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Grant Application for the

NATIONAL RESOURCE CENTERS

and

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIP PROGRAMS

CFDA NO. 84.015A&B

**2022-2026**

**CENTER FOR EUROPEAN STUDIES THE UNIVERSITY OF TEXAS AT AUSTIN**



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February, 2022



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FIVE LETTERS OF SUPPORT:

1. Dr. Ann Huff Stephens, Dean of the College of Liberal Arts, The University of Texas at Austin
2. Charles M. Cook, Provost and Executive Vice-President for Academic Affairs, Austin Community College
3. Dr. Collette Pierce Burnett, President and CEO, Huston-Tillotson University, Austin, Texas
4. Carlos Eric Bowles, Director & Assistant Professor of Instruction, and Julia Haug, Associate Director & Clinical Assistant, UTeach-Liberal Arts, College of Liberal Arts, The University of Texas at Austin
5. Prof. Carl Blyth, Director of the Center for Open Educational Resources & Language Learning [COERLL], College of Liberal Arts, The University of Texas at Austin

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# CRITERION A. Commitment to Subject Area

**A1i(a). Operation of the Center for European Studies**. The University of Texas at Austin [UT] is committed to sustaining a world-class Center for European Studies [CES] with support from the College of Liberal Arts [CoLA]

|  |  |
| --- | --- |
| **Table 1. UT’s Ongoing Financial Support for ES in 2020-21** | |
| Recurrent Budget for **CES** from CoLA | $477,378 |
| ES **Language Faculty (**Conservative Estimate) | $5,776,838 |
| ES **Non-Language Faculty (**Conservative Estimate) | $27,784,485 |
| **Graduate Student Support** Salary, Scholarships, Tuition, & Benefits in European Studies [ES]¶ | $5,460,805 |
| **Study Abroad Scholarship (**Conservative Estimate) | $584,093 |
| **Library** Acquisitions in ES (Conservative estimate) | $727,629 |
| **Library** Staff and External Fellowships in ES | $428,797 |
| **Estimated Total (Budget [B])** | **$41,240,025** |
| ¶ Calculations are based exclusively on numbers from CoLA, the LBJ School of Public Affairs [LBJ], and the Department of Art History [DAH] in the College of Fine Arts [CoFA] | |

totaling $477,378 in 2020-21. This recurrent, annual budget [B] pro- vides for: (1) the Director’s salary. two program coordinators, student workers, one European Studies

[ES] lecturer, and two Teaching Assistants [TA]s; (2) faculty travel, scholarly events, research funds, and curriculum development; and (3) general operating expenses, community outreach, and study abroad. CES receives advising, technology, and program scheduling assistance from the Dean’s Office and its allied Liberal Arts Instructional Technology Services [LAITS]**—**the latter

with roughly a $4,000,000 annual budget. UT’s commitment to ES totaled $41,250,025 (**see** Table

1). A National Resource Center [NRC] since 2010 and EU Center for Excellence from 2010-2014, CES is a Centre Pluri-Disciplinaire funded by the French Embassy, and a Deutscher Akademischer Austausch Dienst academic exchange program coordinator funded by the German government.

**A1i(b). Commitment to Center’s Outreach Operations.** As CES’s Senior Program Coordinator, Matt Rabatin devotes 65% of his time to developing, organizing, and monitoring outreach activities, and collaborating closely with individual academic units. With an annual outreach budget of over $175,000, CES brings ES to: (1) K-12 education through area studies and language- training workshops, video lectures, and pre-service teacher training; (2) the business community through CES’s annual Texas-EU Business Summit [TEUBS] and large-scale, organized business events; (3) Minority-Serving Institutions [MSI]s through curriculum enhancement, class creation,

and travel/research funding; and (4) community colleges [CC]s through the creation and management of two Global Curriculum Faculty Learning Communities [FLC]s. (**See** pp. 28-33).

**A1ii. Teaching Staff.** CES has 200 affiliated faculty members offering diverse perspectives on a range of issues of regional, national, and international interest (**see** Appendix 3). Since 2018, 4

have been promoted to Associate rank, 10 to Full Professor, and 11 constitute entirely new hires.

Recent “transformative” ES hires include: John Gerring, a renowned political comparatist who

focuses on Europe, the US, and transatlantic relations; Stephen Slick, the CIA’s former head of

the Balkan Group, and an officer under official cover for six years in Europe, now Director of LBJ’s “Intelligence Studies Project” [ISP]; Chelsi West Oheuri, a specialist on Roma in Albania,

who worked for UT’s Dell Medical School [DMS] and now helps connect CES to it through her research as a cultural anthropologist focused on race, equity, and health resources in Europe; Kiril

Avramov, a specialist in East European civilian and military intelligence services; Steven Seegel,

an East European historian and cultural cartographer; and Vladislav Beronja, a scholar of Bosnian,

Croatian, and Serbian literature and culture. These hires, among others across campus, attest to UT’s commitment to ES, with three new tenure-track *and* tenured hires in Slavic and Eurasian Studies [SES] (Oheuri, Avramov, & Beronja), one in Sociology [SOC] (Kathleen Griesbach), one

in Germanic Studies [GRS] (Thorsten Reis), one in Government [GOV] (Daniel Nielson), and one

in Spanish & Portuguese [S&P] (Jorge Peréz, the Peter T Flawn Centennial Professor in CoLA).

**A1iii. Library Resources** UT has built one of the largest and most vibrant library collections in the US. The UT Libraries System [UTL] offers unparalleled resources for ES, with over $727,629 allocated in 2020-21 to European materials and $96,000 for outside fellowships to study them, and

5.69 full-time equivalent [FTE] staff (including two full-time specialists) dedicated to ES materials at a cost of $332,797. UTL is by far the largest holder in Texas of non-English language—

especially European language—holdings (**see** Table **2**, p. 3, and pp. 19-21 for funding).

