Haas Business School has reciprocal agreements for full-time MBA students with the London Business School, L’École des Hautes Études Commerciales in Paris, and IESE Business School, Universidad de Navarra, Barcelona (AP1). Students attending classes in Spain can take a three-week intensive summer language course before their course of study begins. Evening and weekend MBA students may also participate in exchanges with ESADE Business School in Barcelona, ESSEC Business School in Paris, and RSU Erasmus University in Rotterdam.

UCB students can also enroll in the Global Internships in Europe program offered by UCB study abroad. Both virtual and in-person internships provide academic credit for internships in an industry chosen by the student. IES Director Dewulf teaches the virtual course accompanying the internship. Berkeley students can intern at several European locations, including London, Madrid, Dublin and

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| ***Table D.4* Other Formal arrangements for language study** | | | |
| **UCB Dept.** | **Program** | **Universities** | **Comments** |
| Dutch | Semester or Year | Maastricht University, Leiden University, Utrecht University | Scholarships provided |
| Dutch | Summer | Amsterdam, Antwerp | Changes annually |
| German | Summer intensive | FU Berlin, U. of Vienna | Through UCEAP |
| Italian | Semester or Year; Language, Literature, and Culture | University of Rome, University of Florence, University of Bologna | Open to advanced students |
| Italian | Semester in Business Italian | University of Commerce, Luigi Bocconi, Milan | Through UCEAP |
| Italian | Summer programs, Beginning and Intermediate | University of Florence, University of Trieste | Through UCEAP |
| French | Summer, Language, History, Culture | École Normale Supérieure | Open to all levels of proficiency |
| French | Semester, Year | University of Lyon, University of Bordeaux | Concurrent Enrollment through UCEAP |
| Danish | Summer intensive | University of Copenhagen, Aarhus University | Through UCEAP |
| Swedish | Semester, Year | University of Lund, Uppsala University | Through UCEAP |
| Norwegian | Summer program | University of Oslo | Through UCEAP |

Stockholm. UCB undergraduate students also can apply for a double degree program with Sciences Po in Paris that requires students to study 2 years in France and 2 years in Berkeley. Table D.4 lists other formal agreements for ES language programs abroad. **E. Quality of Berkeley’s Western**

**European Staff Resources: *E.1*. *IES Faculty***: UCB has exacting standards for research and

teaching. As demonstrated in their resumes (App. III) our West European faculty are well-qualified and rigorously trained. Core faculty members have (near-native) fluency in the language of their target countries. They win international awards and fellowships, serve as advisors to govt. orgs. at home and abroad and leadership roles they hold in research, professional associations and editorial boards. ***Professional Development Opportunities***: Every 7 years faculty may take one year’s leave with full pay to pursue professional development and research. They are also eligible to serve as on- site faculty director of UC’s study abroad programs in Europe. Professional development oppor-

tunities for language lecturers are supplemented by IES’ Foreign Language Travel Grant, and by the BLC. Staff can take up to 2 weeks paid leave to pursue professional development; UCB provides

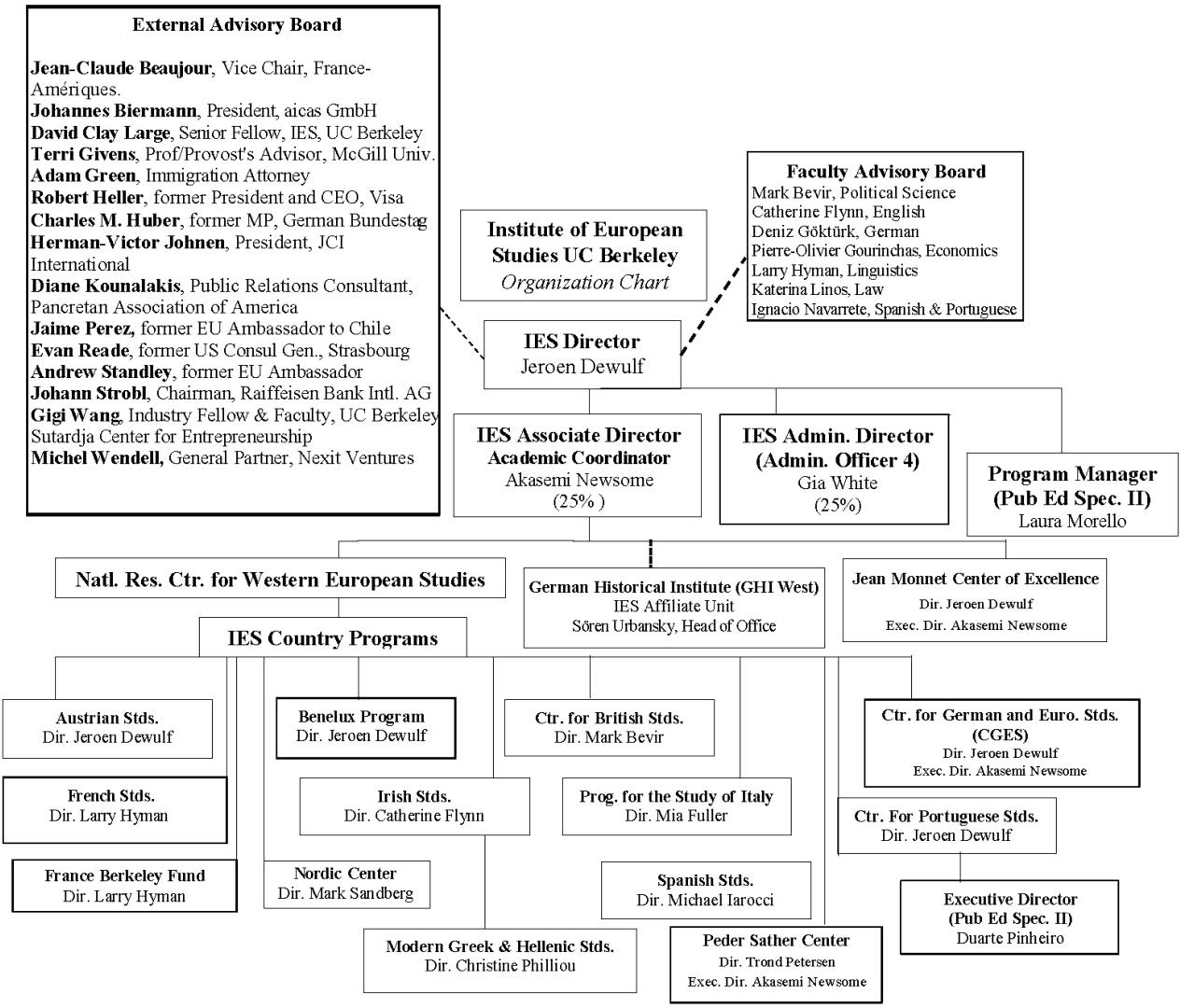
no-charge courses for staff, e.g. technology, business, and management training. Educational and Technology Services offers technology training for faculty and GSIs. ***Teaching, Supervision, and Advising of Students***: Berkeley faculty spend a large percentage of time in contact with students. Ladder-rank faculty teach 3-5 courses per year and supervise student theses and projects at all levels. Lecturers have recently voted to unionize, and are now represented by the UC-AFT Local 1474. In line with their negotiated contract, lecturers teach up to 6 courses per year and advise students, except for foreign language and writing lecturers, who teach up to 5 courses a year.

Students at all levels participate in faculty research projects. Faculty mentor grad students; indeed, a key measure of their mentoring commitment is the outstanding placement record of PhDs with ES concentrations (Table G.1, p. 24). ***Quality of IES Staff***: IES has 9 academic administrators (including faculty program chairs), and 4 professional staff (App. III). They plan, organize, and administer IES research, conferences, lectures, language, and outreach programs. The Director, Assoc. Director, Chief Admin. Officer and CPS Program Manager are responsible for NRC programs. The Director, Prof. **Jeroen Dewulf**, is uniquely qualified to lead IES (App. III). He teaches in the German Dept. and is the Chair of the Dutch Studies Program. As of July 2021, he is Faculty Director of UCB Study Abroad. He is the recipient of numerous awards, and publishes in 5 languages (English, Dutch, German, Portuguese and French) on colonial and post-colonial history and literature, as well as European culture and politics. IES Associate Director Dr. **Akasemi Newsome** is the Co-Director of the Jean Monnet Center for Excellence and Executive Director of CGES. She received her PhD in Political Science from UC Berkeley in 2015. Her dissertation received an Honorable Mention for the Thomas A. Kochan & Stephen R. Sleigh Best Dissertation Award in 2017. She has published in several leading academic journals. IES Chief Administrative

Officer (CAO) **Gia White** has a UCB B.A. in Spanish and is an expert with 25 years of experience in Management and Financial operations. She won the Excellence in Management Award in 2010 and the Berkeley Staff Appreciation and Recognition Award in 2016. She facilitates faculty and student awards across the UC system, working with diverse faculty and student communities on 8 UC campuses. Dr. **Duarte Pinheiro** is Executive Director of the Center for Portuguese Studies and the Deputy Coordinator for the Portuguese Language Programs and Education Affairs in California. He has a PhD from Fernando Pessoa University. This leadership team integrates the admin., research, teaching, and outreach expertise that make IES efficient, innovative, and inter-disciplinary (see Org. Chart below). ***IES Teaching, Supervising, and Advising of Students***: To these three activities, Dewulf devotes 75% time and Newsome devotes 50% time. Dewulf and Newsome also supervise and mentor the diverse students including recipients of IES fellowships. White devotes 10% time to advising students regarding fellowships. Pinheiro spends 50% time supervising, and advising students, including first-generation CC students looking to transfer to 4-year colleges.