**Aiv. ES Overseas Linkages.** UT has currently 95 student and faculty partnerships with European Institutions of higher learning, some administered through colleges, but most through the Study

Abroad Office [SAO] within the newly created “Texas Global” [TG]. (**See** Table 3, p. 4, for sample research projects in Europe with professional school faculty funded only by TG since 2020.) With

35.5 FTEs and a prepandemic budget of almost $2,300,000, TG institutionalizes linkages globally.

In the most recent prepandemic year, 2018-19, 2,259 UT students studied and interned in Europe

(47.9 % of the total 4,715 abroad; **see** Table 4, p. 5, and pp. 14-16 for more detailed information). Since 2018, 2,116 European students and scholars have studied, taught,

|  |  |
| --- | --- |
| **Table 2. Titles in ES Languages in UTL** | |
| Spanish | 881,126 |
| German | 357,896 |
| French | 299,562 |
| Portuguese | 199,544 |
| Italian | 92,371 |
| Dutch | 20,973 |
| Swedish | 16,543 |
| Polish | 10,727 |
| Czech | 10,600 |
| Danish | 9,061 |
| Norwegian | 5,721 |
| Modern Greek | 4,113 |
| Catalan | 3,904 |
| BCSM | 2,479 |
| Finnish | 2,390 |
| Other | 6,411 |
| **Total** | **1,923,421** |

and/or conducted research at UT. The Danish Agency for Higher Edu- cation funds half the salary of a lecturer in Danish language and culture, and Germany funds half of a visiting professor’s position. LBJ is involved with a network of global governance centers with key partners in France, Norway, Germany, and the UK. The McCombs School of Business [McSB] has 23 partnerships in Europe while Law has 9. The Moody School of Communications [MSoC] has 12 partnerships in Europe. CoLA has 15 faculty teaching/research exchanges with European universities.

The IC2 Institute [IC2], an interdisciplinary research unit of UT dedicated

to advancing the theory and practice of entrepreneurial wealth creation through economic incubators, continues to forge linkages with institutions in Europe to catalyze emerging knowledge-based economies abroad, most recently with CES in Sweden (**see** pp. 42-44).

**A2. Students in Fields Related to Center’s Teaching Program.** ES students come from virtually every college and discipline, although they are concentrated in CoLA, CoFA, and LBJ. Undergraduates in ES are eligible for government awards, university endowment awards, work- study programs, study abroad awards, and a variety of scholarships run through the Financial Aid

Office and individual departments, centers, and programs across campus. In 2020-21, UT supported ES-focused graduate students with salary, benefits, tuition benefits, fellowships, and scholarships totaling approximately $5,460,805 from relevant ES departments in CoLA: Anthropology [Anthro], Classics, Comparative Literature [CL], English, French & Italian Studies

[FRIT], GRS, GOV, History [Hist], Philosophy, SOC, and S&P, as well as DAH and LBJ (Table

1, p. 1). In 2020-21, 42 PhDs and 18 MAs were awarded to ES students in those programs. The School of Law [Law], the School of Architecture [SoA], and McSB likewise contribute tremendous resources to support ES undergraduates and graduates.

|  |  |
| --- | --- |
| **Table 3. Sample Collaborations in Professional Schools with Europe; Funds Awarded by GT since 2020** | |
| France | Assessing flood risks and controls on channel morphology in the earth’s most arid environments |
| Germany | Elements for a sustainable future |
| Portugal | Tunable ionization-based multi-gas detector platform for environmental and medical applications |
| Portugal | Engineering lubricious interfaces for enhancing sustainable development |
| Spain | Rehabilitating bilingual speakers with language-prominent dementia |
| UK | CO2 migration through complex plumbing systems in sedimentary basins |
| UK | 3D printed medicines for patient-specific treatments of COVID-19 |

# CRITERION B. Quality of Language Instructional Program

**B1/2. Quality and Extent of Course Offerings, Foreign Language Across the Curriculum**

**[FLAC], and Professional Schools.** CoLA is committed to teaching foreign languages as part of its core mission to internationalize the university and its student body, while also offering more Less Commonly Taught Languages [LCTL]s and encouraging students to take more of them at not just the introductory but also intermediate and advanced levels. To this end, in 2009 CoLA launched the Texas Language Center [TLC], which has shifted all language instruction to American Council on the Teaching of Foreign Language [ACTFL]-inspired, proficiency-based models involving ample use of web-based technology and shared “best practices.” With a budget of $79,963, TLC oversees the teaching quality of language instruction, most of which is devoted

to ES languages. Under the leadership of TLC, virtually all core ES languages at UT have moved from a two-year sequence of language instruction (typically 16 credit hours spread over four semesters) to a single year, two-semester sequence of accelerated courses (12 credit hours), but German and Spanish are taught as a one-and-a-half-year intensive sequence

|  |  |
| --- | --- |
| **Table 4. 2018-19**  **(prepandemic year) Students Studying in Europe** | |
| Austria | 46 |
| Belgium | 4 |
| Croatia | 1 |
| Czech Rep | 109 |
| Denmark | 99 |
| England | 312 |
| Finland | 2 |
| France | 261 |
| Germany | 181 |
| Greece | 48 |
| Hungary | 16 |
| Ireland | 41 |
| Italy | 250 |
| Malta | 1 |
| Netherlands | 29 |
| Norway | 36 |
| Poland | 45 |
| Portugal | 75 |
| Scotland | 74 |
| Spain | 465 |
| Sweden | 13 |
| Switzerland | 50 |
| Turkey | 7 |
| Ukraine | 9 |
| Multi- Country | 85 |
| **Total 2,259** | |

(15 or 16 over three semesters). Sponsored in part by by CES, TLC hosted over the past grant cycle 8 ACTFL Oral Proficiency Interview [OPI] work- shops (with over 200 total attendees, in-person and via Zoom) to prepare UT language instructors to administer and assess student proficiency. TLC also works with the Center for Open Educational Resources & Language Learn- ing [COERLL], which, with the assistance of CES, currently devotes 40% of its resources to ES web-based language teaching and learning projects that have won major national awards (**see** p. 30). UT currently offers 17 European languages (Bosnian-Croatian-Montenegrin-Serbian [BCMS], Bulgarian, Czech, Danish, Dutch, French, German, Italian, Norwegian, Polish, Portuguese, Romanian, Spanish, Swedish, Turkish, Ukrainian, and Yiddish) from five departments: FRIT, GRS, Middle Eastern Studies [MES], S&P, and SES. Majors and minors are available in five ES languages (**see** Table 5, p. 7), each of which allows for three of more years of language

training. Likewise, SES allows for three years of language training in Bulgarian, Czech, Ukrainian, and Polish. Through its program in Scandinavian Studies, GRS allows for three years of language training in Dutch, Danish, Norwegian, Yiddish, and Swedish. Turkish allows for every level of study in the target language and is the most developed program in the Southwest. Overall ES- related language enrollment increased slightly from the past grant application (up from 5,468 in fall 2017 to 5,615 in fall 2021), with strong numbers in Spanish, including, in collaboration with