Other faculty members’ percentage of time devoted to ES is noted in each faculty CV (App. III).

***E.2. Oversight Arrangements and Staffing Plan for Outreach***: **(Internal) Oversight:** Faculty from a range of disciplines sit on the IES Steering and Executive Committees; both meet bi-annually and oversee the IES program. The former defines the overall direction of IES and the latter assists the Director in decision-making. **Outreach:** The IES External Advisory Board, composed of US-based and European finance and education officials and members of the business and policy communities, guides IES on how best to increase outreach to these communities; Country Program Chairs, ap- pointed by the Office of the Vice Chancellor for Research (VCRO), coordinate outreach with the IES leadership team. Assoc. Director Newsome has experience in corporate communications and oversees NRC outreach undertaken in partnership with national (e.g. NRC) and international networks (e.g. other JMCE and CGES centers) as well as regional program staff (e.g. CPS, FBF).



***E.3*. *Employment Policies***: UCB has a deep commitment to equity, inclusion and diversity. In 2007 the Vice Chancellor of Equity and Inclusion (VCEI) was appointed to coordinate all of UCB’s diversity initiatives/resources in order to improve access, retention, and graduation rates of students from underserved communities, diversify staff leadership, and improve recruitment and retention of underrepresented faculty. Oscar Dubón, Jr. served as the VCEI from 2016-2020, and UCB appointed Dania Matos as the new VCEI in August 2021 to oversee several campus initiatives that promote opportunity and equity. Ongoing work by the Division of Equity and Inclusion includes cooperation with several affinity groups with staff, faculty and student well-being as their mission

such as the African American Initiative, the Undocumented Community Council, the Asian American and Pacific Islander Standing Committee and the Chicanx Latinx Standing Committee. In May 2019, Chancellor Christ charged the Chancellor’s Task Force on Becoming an Hispanic Serving Institution (HSI) with creating a roadmap for UC Berkeley to achieve HSI designation by 2027. The Building Naming Project Task Force was convened in 2016 in response to the growing protest over controversial building names on university campuses. IES’ GEPA statement, with further details, is appended to this proposal. UCB attracts outstanding women and minority faculty, resulting in an increased number of new ES faculty appointments among these groups. Out of 142 total new faculty hires at UCB, 68 were women; while out of the 10 new faculty appointments in ES Humanities fields since 2018, 5 were women. At IES, both Associate Director Newsome and CAO White are women and African American. CPS Executive Director Pinheiro is Latino. **F. Library:**

1. ***1a*. *Strength of the Library***: UCB serves all levels of users in every sub-discipline of ES with materials in vernacular languages (over 50% of the total collections). UCB has extensive collections. Over 1/5 of the library’s 13.5 million volumes are of European provenance or on ES topics. For over a century the Library has collected European newspapers, including extensive historical microfilm back-files of important titles. Berkeley’s Library subscribes to 278,813 serials in digital and in print formats. Of these, approximately 10% are in European vernacular languages. The Library has been acquiring EC/EU publications since 1952 and has served as a depository library for the EU since 1964. It houses one of the most complete EU collections in the US and its EU web page is one of the most frequently cited EU Internet guides. In August 2021, the new UC Library Search catalog was launched: this is an infrastructure investment that has transformed a collection of 13 million print volumes into one that exceeds 40 million. While interlibrary loans were always an option for researchers, this centralized library management and discovery system simultaneously searches the holdings of all ten UC Libraries and makes it easier to discover and

borrow physical material from other UC and affiliated libraries. ***Students:*** The library has an extra- ordinary range of subject/area specialists who serve as liaisons to ES departments and centers.

Students can connect with liaisons in EU and international documents, Germanic/Nordic studies/Classics, UK/Irish literature, History of Science and Romance languages. These liaisons have developed library research guides, specialized references and research methods instruction for graduate and undergraduate students. ***Institutional Support for the Library***: In 2021-2022, the UCB Library expended $2,399,918 for W. European materials. It contributed approximately $549,944 to the California Digital Library for ES digital acquisitions. Together these expenditure classes exceed

$2.5 million and enable the Library to build a resource base of national and international importance in ES. UCB provides staff support for all aspects of ES collections, including collection specialists for Romance and Germanic Collections from Europe, rare books and manuscripts and European government documents. It provides curatorial assistants and cataloguing staff for all ES materials.

***F.1b. Cooperative Arrangements***: Despite budget cuts in the last decade, the UCB Library has maintained its strengths in Western ES. Since 2012, the UCB library has maintained all of its cooperative collection agreements, including with Stanford

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| **ES 2021-2022Non-Federal Budget** | |
| Acquisitions | $2,399,918 |
| Salary and Expenses | $835,011 |
| Total | $3,234,929 |

University, allowing each to specialize in specific areas and build more extensive collections through acquisitions in complementary areas. The UCB Library heavily collects materials in W. European LCTLs. As it shifts to digital, the Library aims to augment its digital holdings with IES support and through the permanent acquisition of all ES e-resources. ***Access***: The UCB Library and its ES collections are open to students and faculty from other institutions. Library privilege fees for K-12 teachers are fully subsidized. Online holdings are available free to all users. UCB affiliates have full access rights to consult materials in campus libraries. Unaffiliated users can purchase Library cards ($100 per year), enabling them to check out books. Visiting Scholars and teachers at

other institutions are given preferential rates in acquiring library cards. **G. Impact and Evaluation:**

1. ***1. Impact of Activities and Training*** in ES is measurable on different levels. For the *University*, an important indicator of impact is enrollment in ES courses. In 2019-20 there were 63,384 students enrolled in ES courses with 50% or more W. European or EU content. Of these, 2,998 were in language courses and 60,386 in non-language courses. Of the 8,841 UGs who earned Bachelor degrees in 2019-20, 26% were ES concentrators. On the *Community* level, the impact of IES is indicated by its number of public events. Between 2018-21, IES staged over 200 seminars, lectures, film screenings, readings and other events with average attendance of **25** people (excluding conferences, which garner attendance over 60+, and account for 15% of IES events). Since the onset of COVID-19, IES has transitioned to online events, hosting more than 75 virtual lectures, seminars and other academic meetings. These events are also made available on the IES YouTube channel, which has garnered over 14,000 views since the onset of the pandemic. IES thus has been able to further expand the public reach of its events with IES events averaging 185 YouTube views, in addition to the live participants tuning in via Zoom. On a *Regional* level, IES impact is shown through its involvement with California business, public health and community organizations. Faculty speak to civic groups, the state legislature and local media. IES’ newsletter is distributed globally in electronic form. The impact of IES activities and training programs is demonstrated on a *National* level by faculty interaction with national and international media, faculty presentations at

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| **Table G.1 Quantifiable IMPACTS of Berkeley’s European Studies Program** | | |
| **Activity** | **Impact** | **Quantitative Indices** |
| Teacher Training K-14 | Increasingly integrates ES into K-14 curriculum; increases pool of ES specialists; encourages greater focus of research on ES; strengthens ES and language curriculum in K-12 and CCs. | In 2020-2021, 268 K-12 teachers and CC instructors at ORIAS events reached over 80,000 students. The pandemic shift to online programming broadened access to educator workshops, growing attendance from 34 in 2019 to 236 in 2021. The number of  workshops open to educators increased from 22 in 2019 to 32 in 2021. |
| Public outreach: All events are open to the public | Diffuse research to government, business, educators, non-profit organ- izations, the community, and media | IES organized or co-organized an average of 54 events per year between 2018 and 2022. |

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| Students studying European languages (not LCTLs) | Increases national capacity for language experts. | Average numbers per year: 1,570 UG Majors, 95 MAs and 127 PhD graduated from programs with language studies requirements |
| European Study Abroad | Increases number of experts in ES and European languages. | Average number per year: 769. |
| Curricular Offerings | Improves preparation for students to enter government, corporate, and non-profit sectors; an informed citizenry; increases student focus on  ES. | In 2020-2021, 526 ES concentrators became teachers; 530 took government jobs; 1054 went to grad school; 98 became professors; 3454 went to the private sector; 27 took jobs with nonprofits |
| LCTL Offerings | Encourages cross-cultural under- standing; strengthens national security and foreign trade; institutionalizes instruction of LCTLs at UCB. | 85 courses in 2020-2021 with a total enrollment of 740 UG and Grad students. 79 Majors; 12 MA degrees; 25 PhD dissertations in all foreign language departments. |
| IES-sponsored research and dissemination of research | Cutting edge research to be turned into outreach and curricular content; attracts pre-eminent scholars to University, IES leverages their  presence; encourages cross- disciplinary research. | In 2020-21 IES-sponsored research yielded 176  articles, 76 non-refereed articles, 15 books, and 89 book chapters. |
| Resources for lang. teaching and proficiency testing | Improves quality of language teaching and student proficiency. | The Berkeley Language Center offers unique resources, databases and tools to aid students in increasing proficiency in 67 languages**.** |

other universities across the country, faculty and student participation at national conferences, teacher training programs, and the excellent post-graduate placement record of UCB students. Table

* 1. summarizes these impacts and also shows the **growing impact** of IES outreach and training, indicating increases in teacher attendance in the IES teacher training program*.* ***G.2*. *Placement of students in areas of national need***: Berkeley has a solid record of placing graduates in areas of national need. Nearly all of our MA students go on to pursue further graduate study, and over two- thirds of our Ph.D. graduates enter careers in higher education (AP1). Further, on average 10% of Ph.D. students enter careers in industry, business, or government service. In 2020-2021, of UG students who graduated as ES Concentrators, 1054 (18%) pursued graduate work; 502 (8%) procured employment in the government sector and international organizations; and 500 (8%) became teachers. 7 of our IES UG fellowship recipients now attend law school (Yale and Penn), are enrolled in Ph.D. programs (UCB and U. of Stockholm), practice law (Baker and McKenzie), or work in the tech industry (Compass Lexicon and Delta Analytics). Of the 363 graduate students

who earned Masters, Professional, and Doctoral degrees with ES concentrations in 2020-21, 98 are working in higher education, 27 work in the nonprofit sector, and 149 entered business. ***ES Training Programs’ Impact on Supply of Specialists*:** Enrollment figures are provided in Table G.1 (p.25). UCB Career Center statistics report that, an average of 455 of BA recipients enter government service per year between 2019-21. This result being that, over the past 2 academic years, UCB has sent an average of 150 ES specialists per year into federal, state, and local government (AP1). IES language and area studies courses address areas of national need by teaching two priority LCTLs and covering the W. European world area and the EU. UCB supports ES language programs with its commitment to producing language specialists. UCB financial support to foreign language education has continued to increase at a time when other public institutions are cutting foreign language offerings. To that end, the BLC, which provides language laboratories and equipment to students and instructors involved in language programs, has also received steady funding increases. ***FLAS awards and national needs***: Berkeley has a strong record of placing FLAS students into positions in higher education, government, and public service (AP1). While most take jobs in higher education, 10% of Ph.D. students enter careers in industry, non- profits, business, or government service. Examples of recent FLAS graduates include careers as a journalist at the LA Times, an epidemiologist for a California county, a documentary filmmaker, and a professor at an R1 university. We attract FLAS applicants by offering training opportunities in ES, including advanced language training in all fields with a focus on recruiting applicants from the professional schools, science, and engineering who are more likely to enter government service. IES succeeded in increasing its number of FLAS applications by 32% between 2020 and 2021, and we hope for a realistic 10% measurable improvement in FLAS application rates by 2026. By offering seminars on career opportunities for those who seek foreign language skills, by expanding access to FLAS, and by creating awareness of areas of national need, we will continue to diversify

and increase the FLAS pool. We will gain precise data on the success of our efforts using the 8-year FLAS tracking survey recently implemented by IFLE. With the onset of the pandemic, all summer study programs at UCB were cancelled in 2020 and few resumed in 2021, still student interest in FLAS fellowships in particular and study abroad programs in general, remained high despite travel restrictions. ***G.3. National Needs and the Public:*** IES programs address geo-political, security, economic, environmental, and topics focusing on transatlantic relations. IES holds events on topics such as “Technology, Trade and the Transatlantic Relationship,” “European Economic Integration and Populism,” and “Innovations in River Management: Germany and the US.” IES faculty affiliates published over 150 refereed articles in 2020-2021 several of which addressed regional and national policy issues. Information is widely disseminated via our website and email list, containing over 1000 addresses. Faculty regularly contribute to national and international media. Former Core Faculty Member Janet Yellen is currently serving as the US Secretary of the Treasury and previously served as the Chairman of the Federal Reserve until 2018. Core faculty member J. Bradford DeLong is a former member of the Council of Economic Advisors, as is Core faculty member Maurice Obstfeld. IES faculty affiliate Reinhard Genzel received the 2020 Nobel Prize in Physics. Our teacher training program has a multiplier effect as teachers pass information onto their students. Our planned emphasis on “Europe and the Transatlantic Partnership” squarely addresses issues of national and international importance. ***G.4*. *Comprehensive Evaluation Plan***: Each decade, UCB undergoes accreditation by the Western Association of Schools and Colleges.

Academic depts. and interdisciplinary programs undergo regular full-scale reviews (external and internal). UCB received its last accreditation review in 2015, the review process included emphases on UG instruction and grad student training. IES undergoes a university review every 5 years with comprehensive evaluation processes. The Institute Director is reviewed at the end of a 5-year term and is continuing for a second term. IES and the other global NRCs on campus have decided to

work with Dr. Alisha Kirchoff to implement new evaluations of ORIAS activities. Kirchoff will redesign the existing survey for measuring the impact of ORIAS programs in order to capture the radius of outreach services and to retain existing and attract new participants in secondary school settings throughout the region, district, and county. Survey results will produce information addressing how to better respond to the needs of K-14 educators, more effectively introduce global studies into K-14 curriculum, and improve tracking of outcomes. IES will also undergo an external evaluation in Spring 2026. This review will be conducted by a 3-member team—including at least one member of a traditionally underserved group—consisting of two academics (one in an area studies discipline and one in European languages), and an experienced professional administrator in ES familiar with NRC programs. This team will also review data that IES collects, qualitative information such as course evaluations, departmental reviews, information gleaned from faculty and student interviews, and observations of classroom teaching and organized research activities. The evaluators will be charged with developing an outcome-oriented assessment supported by measurable data. ***Recent Evaluations and Program Improvement****:* With the pandemic, ES graduate students expressed a strong interest in building their international networks with other doctoral students and scholars virtually and troubleshooting with international peers the challenges of conducting graduate research while under lockdown. In response to this feedback, IES began in Fall 2020 and again in Fall 2021 to support virtual workshops organized by graduate students on topics such as “Networking, Jobs and Postdocs in the (post) Covid Era” and “Communicating Your

Research to the Public” with peers from around the world including Montreal, Haifa and Cambridge universities. Similarly, in response to undergraduate and graduate student demand for greater professionalization in non-academic career paths, we propose several new career workshops (Crit.

H, p. 33, Crit. I, p.44) for FLAS students specifically and ES students more broadly in 2022-2026. Our most recent external review in 2018 external review also recommended that we facilitate closer

ties between undergraduate and graduate students and IES visiting scholars. In response to the review, in 2020 and 2021 we integrated visiting scholars as paper discussants for the annual graduate conference; invited visiting scholars to present work in progress at meetings of the IES grad. student working groups on German History in 2018-2022; and organized monthly sessions with IES visiting scholars for undergraduate research apprentices interested in working abroad in Europe after graduation. Our next external review is planned for Spring 2022. ***G.5*. *Equal Access***: UCB prohibits discrimination on the basis of race, color, national origin, religion, sex, gender identity, pregnancy /childbirth, disability, age, medical condition, ancestry, marital status, citizenship, sexual orientation, or status as a veteran. The policy covers student admission, access, and treatment in its programs and activities. UCB ensures equal access and treatment for all eligible participants to its programs. This includes special attention to members of underrepresented groups. All campus buildings housing European programs are accessible to persons with disabilities. IES has active outreach programs with regard to admittance, matriculation and hiring of students, and

use of university resources. Center for Portuguese Studies Exec. Director Pinheiro advises UCB students of Portuguese descent,

In 2021, *Forbes Magazine Report* ranked UCB #1 in the

U.S., a first for a public university

most of whom are from low-income California communities. IES Faculty Director Dewulf works with low-income students through his mentorship of the undergraduate research apprentices’ program in ES supported by IES. Consideration of financial need is included in the evaluation of all FLAS applications. IES makes arrangements for the blind or hearing impaired by taping events for later transcription or providing sign language interpretation. The IES website conforms to ADA standards for computer-assisted voice access for the visually-impaired. UCB has a diverse student body and provides strong support to low-income students. See GEPA statement attached.

1. **Outreach Activities:** IES’ key outreach programs strengthen teacher training at all levels.