the professional schools, the new “Business Spanish Certificate” (420) in McSB and “Spanish for Medical Professions” (405) in DMS. French remains popular (73 majors), along with German (27 majors) and Italian (25 majors). Danish, Dutch, Norwegian, Swedish, and Turkish enrollments are

concentrated at the entry level. Table 5, p. 7, shows last year’s introductory sequence enrollments. In an effort to centralize various initiatives across campus, TLC has also been charged with monitoring all FLAC courses in line with the mission of ES language departments and area studies programs. Notably, over the past grant cycle TLC has launched new courses dedicated to teaching Spanish for Business in MSB and Spanish for physicians in partnership with the DMS, a medical school that stands out across the country in its uniquely close collaboration with liberal arts in general and the humanities in particular. Meanwhile, European FLAC courses in French, Spanish, Portuguese, and German have been successfully taught to accompany classes in English within the departments of Religious Studies, Liberal Arts Honors, Hist, and GOV in CoLA, and in the professional school of LBJ. Over the grant cycle, we will be adding ES languages, including 5 LCTLs (Italian, BCMS, Czech, Polish, and Romanian), into the recurrent FLAC offerings, focusing also on UT faculty-led study abroad programs in Western Europe (**see** pp. 37-38).

**B3. Language Faculty & Pedagogy Training.** UT has a total of 42 tenured or tenure-track professors in core ES languages: 10 in FRIT, 13 in GRS, and 19 in S&P (with 5 focused on Europe). SES has 6 faculty who teach Bulgarian, Czech, Polish, BCMS, Ukrainian, and Romanian (2 assistant professors and 4 lecturers). MES has a full-time lecturer who teaches Turkish. Faculty, lecturers, and Assistant Instructors [AI]s teach lower-division language courses, with more experienced instructors teaching more advanced courses. Full-time professional methodologists with doctoral degrees in Second Language Acquisition [SLA] serve as the coordinators for lower- and upper-level training in ES languages: Carl Blyth (head of COERLL) for FRIT, Hans Boas for GRS, Tom Garza (head of TLC) for SES, and Orlando Kelm for S&P. AIs attend methodology

workshops at the beginning of each academic year, and are required to take a pedagogy course, 398T, taught by a departmental Language Acquisition Specialist [LAS] (**see** C3ii, p. 10). TLC monitors and coordinates the pedagogy courses

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 5. Students in Introductory (pre-advanced) ES Language Sequences (2020-21)** | | | | |
| *Language* | *Fall* | *Spring* | *Summer* | ***Total*** |
| Spanish | 1,443 | 1,547 | 266 | **3,256** |
| French | 630 | 616 | 91 | **1,337** |
| German | 214 | 169 | 19 | **402** |
| *Less Commonly Taught Languages* | | | | |
| Italian | 158 | 145 | 36 | **339** |
| Portuguese | 100 | 44 | 1 | **145** |
| Turkish | 4 | 3 | 0 | **7** |
| Swedish | 11 | 5 | 0 | **16** |
| Dutch | 10 | 6 | 0 | **16** |
| Danish | 6 | 7 | 0 | **13** |
| Norwegian | 15 | 14 | 0 | **19** |
| Czech | 2 | 2 | 0 | **4** |
| Polish | 7 | 6 | 0 | **13** |
| BCMS | 9 | 7 | 0 | **16** |
| Ukrainian | 2 | 1 | 0 | **3** |
| Yiddish | 10 | 9 | 0 | **19** |
| Bulgarian\* | 0 | 0 | 0 | **0** |
| Romanian**\*** | 0 | 0 | 0 | **0** |
| **Total** | 2,621 | 2,581 | 413 | **5,615** |
| BAs, MAs, PhDs available in languages coded **red**  Minors available in languages coded **blue**  \*Currently taught on an on-demand basis | | | | |

and ES language activities to ensure quality control and assist in the development of shared best practices among faculty and LASs through training sessions, OPI-based workshops, and continual feedback and adaptation.

**B4. Performance-Based Instruction Used and Developed, Language Teaching Re- sources, & Language Proficiency Require- ments.** TLC has ensured that ACTFL Pro- ficiency goals underlie all language instruction, and CoLA requires every department to specify expected ACTFL-inspired proficiency results

for all languages. Proficiency requirements vary slightly according to the 17 ES languages taught. UT expects students in Danish, Dutch, French, German, Italian, Portuguese, Spanish, Norwegian, and Swedish to achieve the high-intermediate level on an adapted ACTFL scale of proficiency; for Bulgarian, Czech, Polish, BCMS, Romanian, Turkish, Ukrainian, and Yiddish, UT expects students to achieve a mid-intermediate level. TLC assists language teaching with ongoing workshops (two each semester) on such topics as teaching languages intensively, for proficiency, and to heritage students. It also regularly invites language pedagogues from the Foreign Service Institute to participate in workshops and to train AIs, lecturers, and faculty in language proficiency teaching and testing. To help students acquire proficiency, FRIT, GRS, SES, MES, and S&P

maintain computer-assisted instruction [CAI] programs, many developed in-house with the assistance of COERLL and LAITS. In addition to enriching language instruction at the beginning and intermediate levels, CAI programs—many of which provide Open Educational Resources [OER]s—support distance educational instructional materials. Recent improvements to four language buildings include classrooms with multi-media equipment and 7 state-of-the-art labs with 116 workstations. LAITS’s “Development Studio,” with audio/video studios, software developers, and other technology staff, produces high-quality digital ES language materials. Two “Fusion Rooms,” with “Owl meeting devices” for hybrid and distance learning, contain split screens visible to students near and far, showing who is speaking, furnishing a 360° panoramic view of the classroom, and providing active, synchronic learning spaces that permit UT students to interact seamlessly, both in real time and in the target language, with students abroad in virtual exchanges.

# CRITERION C. ES Non-Language Instructional Programs

**C1. Course Offerings in a Variety of Disciplines.** ES courses at UT embrace a wide range of

topics at various levels of instruction in many disciplines, covering every area of Europe (**see** Table

6, p. 9). In 2020-21, ES faculty offered 440 graduate and undergraduate courses in ES-based, non- language instructional content. In the same year, 11,854 undergraduate and 781 graduate students enrolled in them. Law, currently ranked 16th in the US (US News World & Report, 2020), has made a major investment in the expansion and enhancement of its international and comparative law programs: 7 scholars concentrate significantly on Europe and engage ES in their classes. In

the prepandemic period, UT law students, some involved in the European Court of Justice pro- gram, spent more time overseas than ever before as a result of an opening in exchanges and new internships worldwide. SoA, offering BA, MA, and PhD degrees in architectural history and ranked in the top dozen for undergraduate (#9) and graduate (#12) studies by *DesignIntelligence* (2020), maintains a high profile in ES with 6 faculty devoted to the field, with most courses enga-

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 6. Course Offerings by Sample Non-Language Departments and Schools/Colleges 2020-21** | | | | |
| **Program** | **100%** | **25-99%** | **Enrollment** | **Area Covered** |
| Architecture | 9 | 5 | 351 | Western and Eastern Europe |
| Art History | 15 | 2 | 1,075 | Western and Eastern Europe |
| Business (McSB) | 0 | 8 | 558 | Western and Eastern Europe |
| Classical Studies | 30 | 4 | 665 | Greece, Italy |
| English | 36 | 7 | 3,122 | United Kingdom |
| Geography | 2 | 2 | 70 | Western and Eastern Europe |
| Government & International Re- lations & Global Studies [IRG] | 19 | 15 | 1,768 | Western and Eastern Europe European Union |
| History | 22 | 11 | 916 | Western and Eastern Europe |
| LBJ (Public Affairs) | 1 | 13 | 197 | Western and Eastern Europe |
| Liberal Arts Honors | 6 | 4 | 242 | Western Europe |
| Music | 12 | 6 | 1.311 | Western Europe |
| Philosophy | 10 | 1 | 263 | Greece, Italy, France, Germany |
| Plan II | 3 | 1 | 49 | Western Europe |
| Sociology | 0 | 1 | 134 | United Kingdom, France |
| Undergraduate Studies [UGS] | 8 | 1 | 776 | Western and Eastern Europe |

ging European precedents. McSB offers programs for its MBAs in Paris and London, Finance students in Prague, and Business/Law students in Edinburgh. LBJ also has 10 faculty who dedicate

coursework to Europe and offer a wide range of diverse perspectives on public policy: Abigail Aiken, Joshua Busby, James Galbraith, William Inboden, Alan Kuperman, Paul Pope, Lorinc Redei, Stephen Slick, Jeremi Suri, and Catherine Weaver (the current Associate Dean of LBJ).

**C2. Depth of Specialized Courses.** ES topics are represented in upper-level courses across many disciplines at UT: 41 departments and colleges offer 440 advanced level ES courses. New such

model courses include, among so many others, “Radical Chic: Revolutions in Europe,” a writing- intensive class that explores how transformative innovations from German-speaking countries

have “influenced and continue to resonate in the US.” (**See** also Tables 7 & 8, C4, & Appendix 2.)

**C3i. Teaching Faculty and Instructional Assistants (AIs).** Non-language programs possess especially strong concentrations in ES. GOV in particular has a strong ES focus: 20 professors

dedicate much of their scholarly work to Europe, concentrating on such issues as politics, economy, democratization, race, law, foreign aid, and migration, all of which address crucial areas of concern for ES students interested in pursuing careers in government, non-profits, and business

in Europe. Hist, which offers MA and PhD degrees in European history, boasts 17 faculty

dedicated to ES. CoFA has 8 ES faculty in Music and 8 in Art History. As noted (**see** p. 9), LBJ

has 10 ES specialists. Law has 7, with the recent addition of Richard Albert, a constitutional

scholar who has a strong focus on Europe and constitutional change in the EU. For AIs, **see** C3ii.

**C3ii. Pedagogy Training for AIs.** Teacher training for graduate student TAs is an essential component in every department associated with CES. Graduate students who teach undergraduate courses as TAs and AIs take a required teaching practicum pedagogy and proficiency testing and standards, and specifically designed to be part of a TLC-approved and overseen *Graduate Portfolio in Foreign Language Pedagogy*, created by CoLA with TLC, to train and accredit graduate students in language teaching and ACTFL-inspired interviews and measurements.

**C4. Interdisciplinary Courses for Undergraduates and Graduates**. UT offers an impressively

diverse range of interdisciplinary [ID] courses focused on Europe (**see** Tables 7 & 8). Several programs, departments, and colleges, such as DAH and the School of Undergraduate Studies [UGS], are interdisciplinary by nature. The Thomas Jefferson Center for the Study of Core Texts and Ideas (TJC) offers ID

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| **Table 7. Sample of Undergraduate Interdisciplinary [ID] Courses** | | |
| **Course Title** | **Generating Dept./College** | **Integrated Disciplines** |
| *EU, Globalization, & Pandemic* | GRS | SOC, GOV, Anthro |
| *From Bonaparte to Burkas* | History | SOC, Hist, Literature |
| *Americans in Paris: Expatriation* | FRIT | Anthro, Hist, Literature |
| *East European Law in Transition* | Law | Law, Hist, GOV |

undergraduate courses for the CES track in “European Thought.” Liberal Arts

Honors (LAH) in CoLA houses the unique Humanities major that students design around an inter- disciplinary research interest: two examples of recent ES topics, among the many culminating in a senior thesis, include “If Found, Please Return: Post-War Repatriation Attitudes of the Soviet East versus the Allied West,” in which the student did archival research in Europe in the target language, and **“**Public Participation in Governance: Restoring Biodiversity Through the European Union’s Habitats Directive.” Much interdisciplinary work takes place in team-taught and traveling

courses, such as the Normandy Program (**see** p. 12) or those housed in DAH. UT provided students with 347 highly diverse, quality ID courses focusing on ES in 2020-21. Specialized ID courses

with ES focus designed for graduate students are regularly taught in all the relevant colleges, and we are always developing

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| **Table 8. Sample of Specialized Graduate Interdisciplinary [ID] Courses** | | |
| **Course Title** | **Generating Department** | **Integrated Disciplines** |
| *The Long Cold War* | Hist | Public Policy [PP], Hist |
| *Ethnic Conflict and Intervention* | LBJ | PP, GOV, Anthro |
| *Intelligence and Espionage in the Eastern Bloc* | SES | GOV, PP, Hist, SES |

new ones to enhance our range of offerings on sub- jects of current debate and

of key national/international concern, especially for students interested in pursuing government

service. For sample specialized ID graduate courses offered across UT’s campus, **see** Table 8 .