Collaborative K-14 outreach activities with the 7 other UCB NRCs are coordinated by ORIAS

(AP2, CPP1). In 2020-21, ORIAS worked with 495 K-12 teachers and CC instructors, reaching over 75,000 students. Of these CC instructor participants came from 32 community college districts, the majority of

**UCB Global Presence**: #1 producer of Peace Corps volunteers with more than 3700 Peace Corps volunteers since 1961; 19th in Fulbright students (2020)

which were MSIs. K-12 teacher participants came from over 200 schools in California, representing 35 school districts, as well as from 24 states outside California. ***H.1a. Outreach to Elementary and Secondary Schools***. ORIAS offers an annual Summer Institute for K-12 Teachers (AP2) at no charge. Participants earn professional development credit. Over 1100 teachers have participated since the program’s inception in 1996. The day-long program for 35 teachers combines faculty lectures, introductions to online resources, and guided work sessions for collaborative curriculum development. The resulting materials for this and all previous institutes have been placed on the ORIAS website for curriculum development use free of charge. ORIAS also provides professional and curricular development for K-12 teachers through both World History Book Groups and Study Groups conducted in partner-ship with the non-profit organization Humanities West (HW), whose public programs focus primarily on Europe and include programs such as “Islamic Spain:

Classicism and the Caliphate” and “Etruscan Italy: Life and Afterlife.” Study groups are ongoing and involve university scholars. Teachers share resources and work collaboratively on classroom materials with ORIAS staff. In addition to joint efforts, **IES holds two annual and semi-annual educator workshops** devoted specifically to ES for K-12 instructors from all over California: 1) The semi-annual Portuguese Language Teacher Training Conference is organized in collaboration with the Portuguese Camões Institute and the Luso-American Education Foundation. These are the only training conferences in California for K-16 teachers of Portuguese language and Lusophone culture. During the pandemic this programming was replaced with online programming over Zoom, including four workshops co-sponsored by Camões IP in Fall 2021 alone with over 100 attendees.

2) IES’ JMCE hosts an annual Educator Workshop, which offers California K-14 educators a full

day of lecture and discussion sessions led by UCB scholars on a wide array of topics relating to EU policy-making, law and business. ORIAS will continue its World History Reading Groups and

Humanities West Teacher Working Groups throughout each year of the grant period. The NRCs

together will continue their partnership with the UCB California History and Social Science Project (CHSSP) (AP2, CPP1) to fund professional development workshops for high school teachers, thereby enhancing IES’ outreach to teachers. IES will continue its partnership with UCB’s largest teacher training program, CHSSP, to train teachers in ES subject matter consistent with state standards. During 2018-2022, CHSSP assembled 8 CC instructors to create 16 online instructional units, as well as two semesters of World History course curriculums to be submitted to the California Online Exchange. The first semester of the World History course has already been adopted by Bakersfield Community College and the second course is on track to be taught and submitted by Fall 2022. For 2022-2026, CHSSP will create **source sets** as a **new activity**. Source sets are easy to use resources for world history teachers and will include an inquiry question, a set of primary sources, and a learning strategy designed to encourage critical inquiry of existing narratives and center voice and experiences of traditionally marginalized or invisibilized historical actors. Source sets will be created for three grades (6th, 7th and 10th grade) and one set per grade will focus on Western Europe. In addition, as California has endorsed environmental literacy principles for K-12 education, CHSSP will also develop source sets for world history teachers that provide specific examples of how to integrate discussions of humans in relationship to the rest of nature into their study of the past. (See Crit. I, p. 44-45). ***Outreach to K-12 Students***. IES also provides workshops and mentoring for HS students. Through CPS, IES recruits underserved students in HS throughout California to apply to UCB. IES-CPS holds “Portuguese Youth Day” when heritage Lusophone speakers come to UCB for a day of cultural events and prep for writing a college application. ***H.1b. Outreach to Postsecondary Institutions***. **Three Programs for UGs**: IES

supports the annual Claremont-UC UG Research Conference on the EU held at Scripps College. Selecting over 50 students annually from across the nation, the conference deepens UG student understanding of ES topics. During the pandemic, the conference moved online. The best papers

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| ***Table H.1* IES K-12 Teacher/Student Outreach (Continuing Activities)** | | |
| **Program** | **Impact** | **Involvement** |
| *Portuguese Youth Day (students)* | R(egional) | F(aculty) |
| *Recruitment Travel to High Schools (students)* | R | F |
| *Annual Portuguese Teacher Training Conference (teachers)* | R,  N(ational) | F |
| *EU Educator Workshop* | R | F |

from each conference are featured in a journal: “The Claremont-UC Undergraduate

Research Conference on the European Union.” UG authors of the top three conference papers win a four-day study tour to EU institutions in Brussels, featuring lectures by EU experts and discussions with EU officials. As detailed further below (Crit. I, 44), IES prepares underserved CC students for study at UCB via its research fellowships for CC students (CC overseas research fellow; CC student Research Fellow, Budget 6.7.c) and mentoring CC/MSI students submitting papers to the Claremont-UC UG research conference on the EU and the new workshops for careers in sectors of national need for UG studying ES. The UCB UG career events will be organized by IES under- graduate research apprentices (URAPs). IES URAPs have piloted similar events by inviting IES visiting scholars to host bi-weekly professionalization meetings where URAP students learn about and discuss the speakers’ international careers and academic research. The Fall 2021 lineup included Anni Hellman (EU Commission), Claudia Lillge (FU Berlin), Franziska Disslbacher (WU Vienna), Johan Goetsche-Astrup (Aarhus University) and Robin Buller (German Historical Institute). URAP students are well connected to other student groups on campus and act as peer-to- peer ambassadors to fellow students and are critical to IES’ outreach program. **Three Programs for Grad. Students**: IES opens competition for its grad. student research grants to all UC campuses. In Spring 2021, the Graduate conference theme was “Dissonant Echoes of History: Contested and Divided Memory in 21st Century Europe” and featured participants from University College London, Ohio State University, Queens University Belfast and a keynote by Professor Peo Hansen

from Linkoping University in Sweden. For 2022-2026, in response to graduate student interest in professionalization training, IES will create a new annual Berkeley-Chapel Hill Graduate Student Careers workshop that will introduce ES graduate students to alumni from both universities who have careers in areas of national need outside of the academia. With Title VI funding, IES also plans to offer a stipend to a FLAS fellow to attend a non-academic careers conference off campus. In addition, IES supports two graduate student working groups: *Der Kreis* for students interested in German and European history, and the European Politics working group. These working groups serve as a forum for students in the D.E. and other ES degrees and facilitate outreach across disciplines and across campuses nation-wide; invited speakers for these groups came from Yale University, University of Tennessee at Knoxville and the University of Vienna in 2020-21. **For Instructors:** Faculty from national and international post-secondary institutions will continue to attend IES events, and are invited speakers at those events. IES originated research is advertised widely in academic circles around the nation, through its listserv, working papers, books and articles. **For Faculty and Students**: IES-CPS supports an annual summer study abroad program

in Portugal which includes Portuguese language study. CC students also have the opportunity to conduct research projects under the mentorship of scholars leading this program. It is a cooperative effort between IES-CPS, BCC and five Portuguese universities. It is open to all post-secondary students and K-14 teachers and is taught by university faculty (AP1, CPP1). While this program was suspended during the pandemic, CPS plans to resume this summer program in 2022.

Continuing post-secondary programs are summarized in Table H.3. ***H.1.c. Business Media, General Public. Business***: IES has strong ties to business and policy communities through the Bellagio Group of G-10—which focuses on global financial issues—deputy finance ministers and central bank governors, under the direction of former IES Director and current faculty affiliate Eichengreen. IES also reaches the business community with its cooperation launched in 2018 with

the California Chamber of Commerce (App. IV), a leading entrepreneurial organization, to bring speakers with expertise on the impact of European political developments such as Brexit on European industry and European investment in California.

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| **Table H.2 IES Post-Secondary Outreach** | | |
| ***Program*** | Impact | Involves |
| *E-mail listserv (Teachers)* | R |  |
| *IES Events open to post-secondary (Instructors and Students)* | R, N | Faculty, Students |
| *IES Working Paper (WP) Series (Teachers and Students)* | R, N | Faculty |
| *Annual UG EU Conferences at Claremont and UCB (Students)* | R, N | Faculty |
| *Undergraduate workshops on careers in areas of*  *national need including non-profits, government and industry* | R, N | Students |
| *Annual UCB-Chapel Hill Graduate Student Careers Workshop* | R, N | Faculty, Students |
| *IES Graduate fellowships* | R, | Students |
| *Stipend for FLAS fellows to attend non-academic professional conference off campus* | R, N | Faculty, Students |
| *Community College Berkeley Research Fellowship for CC students to conduct research at Berkeley* | R | Faculty, students |
| *Community College Overseas Research Student Fellowship Program- faculty mentoring for prospective CC transfers to UCB via research abroad* | R | Faculty, Students |
| **Joint NRC Post-Secondary Outreach** | | |
| *CC instructor workshops (CC faculty)(Climate Adaptation and Technical Colleges* | R | Faculty |
| *Working Groups (Economics and Climate Change)* | R | Faculty |

IES leveraged its previous NRC grant to secure a

Getting to Know Europe Grant for programming targeted towards business, government and young professional audiences in 2017-19. In 2017-18, IES partnered with the World Affairs Councils of San Francisco, Los Angeles and Sacramento to organize a number of events on Brexit and its impact on California as well as on Global Careers in the EU featuring the San Francisco Consuls General of France, Germany, Portugal and Romania. Since IES has the ambition to disseminate ES knowledge in the Western US, IES has partnered with UT-Austin to support ES programming for business at the Texas-EU Business Summit (2018, 2019) and at the innovation festival, South by Southwest (SXSW). IES has also expanded its outreach to business by organizing events featuring the expertise of EU fellows in residence. For example, 2018-2019 EU Fellow Jekaterina Novikova, Innovation Policy Coordinator for the EU commission and Directorate General for Research and Innovation, held an event on pathways from laboratory research to market entry. 2021-2022 EU fellow Anni Hellman has an event planned on misinformation on digital platforms planned for April

2022. The above events involved faculty from UCB Haas Business School, the Goldman School of Public Policy, the Departments of Political Science, Economics and Environmental Sciences in addition to policy makers and business representatives from Silicon Valley. ***Media***: Many IES events attract a large audience and receive extensive media coverage, and while the ongoing pandemic has greatly limited in-person events, it has also expanded IES’ ability to reach larger audiences online. Dewulf’s analysis of the Dutch election (March 2021) garnered 369 views, while a conversation in German with Japanese-German writer Yoko Tawada (April 2021) received 332 views and Black Swedish writer Jason “Timbuktu” Diakite’s book discussion with Professor Small (April 2020) received a whopping 923 views. ***General Public***: IES and its constituent Centers host over 100 events annually. The Center for Portuguese Studies was able to sponsor one teacher- training conference in Spring 2020. In the pandemic shift to virtual CPS was holding regular online workshops through its collaboration with the Camões Institute in Fall 2021. As of 2017, IES houses a prestigious branch of the German Historical Institute in Washington, D.C. and over the past five years, IES and GHI have collaborated on several events, increasing both the reach and scope of shared programming. The IES newsletters are posted on IES’ website and distributed electronically. IES’ website and social media accounts provide links to its research, outreach and grant activities. Since 2014, the IES blog reports on most events and event updates are posted on Twitter and Facebook, which received 72,728 impressions and reached 3,834 people respectively in 2020-21.

IES also features its lectures on the IES YouTube channel, which received 12,164 views in 2020- 2021 and 49,007 views total since its 2017 launch. These numbers have all grown substantially over the last four years. **H. FLAS Awardee Selection Procedures: *H.1. Selection Plan*** entails that IES

will advertise and promote FLAS jointly with the Graduate Fellowship office via flyers, paid ads in campus newspapers, the IES newsletter, IES annual report, school brochures, electronic mailing lists and the IES website (over 108,000 page views between May 2020-August 2021). IES actively

encourages applications from professional school students. IES also emphasizes the recruitment of minority FLAS applicants by reaching out to minority-serving institutions and associations at the university such as the Centers for Educational Equity and Excellence. Information on FLAS is part of the grad. admission application, and upon notification of acceptance to UCB, grad. students are automatically notified of the FLAS program by their departments or schools. ***Timing of Process***: The selection process for FLAS begins in the late fall when the IES Director appoints the FLAS committee. Table H.1 displays an outline of key dates. ***Awards in Priority Areas***: We have crafted a plan to respond to FLAS CPP1 (to award fellowships with consideration of financial need while showing potential for high academic achievement). The process of making those awards is described below. ***How students apply***: The FLAS selection process for all NRCs at Berkeley is managed by each world area NRC, with clear instructions for potential applicants posted on the Graduate Division and dept. websites. New students apply in conjunction with general admission;

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| ***Table H.1* Steps in FLAS Process** | **Dates** |
| IEAS nominates faculty review committee | November |
| Advertise thru email & website, listserv, news | Nov.-Jan. |
| Joint informational workshop by all area units Title VI center staff | December, week. |
| Application deadlines, AY & summer | Late Jan. |
| Faculty committee review of applications | Feb 10-Mar 1 |
| Academic year and summer award notifications | Mid-Late Mar. |
| Seek necessary approvals from IEPS for travel study awards | April-May |
| Graduate Div. submits FLAS reports to IRIS | September 1 |

continuing students apply at the relevant world area studies center. Application forms are available online and each center fields questions from students and advisers by email and phone.

All FLAS applicants will be required to complete the FAFSA form for federal assistance, and will be informed in the application materials that financial need is now a competitive priority for FLAS funding. Demand for ES FLAS fellowships has traditionally been high at UCB and we have requested funding for 8 AY awards and 5 summer grants annually in 2022-2026 (FLAS budget).

The UCB Graduate Division covers resident tuition and fees in excess of any tuition allowance provided and also pays non-resident tuition fees for first year students. In 2021-2022, UCB spent

$75,602 to cover tuition and fees in excess of tuition. ***Fellowship Selection***: IES creates a 4-member FLAS jury selected by the Director and approved by the Graduate Division; the goal is wide representation of UCB faculty in all schools, depts., and a Librarian specializing in ES. The jury includes at least one representative of a traditionally under-represented group. Representation for LCTLs and Portuguese and Turkish language is desired. This jury assesses the academic year and summer files for merit and consistency with FLAS criteria. Each member of the jury considers FLAS applications individually by reviewing transcripts, letters of reference, GRE scores, previous language coursework and achievement, and overall language proficiency and aptitude. The jury also considers IES’ commitment to allot at least **25%** of awards to the priority languages of Portuguese and Turkish (FLAS CPP2). A description of the applicant’s academic goals and the specific nature, purpose, and anticipated outcome of the proposed FLAS fellowship is reviewed. The jury convenes in early February to review the rules and priorities and the selection criteria governing FLAS. Jury members are briefed by the NRC director on the FLAS selection rules and announced priorities.

After ranking the proposals in February according to the three-step process described below, committee members reconvene in late February to finalize the AY and Summer FLAS rankings. IES then coordinates with departments and the Graduate Division to issue award letters and provide top-off grants to new applicants. The campus pays tuition for out-of-state FLAS recipients. Students are notified of their status by late March; those waitlisted are notified through the spring and summer when awards become available. Applicants must be US citizens or permanent residents, possess superior academic abilities and (non-native) proficiency past the second-year level, and must combine the study of a modern language with area studies. **I. Program Planning and Budget**

**(NRC)**: IES at UCB seeks funding from the U.S. Department of Education for activities under the

rubric of its research, outreach and teacher training program in ES for 2022-2026, “Europe and the Transatlantic Partnership.” With the foundational successes of the “Global Europe” program

achieved with its 2018-2022 National Resource Center (NRC) grant, IES proposes to expand and diffuse knowledge of ES by inviting the next generation of students and scholars to grapple with diverse perspectives on Europe’s role in the transatlantic relationship in order to develop the capacity for understanding and engaging with diverse perspectives on challenges to and opportunities for global and transatlantic dialogue. **I.1. *Timeline to Demonstrate Strengthening of Program:*** The timeframe for implementing goals can be found in Table I.1, Institute of European Studies Program Development Timeline. ***Resources and Personnel are Used Effectively***: Close relations with Depts., other NRCs, prof. schools, community organizations and the media provide IES with ample support to effectively coordinate the use of NRC resources (Crit. H, p35). IES nurtures the growth of ES at UCB by providing funds to areas of priority or need. Needs identified by IES faculty and the Exec. and Steering Committees are fused with specified NRC goals by the IES Director (Crit. E, p21). NRC program and financial management is under the control of the IES Director, Associate Director, financial manager, and assigned grants analyst who works under

UCB’s Campus Shared Services umbrella, with oversight from the VCRO. UCB’s Sponsored Projects Office and Office of Extramural Accounting oversee the allocation of funds; the Graduate Division manages fellowship funds. Librarians managing ES collections are overseen by the Main Library*.*

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| *Table I.1: INSTITUTE OF EUROPEAN STUDIES PROGRAM DEVELOPMENT TIMELINE, FY 2022-2026*  \*Conferences/Workshops, Designated Emphasis, Other activities ongoing | | |
| *Activities* | 2022-23 2023-24 2024-25 2025-26 | *ES Program strengthened by* |
| *Europe and the Transatlantic Partnership* | * Public Health Challenges   *1 conference, 4 lectures*   * NATO and European Security   *1 workshops, 3 lectures*   * Climate Change and the Green Economy   *2 workshop, 4 lectures*   * The European Economy Post Brexit | Enhance knowledge of ES; disseminate research findings to wider community, integrate diverse perspectives on ES (AP1) |