# CRITERION D. Quality of Curriculum Design

**D1. Incorporates Undergraduate Instruction into BA Program. *CES.*** CES requires its majors to take either three years equivalency of one modern European language or two years equivalency of one modern European language and one year equivalency of another, including BCMS, Bulgarian, Czech, Danish, Dutch, French, German, Italian, Norwegian, Polish, Romanian, Portuguese, Spanish, Swedish, Turkish, Ukrainian, and Yiddish. Students also take three core courses: “Introduction to ES” and “Government and Politics of Western Europe,” each enrolling between 35 and 150 students annually, and the “Capstone Research in ES,” the final faculty- supervised, independent research project that culminates in a graded public symposium and integrates language and area studies. The CES major also requires three areas of upper-level classes from diverse views: (1) Anthropology, Geography, History, and Sociology; (2) Culture, Literature, Art, and Media; and (3) Economics, Government, Business, and Public Policy. CES students take two other approved upper-level ES classes and participate in an internship or study abroad program for six weeks in a European country integrated into their specific area studies.

***ES in CoLA.*** CoLA offers over 40 majors through 23 academic departments and 12 centers,

programs, and institutes. Committed to internationalizing undergraduates, CoLA requires all majors to complete at least two years equivalency of foreign language education, with the vast

majority of them taking ES languages (**see** Table 5, p. 7). CoLA is also the home of the Normandy Scholars Program, the Program in British, Irish & Empire Studies [BIES], and the Thomas Jefferson Center for the Study of Core Texts and Ideas (TJC), which recently instituted in CES a track devoted specifically to “European Thought.” History requires its majors (approximately 471) to take six hours of European history, and all are encouraged to take a related European language. Approximately 27% of the 823 majors in International Relations and Global Studies [IRG] pursue an ES track, and all must study abroad for six weeks in a country related to ES, integrating language into their area track. GOV, with its 1,434 majors, offers large lecture courses devoted to ES, such as “European Environmental Policy,” “West European Politics,” and “Comprehensive Notion of European Security,” along with the newly created, SES-crosslisted “Intelligence and Espionage in the Eastern Bloc” and “Profile and Patterns for Populism in Central and Eastern Europe,” all designed to meet the needs of students potentially interested in pursuing careers in government.

# D2. Incorporates Training for Graduate Students from a Variety of Disciplines and

**Professional Fields.** In 2020-21, CoLA and DoAH awarded 18 MAs and 42 PhDs with an ES focus. CL requires its students to master three foreign languages and cultures and offers courses in ES every semester. All of the core ES language departments—FRIT, GRS, and S&P—offer PhDs in French, German, Portuguese, and Spanish linguistics, each with a strong focus on SLA and longstanding programs in language pedagogy and training. FRIT houses one of the premier programs in French linguistics with specializations in SLA and a total of 3 faculty dedicated to the area; its $16 million endowment (market value) sustains its French literature and linguistic PhD candidates with full fellowships and research, internships, and travel awards. GRS uses its $6.72 million endowment (market value) to assist graduate students, and is one of the few German

departments in the US to complement ES with major emphases on pedagogy and SLA research. S&P maintains one of the finest groups of scholars dedicated to Hispanic linguistics and SLA.

Excellent ES faculty at UT serve the Doctoral Portfolio Program in Interdisciplinary Studies [DPPIS], which enables graduate students to establish strong interdisciplinary profiles based on focused cross-disciplinary coursework and research planning for studies of Europe. By defining interdisciplinary connections for the PhD programs in which they enroll, students of DPPIS are able to develop research, teaching, and professional profiles beyond those offered in the context of existing PhDs. These profiles can also qualify them for a larger range of post-PhD careers that require the expertise of disciplinary PhDs plus ancillary skills not offered in more conventional doctoral programs. DPPIS thus, per Absolute Priority [AP]1, serves to: (1) foster dialogue, debate, and communication throughout UT among the faculty and graduate students engaged in research and teaching on ES from a range of interdisciplinary perspectives; (2) facilitate students’ definition of appropriate interdisciplinary perspectives and courses of study for their future professional careers (in research, teaching, foreign service, or otherwise); and (3) create a formal advising structure on interdisciplinary work and career opportunities to supplement those available in extant degree programs in the humanities, social sciences, and professional schools.

ES is also central to LBJ’s Reinventing Diplomacy Initiative [RDI] spearheaded by ES expert Suri with the support of CES. RDI draws on the research and teaching talents of LBJ, as well as that of Law and CoLA, to inform, inspire, and train students in the study of diplomacy as

a historical, contemporary, and career subject. The teaching component of RDI, which always has an intensive European focus to it, began in 2012 with a series of graduate education courses that encompass the study of history, strategy, and leadership, using concrete, historical case studies of grand decision-making and international negotiation. Per AP1, the broad aim of RDI is to train

career diplomats while sponsoring scholarship, lectures, workshops, seminars, and conferences

drawing on applied foreign language and area studies research. CES also assists RDI through the Austin Forum in Statecraft and Diplomacy, again in line with AP1 (**see** p. 45).

**D3. Academic and Career Advising.** A key feature to UGS is its Center for Strategic Advising & Career Counseling [CSA&CC]. With 7 advisors and career counselors, CSA&CC works closely with the enormous advising centers in each of the other colleges. Each program with a significant ES component has an undergraduate advisor as well as a graduate advisor where an advanced professional or doctoral degree is awarded. For advising, CES relies not only on its assigned advisor but also on alums, career professionals, the director, associate director, program coordinator, and faculty associated with the program. And it relies on CoLA’s Liberal Arts Career Services to assist its majors in preparing for the job market, along with faculty overseeing the final capstone research projects. CoLA alone spent roughly $3,000,000 in 2020-21 on advising students.

**D4. Research & Study Abroad Opportunities/Summer Language Programs.** Prepandemic, UT ranked third in the nation for the number of students studying abroad, sending 4,715 abroad in

2018-19, with 47.9% (2,259) living in Europe. UT supports student engagement in international activities through scholarship programs funded from endowments, institutional funds, grants, and donors. Over $1,290,000 in study abroad scholarships are available annually. Funds are admin- istered by Texas Global [TG] as well as individual colleges and schools. Students can use awards for UT’s own *or* third-party programs, and SAO provides support for all such programs and monitors all of them for quality and security. In 2020-2021, TG awarded over $400,000 in funds to support faculty development and global engagement, of which 42%, $160,000, went to specifically European projects. SoA has established semester programs in Germany, Italy, and England that include studio, history/theory, and research components. The College of Natural Sciences offers two faculty-led programs in Spain, and UT is part of Transatlantic Science Students Exchange Program. The Masters in Global Policy Studies in LBJ, of which RDI is a key compo-