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|  | *1* w*orkshop, 3 lectures*   * Borders, Migration and Refugees   *3* conferences*, 4 lectures*   * Privacy and Consumer Citizenship in the Digital Era   *1* w*orkshop, 2 lectures*   * Social equality, Racism and Europe’s Colonial Legacy   *2 conferences, 2 lectures* | | *Research & Outreach* |
| *Graduate and Undergraduate Student Programs/ES Designated Emphasis* | * Admit new students * Establish new partnerships with other ES centers in the US and globally; expand existing partnerships (i.e. Haifa, Israel; Porto Alegre, Brazil) * Establish exchange agreements with those centers * Annual Berkeley-Chapel Hill Graduate Student Careers Workshop * Annual UCB campus career panel series organized jointly with UCB Career Center/Other NRCs/Graduate division * Stipend for FLAS fellow to participate in non-academic professional conference off campus * Support for undergraduate workshops on careers in areas of national need including non-profits, government and industry | | Generate more ES specialists, teachers with diverse perspectives (AP1)  *ES Training Options* |
| *LCTLs* | * Expand study of LCTLs to underserved students through student research fellowships in partner- ship with CCs and MSIs * Improve courses launched in 2014-15 (e.g. Turkish, Catalan) * Support Advanced/ Graduate-level LCTLs, particularly Portuguese and Turkish, also Greek, Modern Irish | * Support lecturer salary (1.22- 2.94months) to teach Advanced Turkish * Support LCTL Instructor Training through pedagogy workshops/conferences; annual lecture featuring HBCU/HSI/Tribal College faculty; foreign language teacher travel grants | Augment the supply of LCTL teachers and researchers fluent in LCTLs to meet national needs (AP1, CPP1) |
| *Library Support* | * Support for acquisition of “Europe and the Transatlantic Partnership” materials in:   + *Best Practices EU-US*   + *EU Foreign Policy*   + *Transatlantic Trade* | * Support for acquisition and cataloguing of materials in LCTLs | Increase library collections related to “Europe and the Transatlantic Relationship,” LCTLs  *Strength of Library* |
| *K-12 Educator Training* | *Continuing Activities*:   * UCB’s NRC ORIAS   + Summer Institutes   + World History Reading Groups   + Humanities West Teacher Working Groups | *New Activities*:   * Create source sets in partnership with GSE’s CHSSP * Organize working groups for teachers * TIPPS (Topics in International Politics Studies) for high school teachers | Boost the national supply of K-12 teachers of ES and strengthen first teacher credentialing program in Portuguese in CA  (AP1, AP2) |

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|  | * IES programs for HS teachers seeking cre- dentials for Portuguese * CHSSP working groups in global history, course outlines, workshops | * Meal Maps (integrating foodways in history, culture and politics) lesson plans * The Other Europe lesson plans |  |
| *Higher Education/MSI Collaboration* | *Continuing Activities*: w/ CCs and MSIs   * Support Brussels Study Tour and research abroad for CC/MSI   faculty/students   * Expand ORIAS Speakers’ Bureau * ORIAS summer institutes for CC teachers | *New Activities*:   * Fellowship for instructors in technical colleges to develop courses on climate adaptation * Economics and Climate Change Working group | Integrate global dimension at local and state CC/ MSIs and CC/MSI students into UCB ES  (AP1, CPP1) |

**I.2. *Major Activities for Which We Seek Funding****.* **1. Research workshops, colloquia, symposia, public conferences, and lectures**. In collaboration with IES’ thirteen country and regional programs, the Jean Monnet Center of Excellence in EU Studies (JMCE), other global area NRCs, and a wide range of research and teaching units at UCB, IES will engage interdisciplinary faculty clusters to expand and diffuse knowledge of ES as it pertains to seven themes of “Europe and the Transatlantic Partnership.” The cluster on ***Public Health Challenges*** assesses European and US cooperation in the creation of a new international public health architecture to combat the next pandemic. The second focuses on ***NATO and European Security*** to study how the security alliance responds to new threats posed by a resurgent Russia*.* A third focuses on ***Climate Change and the Green Economy*** in order to examine how governments, firms and workers approach climate change on both sides of the Atlantic. The fourth, ***The European Economy Post-Brexit***, will address changes in trade within Europe, across the Atlantic and globally in light of Brexit. The fifth, ***Borders, Migration and Refugees*** will examine current and future flows of migration to Europe and the US and its impact on culture, society and politics. The sixth theme, ***Privacy and Consumer Citizenship in the Digital Era*** will examine the growth of EU digital regulatory authority as a

possible governance model in California, the US and globally for digital consumer protection and citizenship. The seventh theme, ***Social Equality, Racism and Europe’s Colonial Legacy*** looks at the transnational entanglements of past empires led by individual European nations and imperial continuities with contemporary issues of racism, discrimination and social exclusion. Funds devoted to activities connected to these themes will support research, undergraduate (UG) education through participation in the Claremont-UC ES conference and career workshops for ES undergraduates, professional development workshops and conferences for teachers, the wide diffusion of research findings and the use of these materials in teacher training, strengthening ES at UCB among K-12 teachers and at the Peralta Colleges, a Community College (CC) and Minority Serving Institution (MSI). We will use NRC resources effectively by leveraging them through joint funding and outreach with UCB professional schools, external and internal NRCs, and multiple UCB Depts. Table I.1 lists activities in these clusters in more detail:

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| ***Table I.2.*** | | | |
| ***Europe and the Transatlantic Partnership*** | Conferences and Workshops | Personnel | Joint Funding |
| ***Research and Activity Cluster*** | | | |
| ***Public Health Challenges*** | Migration, Health and Social Difference in Germany, Europe and Beyond (Yr. 1)  Jean Monnet in the US Network Annual Lecture Series: Global Health Challenges for the EU and US (Yr. 2-.4) | S. Holmes  A. Newsome  J. Dewulf | Society and Environment and Medical Anthropology; Berkeley JMCE; UNC Chapel Hill JMCE, University of Pittsburgh JMCE, University of Seattle, Washington JMCE |
| ***NATO and European Security*** | Hawks, Doves and Foreign Responses to Cooperation (Yr. 1-2); NATO, EU and US responses to Russia and the Ukraine Crisis in historical context (Yr. 1-3), Turkey and NATO (Yr. 4) | M. Mattes  D. Sargent  C. Tughal | Political Science; Goldman School of Public Policy, History, Inland University Norway, Berkley Sociology |

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| ***Climate Change and the Green Economy*** | Understanding Wildfires in the EU and US (Yr. 1- Yr. 2); Industrial Policy and Decarbonization (Yr. 3); The Global Rise of Green Growth (Yr. 4.) | P. Bosselmann  J. Meckling | City and Regional Planning, Energy and Environmental Policy |
| ***The European Economy Post- Brexit*** | The Euro and European Banking after Brexit (Yr. 1.-Yr 2.) Targeting Money-Laundering and Corruption: the EU and US in Comparison (Yr. 2.-Yr. 4) | P. Gourinchas  B. Eichengreen  S. Gadinis | Economics, Political Science, Law; University of Oxford, House of Finance, Frankfurt |
| ***Borders, Migration and Refugees*** | Transit and Multicultural Germany Project (Yr. 1- 4), Comparing European and US models for Refugee Responsibility Sharing and Responsibility Dumping (Yr. 1-3), Immigration policy in North America, Europe and East Asia (Yr. 1-4); Experiences of Immigrant Communities During and After Covid (Yr. 2-3) | D. Göktürk  K. Linos  I. Bloemraad  K. Um | German Law Sociology  Ethnic Studies, Sciences Po |
| ***Privacy and Consumer Citizenship in the Digital Era*** | Identity, Technologies of Governance and Border Surveillance (Yr. 1-Yr.3) Competing Regulatory Models in Privacy-the EU and the US (Yr. 2- Yr.4) | M. Bevir  K. Linos | Political Science, University of Gothenburg, University of Chicago, Center for Long-term Cyber Security, School of Information, Berkeley Law |
| ***Social Equality, Racism and Europe’s Colonial Legacy*** | Colonialism, the Transatlantic Slave Trade and the Kingdom of Denmark-Norway (Yr. 1-Yr.4); Comparing Sexuality and Colonialism in Europe (Yr. 1- Yr. 2); EU Antidiscrimination Policy and Systemic Racism (Yr. 2-4) | S. Small  P. Baochetta  D. Oppenheimer | African American and African Diaspora Studies, Gender and Womens’ Studies, Law, American University, Central European University |

**2. Activities to increase enrollment in Less Commonly Taught Languages (LCTLs)**. UCB’s Spanish, French, Italian, and German course offerings are highly developed, sustainable, and have long been an important national resource. Thanks to federal funding for our LCTLs, UCB is also one of the few universities in the nation offering a Ph.D. program in Celtic Studies, Portuguese Studies, Scandinavian Studies and Dutch Studies. The Language Departments (Depts.) support many European LCTLs. Therefore, in addition to support for Catalan, we request funding to increase the importance of UCB’s language program on the basis of four goals: a) **expanding the**

**study LCTLs to underserved students** by building partnerships with CCs and MSIs (Peralta

Colleges). Considering the increasing importance of Portuguese globally and the large presence of underserved Portuguese-speaking minorities in California, we are requesting funding for students from these CCs and MSIs to complete supervised research projects as participants in the annual Center for Portuguese Studies (CPS) Study Abroad Programs (CPP1) and with Berkeley faculty as **CC student research fellows**; b) **strengthening the foundation of LCTLs** at UCB, particularly for languages rarely taught at other U.S. universities. We request funding for Depts. to improve courses for new LCTLs, e.g. Modern Greek, Modern Welsh, Modern Irish c) **increasing enrollment by creating advanced courses in LCTLs**. While we will continue to stimulate undergraduate enrollment in LCTLs through new media and the employment of UGs as IES and LCTL peer ambassadors, we also request funding to provide **foreign language teacher travel grants**. These grants will stimulate language depts. to improve pedagogy and enhance outreach to diverse students for courses that privilege reading knowledge and new teaching methodologies in LCTLs. Faculty report that grad. students increasingly turn to government service as an alternative to teaching when they finish their studies; their mastery of a LCTL, particularly Portuguese and Turkish, increases the pool of language experts to meet national needs. Given the steady interest of UCB students in taking Beginning Turkish, currently already supported by the Dept. of Near Eastern Studies (NES), and the Advanced Turkish course launched by IES in 2014, IES will continue **Advanced Turkish at UCB**. Straddling both the European and Asian continents, Turkish is a strategic language of national need with inadequate coverage in the US. We will jointly support Advanced Turkish with NES because it is the language of an EU candidate country, a member of NATO, and a crucial nation for the EU’s immigration policy. Turkish is an official language of the Republic of Cyprus and a minority language in several W. European nations (Germany alone counts about 3 million Turkish speakers). IES is well positioned to support training in Turkish. IES’ role in supporting the interdisciplinary Berkeley International Migration Initiative (BIMI) led by UCB

sociologist Irene Bloemraad and Deniz Göktürk’s “Multicultural Europe Project” on immigration and integration housed at the Dept. of German, which give special attention to German-Turkish relations from a sociological, cultural and linguistic perspective. The UCB Library has a strong collection of Turkish materials, (Crit. F, p.23). We request funding for a partial lecturer salary starting in AY 2022-23 (1.22-2.88 months) to teach advanced Turkish, which was successful in attracting students between 2018-2022 at UCB. Lastly, we will d) **enhance the pedagogical skills of LCTL instructors** by supporting an annual lecture series at the Berkeley Language Center on European languages featuring faculty from an HSI, HBCU or Tribal College on innovations in teaching LCTLs, Portuguese or Turkish to diverse student bodies. (AP1, CP1). **3. Expansion of a Designated Emphasis (DE) in ES** for Ph.D. students designed in 2014 and launched in 2015 to increase enrollment in ES and build new cohorts of European experts at UCB in 2022-2026. Table

I.2 details the timeline for its implementation through 2026. DE Students form a grad student seminar and are required to write their dissertation on a Europe-related topic, become fluent in 2 European languages other than English, and spend a year conducting research in Europe, for which IES will offer fellowships on a competitive basis. We propose **new opportunities** for greater professionalization of D.E. students in areas of national need by supporting an annual **Berkeley- Chapel Hill Graduate Student Careers Workshop**. Based on their interest, IES will connect UCB and UNC graduate students to potential speakers at the California Chamber of Commerce (App. IV), Google, Salesforce, the World Affairs Council, California State Government agencies including the Secretary of State, and non-profits such as the Hewlett Foundation and Policy

Link. CES at UNC will connect to think tanks such as the Atlantic Council, German Marshall Fund, AICGS, and the Research Triangle Institute as well as the Pentagon, US Department of State, the US Chamber of Commerce. D.E. students will thus broaden their networks to include UNC alumni in government, business and non-profit sectors. Currently, UCB is one of the few universities in the

world to have an ES degree at the Ph.D. level and provide a supply of new ES experts to serve national needs. **4. Library Support.** Acquisition funds are critical to the library because of the increasing availability of new materials in emerging areas of interest in “Europe and the Trans- atlantic Partnership” and its 7 themes discussed earlier in this section. We also request support for the **acquisition and cataloguing of books and digital materials in LCTLs**, particularly Portuguese and Turkish. **5. Training K-12 Educators--Continuing activities**. The Berkeley NRCs have planned joint Summer Institutes with the UCB Office of Resources for International and Area Studies (ORIAS) for the next four years. These will target the K-12 teaching community and take into consideration new Common Core standards with themes aligned around Global Studies (AP2, CPP1). Future topics planned for the summer institutes are, “Global Climate Change Beyond the Science Classroom” (2023), “Envisioning the Future: Speculative Fiction from Around the World,” (2024), “Climate and Migration” (2025), and “Infrastructure and Society” (2026). ORIAS will continue its World History Reading Groups and Humanities West Teacher Working Groups

throughout each year of the grant period (AP2, CPP1). IES will hold its **Portuguese Language Teachers’ Workshops**, and the **Brussels Study Tour** for high school and community college instructors. We request NRC funds to support the organizing of these workshops and the attendance of 1 CC/MSI instructor at the annual Brussels study tour (see section below). Two K-12 training projects successfully launched in 2014 that we plan to continue in 2022-2026, respond to CPP1.

First, the NRCs together will continue their partnership with the UCB California History and Social Science Project (CHSSP) to fund professional development workshops for high school teachers (CPP1). While UCB, by design of the California Master Plan, does not credential teachers through the GSE, we will partner with its largest teacher training program, CHSSP, to train teachers in international subject matter consistent with state standards (AP2). In 2020, CHSSP was not able to hold a traditional summer workshop with teachers, instead it shifted its support to social media,

online learning and website development. CHSSP shared the course outline it developed by 7th grade teachers via a twitter thread which received nearly 1,500 impressions and more than 150 engagements. CHSSP and ORIAS partnered to create a student journaling assignment with a virtual lecture on bubonic plague attended by 58 educators. CHSSP also created a webpage for 6th grade teachers and parents quarantined at home with 6th graders that has been viewed 190 times. In 2021, CHSSP also partnered with UCLA on a two day program that utilized the course maps developed by the 7th grade working group, and convened virtual working groups of 10th grade teachers to draft and develop the 10th grade course map to be completed in the final year of the grant. Drawing from lessons learned during the still unfolding pandemic, in 2022-2026, CHSSP proposes **source sets** as a new activity. Source sets are easy to use resources for world history teachers that will include an inquiry question, a set of primary sources, and a learning strategy. The materials would encourage critical inquiry of existing narratives and center voice and experiences of traditionally marginalized historical actors. Source sets will be created for three grades (6th, 7th and 10th grade) and one set per grade will focus on Western Europe. In addition, as California has endorsed environmental literacy principles for K-12 education, CHSSP will also develop source sets for world history teachers that provide specific examples of how to integrate discussions of humans in relationship to the rest of nature into their study of the past. These source sets will reinforce globalizing this initiative by world region including Western Europe and in connection to the ancient, medieval and modern world. IES will also continue support teachers attending the semi-annual Portuguese Language Teachers’ Training Conference (AP2, CPP1), organized by Dr. Duarte Pinheiro, our Executive Director of the Center for Portuguese Studies. **New activities:** Together with ORIAS and the other global NRCs at UCB, IES will launch several new activities for K-14 teachers (AP2, CPP1). The AP Comparative Government curriculum taught across US high schools strongly aligns with IES’ Title VI goals of internationalizing US education and preparing students for internationally-focused

higher education and careers. However, as one of the smaller AP programs, its teachers lack relevant professional learning options. The teacher-initiated **TIPSS Program (Today in International Politics Speaker Series)** addresses this need by providing professional learning to this nationwide teacher-community. In the 2022-2026 grant cycle, 27 area studies centers from 15 universities will partner to continue to provide 54 speakers to the TIPSS program each year and will provide up to 30 stipends each year for educators that attend the TIPSS program to work together to create new comparative curriculum modules and lessons. These lessons will be compiled over the course of the grant cycle, peer-reviewed, and posted online to our website. IES requests funds to support 1 subject matter expert per year, 2 teacher stipends per year for curricular development and to support the facilitation of TIPSS sessions and weekly teacher discussion sessions, website maintenance and overall program coordination. **Economics and Climate Change Working Group:** ORIAS will create a set of 5 lessons appropriate for AP Economics or introductory economics courses at the community college level that use climate change-related issues to illustrate and interrogate common concepts from economics curricula. The project team would be comprised of the ORIAS program coordinator, 6 teachers from high schools and community colleges, and at least one scholar expert who can guide their learning and research. The lesson materials would be published on the ORIAS website and shared at National Council of the Social Studies conference in either a booth or presentation. **The Other Europe Working Group**: ORIAS would produce 5 lessons for 7th/10th grade world history courses or high school global studies (AP2). Lessons would re-examine common existing topics in World History courses and would be specifically designed to replace (rather than supplement) existing lessons in a way that would help students develop a more cohesive understanding of historical developments in Europe over the longue durée. The project team would be comprised of the ORIAS program coordinator, 5 teachers from different middle/high schools, and at least one scholar expert who can guide their learning and research. The lesson