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| **Table 9. Uniquely Texas Global Funding Opportunities for Faculty. $400,000 expended in 2020-21** |
| **Global Virtual Exchange (up to $4,000 per project)** |
| Leveraging technology to foster cross-cultural student exchange, this program fosters partnerships between UT faculty and their peers abroad to enrich their courses through virtual collaborations. |
| **Global Career Launch: Faculty-Led Internships for Students. ($5,000 stipend, $2,000 travel per project)** |
| This program supports faculty with an established relationship at a university or with an industry partner abroad to lead and support cohorts of students to engage in high-impact work and research experiences. |
| **Texas Global Faculty Seed Grants (up to $10,000 per project)** |
| Developing a global mindset is essential to preparing the UT community to contribute, succeed, and lead in an increasingly interconnected world. These grants support faculty with peer collaborators at institutions abroad to conduct research that addresses such global challenges. See Table 3, p. 4, for UT/European projects since 2020. |
| **President’s Award for Global Learning ($9,000 honorarium, $5,000 budget, and all travel expenses paid)** |
| The President's Award for Global Learning, a signature program of UT International Board of Advisors (IBA),  engages faculty and students to examine real-world challenges and enact solutions in an international context. |

nent, requires students to spend time abroad, integrating foreign language into area studies research, and it has established since 2010 a partnership with Hertie School of Governance in Berlin, exchanging two students each fall. UT’s “First Abroad Initiative,” recognized with a 2014

Senator Paul Simon Spotlight Award, connects first-generation college students, one the UT’s

most diverse and underrepresented populations, with scholarships ($75,000), outreach activities, and programing that make study abroad possible. With regard to Europe, even during the pandemic, UT—in fall 2021—had 734 students studying abroad there, with 562 faculty actively engaged in scholarly work there; 252 European researchers on our home campus; 541 ES study abroad programs, 21 internships, and 77 ES scholars engaged in “field research” there—and no fewer than 95 partnerships with major European universities. In the meantime UT has identified Europe as one of the key areas of crucial interest in its newly launched strategy to enhance through Texas Global [TG] the presence and impact of the university around the globe, thereby ensuring once more—in keeping with UT’s motto—that “what starts here changes the world.” To this end, CES works closely with Dr. Sonia Feigenbaum, who began her tenure as the inaugural senior vice provost for global engagement and chief international officer in February 2019. Since then, she has restructured global engagement operations to maximize growth and create a holistic approach

to internationalization. Thanks to her, UT Austin received the 2021 Senator Paul Simon Award for

Comprehensive Internationalization. **See** Table 9 (p. 15) for uniquely TG research opportunities.

# CRITERION E. Quality of Staff Resources

**E1i. Qualifications of Faculty.** ES’s 200 affiliated faculty have a proven record of scholarly excellence and have won prestigious national awards. Many hold leadership positions and have been honored by foreign governments. Faculty are selected through national recruitment, hold PhDs from major research universities, and undergo a rigorous post-tenure review every six years. Recently, the results of a 2017 Global Engagement Study conducted by the Provost’s Office reveal that two-thirds (67.1%) of UT faculty survey participants reported global engagement activities with countries in Europe—by far the most faculty investment in any world region.

**E1ii. Professional Development Opportunities** With an annual budget of $2,100,000, the Office of Graduate Studies supports faculty professional development in the form of travel grants and, above all, paid research leaves for a semester or summer (tenured faculty may receive a semester

leave once every four years), while also “topping off” external grants. Table 10 lists additional

research funding opportunities available to faculty; **see** Table 9 for uniquely Texas Global teach-

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| **Table 10. Sample of Additional Faculty Research Funds Available from CoLA and Office of Vice- President for Research (OVPR): 2020-21** |
| **NEW FUNDING: CoLA Littlefield and Ransom Faculty Fellows ($250,000 available)** |
| These new sources provide support for faculty research and related teaching and public engagement across the college. Anticipated 2021-22 total funding of $250,000 to be distributed across 10 or more fellows. |
| **NEW FUNDING: CoLA and Office of Vice-President for Research ($50,000 available)** |
| These new funding sources are intended to help faculty cover lower-level expenses that arise over the course of a project in the Humanities & Social Sciences ($3,500 per project annually). |
| **Office of Vice-President for Research Grants ($120,000 per year available for 12 projects annually)** |
| These funds provide faculty members with $10,000 each for start-up research on individual projects. |
| **Office of Vice-President for Research Pop-Up Institutes (Up to two $50,000 projects available per year)** |
| Per NRC AP1, these funds support interdisciplinary teams of UT Austin researchers. Each team spends the academic year preparing for a burst of activity focused on a specific area of research. |
| **COLA: Humanities Research Award ($150,000 expended in 2020-21)** |
| These sources support faculty in their efforts to bring an in-progress research project in the humanities to completion. Each award recipient (ten each year) receives a total of $15,000, distributed over 3 years. |
| **COLA: College Research Fellowship Program Awards ($2,724,572 expended in 2020-21)** |
| These funds provide one semester of teaching leave to faculty each year in a College Research Fellowship Program (in 2020-21 there were 40 such awards, not to mention supplemental awards to “top off” external grants). |

ing and research opportunities. For staff development, UT offers courses in job-related skills and

management through the Office of Human Resource Services’ CareerSmart Program, Continuing Education’s Professional Development Center, and CoLA Technology Training. In 2020, CoLA established the permanent Staff Professional Development Fund, the 9-month CoLA Staff Leadership Academy, the CoLA Inclusivity Advocate training program, and the monthly CoLA Staff Community Conversations, which promotes efforts in diversity, equity, and inclusion.

**E1iii. Teaching, Supervision, & Advising of Students.** Faculty, whose usual teaching load is two courses per semester, are required to hold three hours of offices hours each week while school is in session and occupy major advisory roles in undergraduate and graduate programs. Our 200 CES faculty chair, co-direct, and participate on the advisory board of a plethora of MA theses and PhD dissertations. UT and CoLA have support programs designed to enrich students’ learning experiences, such as the “LA 101,” a one-credit course that assists freshman transitioning to college; the unique “UTurn program,” which helps students realistically assess their goals, study habits, and time management skills; and the nationally recognized “University Leadership Network” for students with demonstrated financial need who may be unprepared for the rigors of UT. UT was recognized by the *NY Times* (March 2, 2018) for its successful initiatives in raising 4-year graduation rates from 40% to 66%; in 2021 this rate increased to 72.7%.