materials would be published on the ORIAS website and shared at National Council of the Social Studies (NCSS) conference. **Meal Maps:** ORIAS will produce one "meal map" for each region (AP2). Each map would begin with a representative meal from a region and trace the path of food products, labor, and technology through space and time to make that meal possible. For example, chicken tamales with mole sauce from Mexico would incorporate food products from the Americas, the Middle East, and Southeast Asia plus movements of labor and technology including the Islamic conquest of the Iberian Peninsula, the Spanish empire in the Americas, the Atlantic Slave Trade, and Spanish trade across the Pacific. Each meal map would include a visual map accompanied by an audio interview with a food historian. Maps and audio stories will be shared on the ORIAS website and at NCSS. **6. Outreach to Higher Education—Partnerships with CCs, MSIs, and training for underserved students at UCB**. Thanks to positive evaluations and growing enrollment, the **ORIAS Summer Institutes** and **World History Curriculum workshops for CC instructors** will continue for 2022-26. The ties between IES and the Peralta Community College District, via its flagship college, Berkeley City College (BCC) have been strengthened since 2014. From 2018-2021, IES prepared CC students for international career opportunities by reaching 398 CC students via targeted ES programming by Fall 2021 exceeding our target of 25; we provided 19 opportunities for Peralta instructors to contribute to ES at IES as of Fall 2021. Owing to the Covid- 19 pandemic, the Brussels Study Tour was cancelled in 2020 and 2021 although there still remains great interest among CC faculty to participate. BCC faculty also postponed until Spring 2022 a workshop on Historical perspectives on human rights and foreign policy in Europe and the US originally planned for Spring 2020. IES will continue its sustained collaboration with Peralta, in which community college faculty at regional community colleges will take on a more central coordinating role. (AP1, CPP1). Three CC faculty alumni from the IES sponsored Brussels study tour approached IES about increasing their engagement and mentoring CC students interested in

conducting research at UC Berkeley through a new **IES CC Undergraduate Research Program** and conducting research abroad as an **IES CC Overseas Research Fellow,** thus enhancing diverse perspectives in ES (AP1, CPP1). IES thus requests funding to send CC/MSI faculty on the Brussels study tour each year, support research at Berkeley for one CC/MSI student annually and research abroad opportunities for one CC/MSI student annually. ORIAS reached CC instructors from 32 CC districts in 2018-2022, over half of these were MSIs. In 2022-2026, ORIAS will prioritize instructor participation from MSIs in all of its programs (CPP1). **Speakers’ Bureau:** IES together with

ORIAS and the other global NRCs piloted a Speakers’ Bureau during 2016-2017, featuring the dissertation research of UCB doctoral students. The Speakers’ Bureau has sent speakers from all world areas including Europe. Speakers were identified through collaborations between ORIAS, the Area Studies Centers, and the Graduate Division. Graduate student speakers participated in a training workshop and practice sessions in order to develop techniques to present their work to K-14 audiences (AP1, AP2, CPP1). Speakers have presented to 1000+ students each of the past two years and have also been engaged for teacher professional development (both K-12 and community college) (AP2, CPP1). They have presented to 20+ teachers each year. Speakers range across disciplines, including: history, anthropology, archaeology, journalism, literature, linguistics, and international development. They have presented as far afield as Gilroy, Santa Rosa, and Nevada City, CA. We request funding for ORIAS to expand this Speakers’ Bureau to address ES topics pertaining to EU-US relations and for our Public Educational Specialist to continue bringing speakers to BCC. **New Activities**: **Climate Change Adaptation and Career/Technical Education in CA Community Colleges.** IES in partnership with ORIAS and the other NRCs on the UCB campus proposes a fellowship program for administrators and instructors in career-technical programs at California Community Colleges with a focus on energy transition, sustainability and climate adaptation. Participants will identify a project related to their courses/department and

complete their project during the program. California has some of the strongest climate change mitigation policies in the nation. The 2006 Global Warming Solutions Act initiated processes to reduce carbon emissions at a variety of local government levels and the California Air Resources Board is currently at work on the 2022 Scoping Plan to achieve carbon neutrality in the state by 2045. California is also the site of emerging large-scale changes in terms of technology and the economy (e.g. desalination in San Diego and lithium extraction in the Salton Sea area). These local laws and technologies are intersecting with laws, regulations, and technologies internationally to generate significant changes in urban planning, engineering practices, and job creation. Career and technical programs in community colleges play a major role in training employees in existing fields that will be changed by climate mitigation and adaptation measures, as well as new fields that will emerge as a result of these changes. UCB researchers are at the forefront of international developments in many relevant areas (e.g. Berkeley Law Climate Project, Global Policy Lab, Energy and Resources Group, etc.). The purpose of this fellowship is to make the expertise of UC Berkeley researchers and their international affiliates available to people who are planning or delivering instruction at the community college level so that they can proactively adapt their own courses to best prepare their students for the future. ***I.3. Costs are Reasonable in Relations to Objectives:*** Our Title VI funds are strategically applied to meet our goals with the funding available. Research on themes related to “Europe and the Transatlantic Partnership” will be funded primarily through IES research programs, other research centers at UCB, and California state funding. NRC funding will broadcast that research via outreach conferences, workshops, and teacher conferences, the CC programs, blogs, and social media, making it accessible to a number of targeted audiences and available for classroom use. Funding requests for outreach programs to K-12 teachers and CC instructors and students help to forge substantial and sustained relationships between UCB and instructors in other secondary and post-secondary institutions, particularly

institutions that serve underserved groups. Funds to support instruction in LCTLs will enable us to further develop the region’s top program in Portuguese studies and to increase the number of students trained in Turkish (both critical-needs languages). Title VI funding to the LCTLs and

LCTL Library support represents a modest but crucial 6.9% of IES’ annual budget; it provides incentives for more students to study LCTLs, thereby seeding new courses that will allow the program to expand its breadth. The total NRC request represents 24% of the annual IES budget, and is critical to the leveraging of other programs, activities, and funds from the university and outside sources. NRC Support for the European Library holdings is a tiny percent of its $3 million annual budget. In all cases, NRC funding provides a strategic boost that leverages new support, a pattern that has been demonstrated at Berkeley for many years. **I.4 *Long Term Impact***: Crit. G. details the growing impact of IES NRC activities and describes the proposed impact in quantifiable terms. UG and graduate enrollments in courses with LCTL content such as Icelandic, Dutch, Yiddish, Catalan and several others greatly exceeded targets in 2018-2021. Our target enrollment was 700 students in 2018-2019 and 3400 students enrolled; in 2019-2022 our target enrollment was 800 and 3152 students enrolled. By 2026, IES aims to achieve a 10% increase in both UG and grad enrollment in LCTLs above our targets. It will also have added new, timely research and outreach activities on a variety of themes related to “Europe and the Transatlantic Partnership.” IES will have a set of programs targeted to CC/MSI faculty via the Brussels Study Tour, the ORIAS Speakers’ bureau, summer institutes, and new fellowships for CC instructors to develop courses on climate adaptation at technical colleges as well as a new economics and climate change working group. We will have strengthened our library resources and expanded participation in our teacher training programs and other IES programs, reaching new generations of teachers and students, particularly those from underserved communities. We request evaluation funds to monitor progress and impact and provide feedback for any activity adjustments. IES has demonstrated effective implementation of past

programs (Table G.1). Through pursuit of current and planned activities, evaluation and adjustment, IES at UCB will become one of the few NRCs in the US offering *all* of the following: **knowledge transfer** between ES programs and CC/MSIs in California (AP1, CPP1); **teacher training** and professional development in ES at all levels (AP2); **training in all of the major languages and societies of Western Europe** at the highest academic level, including rare LCTLs**; the strongest program in California in Portuguese studies and language training; new teacher training programs** in collaboration with UCB School of Education (CPP1). **I. FLAS Competitive**

**Preference Priorities**: IES alerts the jury to competitive priorities using a three-tier selection

procedure: 1) selection of a pool of qualified applicants with potential for high academic achievement measured by GRE scores, GPA, recommendations, and class standing. This initial ranking is based solely on academic merit. 2) The jury adjusts the ranking taking into consideration the presence of applicants with financial need and applicants requesting stipends for Portuguese and Turkish. 3) UCB Grad Division then supplies to the jury the financial need information for all FLAS applicants (per FAFSA, as supplied by the Financial Aid Office). The FLAS committee convenes again to adjust and finalize rankings based on a combination of merit, priority language applicants, with the highest priority placed on financial need (FLAS CPP1). In awarding fellowships to candidates, our goal is to prioritize LCTL language study overall and specifically so that 25% of yearly awards go to the LCTLs of Portuguese and Turkish (FLAS CPP2).

**J. Competitive Preference Priorities: *J.1.a:NRC Priorities***

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| **Competitive Preference Priority 1** |
| ORIAS Summer Institutes for CC faculty (p.48), ORIAS Speakers’ Bureau (p.49), Brussels Study Tour, (p.48), Economics and Climate Change working group for K-14 faculty (p.47), Climate Adaptation in Technical Colleges Fellowship for CC/ MSI instructors (p.49), Annual BLC Lecture Series featuring HBCU/HIS/Tribal College faculty on LCTL pedagogy (p.44); Stipends for CC student to conduct research abroad and at UC Berkeley (p. 49) |