**E2. CES’s Staff, Staffing Plans, & Governance.** Staff: CES’s Director, Douglas Biow (PhD Johns Hopkins U), holds the Superior-Oil Company-Linward Shivers Centennial Professorship and is the Director of the France-UT Institute [Fr-UT] housed in CES. Associate Director Julie Hardwick (PhD Johns Hopkins U), is a historian of early modern France and holds the John E. Greene Professorship. Assistant Director Michael Mosser (PhD, U of Wisconsin, Madison) is a distinguished political scientist with a focus on European security and the environment. The Senior Program Coordinator, Matt Rabatin, received his PhD from FRIT at UT. The financial Program

Coordinator, Rachel Stimely, received her MA from Florida International University [U]. The Senior Administrative Lab Manager and Virtual Outreach Coordinator, Sally Dickson, received

her MPAff from LBJ. Staffing Plans for Grant Cycle: In light of its ever-expanding field of operations with various Europe-focused entities at UT, in the US, and abroad, CES would use Title VI to fund in part: (1) the full-time senior program coordinator (33%), (2) a full-time financial program coordinator (50%), (3) a quarter-time virtual/media expert; and (4), in a shared expense with COERLL and CoLA, a full-time technology expert, which, in light of the recent pandemic, we have deemed essential in order to build on our expertise in disseminating through OER our ES language pedagogy resources both online and for free. To ensure the success of this new hire (housed in COERLL but shared with CES), CoLA has pledged $75,000 annually over the grant cycle, for a total of $300,000 in collaborative UT/NRCs cost-sharing measure. (For cost details,

**see B** 1.1-3, 2.1-3, & 3.2). Governance: CES is governed by an Executive Committee [EC]

composed of eight elected members, the director and associate director (ex officio), and two ex officio library representatives. To ensure representation and diverse views, at least two representatives of the EC are from foreign language fields and two are from the social sciences; one is from each faculty rank (assistant, associate, and full professsors) and at least two are from outside CoLA, with at least one from a professional school. The Director serves as chair, votes only to break ties, and refers all relevant matters to the dean of CoLA.

**E3. Non-Discriminatory Practices.** UT, since 2020 a federally defined, qualifying Hispanic

Serving Institution, is an equal opportunity employer and does not discriminate on any basis,

including race, color, religion, gender, sexual orientation, creed, origin, disability, or age. UT has an Equal Employment Opportunity [EEO] Office to ensure that the university fulfills the spirit and the law of EEO. Job announcements are worded accordingly. UT actively pursues equal opportunity and appropriate training for all employees through its Office of Human Resources.

# CRITERION F. Strength of Library

**F1i. Print & Non-Print English and Foreign Language Materials.** UTL currently holds over

11.8 million volumes, ranking it 14th in North America in its size. Through its approval and selection plans for Europe, UTL acquires works published on individual European countries and

comparative research for its collection in all the major ES languages (**see** Table 2, p. 3). The UTL is a leader in online access, having over 1,600,000 e-books, 967,192 e-journals, and 970 e- databases in its collection. It continues to be a national trailblazer in “demand driven access” to electronic content with thousands of titles instantly available to users. Reflecting needs in traditional area studies as well as the thematic and cross-regional “global studies” disciplines, the UTL collection—already one of the largest in English materials—is particularly strong in international (and especially European) content, thereby distinguishing it in the region: over 32% of its collection is in languages other than English and 45% was/is published outside of the US. The Tarlton Law Library, one of the nation’s largest academic law libraries with over one million volumes, maintains significant collections for the major common-law and European jurisdictions, and is an official depository for EU publications. The LBJ Library holds primary documents for US-European foreign relations from the president’s collection. Renowned collections on Europe are in the Harry Ransom Center [HRC], a unique research library with holdings that include rare European manuscripts, correspondences, and books from the Middle Ages to the present.

**F1ii. Undergraduate, Graduate, Professional School Clientele.** The UTL supports the full spectrum of users: undergraduate, graduate, and professional school students, faculty, visiting scholars and researchers, and the general public. The UTL staff routinely offer classes and workshops for all student levels ranging from hands-on primary source exploration in first-year classes, to in-depth discipline-based methodology sessions for graduate and professional students, to data and digital humanities workshops, to OER and other content creation trainings for K-12

teachers. The UTL is leading teaching and research innovation on our campus for our varied student clientele. Recent renovations within the libraries have created 21st-century learning and discovery spaces that range from reconfigurable, digitally enriched classrooms to college and discipline-agnostic “maker spaces” for “virtual exchanges.” These spaces are well-supported by newly hired and retrained UTL staff who regularly conduct workshops, individual training consultations, and theory-based cohort building sessions to continue exploring and developing innovative teaching, research, and publication strategies for our widely varied clientele.

**F1iii. Support for the Library.** In FY2019/20, UTL reported $21,880,424 on materials expenditures, of which approximately $7.3 million was cooperative purchasing in partnership with the entire UT-System comprising 13 institutions. In 2020-21, UT Campus Libraries allocated over

$727,629 to collection-building about Europe. For staffing and acquisitions, **see** A1iii (p. 2).

**F2. Reciprocal Access to Information.** The UTL has several cooperative arrangements for accessing materials held at other libraries, including the TexShare Library Program (a reciprocal agreement that provides free borrowing privileges for students, faculty, and staff at participating Texas institutions of higher education and public libraries), the UTL Reciprocal Borrowing Program (for all UT system institutions), the ARL Advisory Committee Reciprocal Faculty Program, and the Research Library Cooperative Program (a resource-sharing program among UT, the U of California at Berkeley, and Stanford U). The UTL also partners to acquire, create, and preserve materials, most notably within the UT-System but also in the Texas Digital Library, the Greater Western Library Alliance (GWLA), and the Center for Research Libraries (CRL). In addition to the electronic and cooperative access detailed above, the interlibrary loan [ILL] service at UTL, with one librarian, 9 staff, and 15 additional student workers, has a budget of $120,000 for lending and borrowing, and an additional on-demand purchasing budget of $40,000. The UTL

is the #9 OCLC lender in the country; in 2019-20, they filled over 21,717 loan requests. And the

majority of UTL’s lending (over 86%) is to smaller, less-resourced institutions such as regional universities and colleges, MSIs, junior/community/technical colleges, and public libraries. The UTL is committed to and promotes “open access” programs, striving to educate both users and producers of information on the scholarly communication landscape, and is on the forefront of promoting and supporting Open Educational Resources [OER]s for free globally.

# CRITERION G. Impact and Evaluation

**G1. Impact of Center Activities.** CES’s activities have significantly impacted UT, the local community, the region, and the nation, and they have made CES the most important resource for

ES in the Southwest, as well as the only such NRC in the vast area between North Carolina, Illinois,

and northern California. With a recent enrollment of 12,160 in 2020-21, ES content courses at UT

during the previous grant cycle successfully reached a wide array of students, with a broad range to them, offering different current and historical perspectives on regional, national, and international matters. Our development of technology-based language instruction in ES is on the vanguard, thanks to CES’s and LAITS’s investment in COERLL, and it reaches out, per AP2, beyond the university through CES’s K-12 language-training workshops and to the entire nation through UT’s Open Access Initiative. The students enrolled in 12 different lower-level ES LCTLs

in 2020-21 (Table 5, p. 7) document our commitment to offering opportunities to study LCTLs, and the number of students reaching intermediate to superior proficiency in them has remained steady. Through CES’s collaborations with TLC’s professionalizing workshops, we have better trained our faculty in key strategies to teach for more precisely defined proficiency expectations required of students taking all levels of European language classes. The addition of Yiddish, Bulgarian, Romanian, and Ukrainian over the past grant cycles has broadened and strengthened our commitment to LCTLs, while enhancing cooperation among major universities nationally through collaborations with COERLL. With TLC now monitoring, as of fall 2018, *all* FLAC

courses in CoLA, we have systematically and institutionally begun to integrate language studies into non-language courses at UT. Additionally, through CES’s events, we impact the local and state community, drawing participants and attendees from around the nation and Europe, thereby fostering, per AP1, dialogue and debate from different perspectives. Despite the pandemic, over 4,751 people still attended our 91 events just last year. In the same period, per AP2, CES trained 651 Texas K-12 teachers in ES and European languages and, per the NRC Competitive Priority [CP], had 576 participants at MSI and CC events. Again, per the CP (**see** also pp. 40-42 & 50), CES continued to have a major impact on MSIs by furnishing Huston Tillotson University [HTU], a local MSI, with seven new ES courses over the last four years, thus bringing UT’s resources to 5 to 12 students per class at an historically Black university in Austin. Our commitment to business outreach is especially strong, bringing together the Austin Chamber of Commerce [AChC], World Affairs Council of Austin [WACA], City of Austin [CoA], IC2, and Austin Community College [ACC] in a shared mission. Our work in this area has attracted the attention of Europeans seeking to forge new and more durable ties with the Southwest, all the more so now as we have begun to institutionalize an CES-IC2 collaboration of business training during South-by-Southwest [SXSW] with a focus on technology, energy, and sustainability (**see** pp. 42-43). We have also created a part- nership with Princeton U for our Texas Austin Forum [TAF] (**see** p.45) and, per AP1, begun the search for additional university collaborators to generate debate on world regions related to careers

in diplomacy and statecraft. For graduate placement data see **G2/3** and Tables 11, 12, & 13..

# G2/3 National Needs, Information Dissemination (see p. 44), and Improved Supply of Specia-

**lists.** Since 2018, CoLA has placed a broad range of ES graduate students in academic positions

at US institutions of higher learning (**see** Table 11). The most recent 2018 tracking survey of CES’s Foreign Language & Area Studies [FLAS] fellowships had 34 responses, of which 100% reported that their language study was crucial to their careers, with the vast majority having or seeking

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| **Table 11. Sample** Placement of Trained ES Specialists from UT in Academic Institutions of Higher Learning |
| **1. US Universities [U], Colleges [C], and Academies** |
| Sewanee, U of the South; Florida State U; Emory U (2); Trinity U (2); Texas State U; Brigham Young U (2); Northeastern U; Furman U; Luther C; US Military Academy at West Point; Oklahoma State U; U of South Carolina Upstate; U of Florida; Bridgewater State U; Oswego State U; Colorado C; Macalester C; Princeton U; California State U; U of Houston; Skidmore C (2); Brown U (2); Texas A&M U; New York U; Allan Hancock C; Temple U; Ave Maria U; Utah State U; Worcester Polytechnic Institute; U of Kentucky; San Jose State U; U of St. Thomas; C of Wooster; Tulane U; Arizona State U; Georgia Southern U; U of Oregon; Indiana U; Columbia U; Vaparaiso U; James Madison U; St. Bonaventure U; Elon U; Regis U; Mary Baldwin C; St. Edwards U; U of Tennessee at Knoxville; U of Tampa; Wake Forest U (2); Seattle Pacific U; St. Mary’s C; U  of Pittsburgh; Baylor; Wells C; Ohio State U; UC San Diego; Middle Tennessee State U; Clemson U; Allegheny C; U of New Orleans; South Pacific U; Spelman C, Texas Tech U |
| **2. Foreign Institutions of Higher Learning** |
| U of Vienna, Austria; U of Toronto, Canada; Federico II U of Naples, Italy; HU University of Applied Sciences, Utrecht, Netherlands; University College, London, UK; U of Tübingen, Germany; U of Baghdad, Iraq; U of Ghent, Belgium; Chongqing University, China |
| **Table 12.** Testimonials from Three of CES’s Recent FLAS Alumni (PhD, MA, BA) Now in the Work Force |
| 1. Matthew Sherman, PhD (2020): Germanic Studies, UT Austin |
| I am currently a senior HR specialist for Lidl US, a German-based company with a growing presence in the US food supply chain sector. The language skills I developed as a FLAS fellow are paramount to my career’s success, since I use them almost daily in communicating with offices and colleagues in Germany. |
| 2. Olivia Muehlberger, MA (2021): LBJ, Master of Global Policy Studies, UT Austin |
| Thanks to the FLAS program, I secured my current position with Q Energy Deutschland in Berlin, where I work to bring renewable energy throughout Europe. The FLAS program’s language and area studies training I received enriched my global policy studies and made this career opportunity possible. |
| 3. Daniela Cos Peraza, BA (2020): Double Major in Italian and IRG, UT Austin |
| The language and coursework training I received during my time at UT Austin as a FLAS fellow has been beneficial to the job recruitment process as my field requires knowledge of European languages as a mandatory qualification. I currently work for Hakluyt & Co. in London, where I use Italian and Spanish on a daily basis. |

employment in higher education and about 10% pursuing work in international and federal organ- izations in the US and/or abroad. For three representative testimonials from recent FLAS gradu-

ates, **see** Table 12. Through its Reinventing Diplomacy Initiative [RDI], developed and supported by CES, LBJ has placed, per AP1, its graduates focused on Europe in important institutions:

whether in government, the private sector, think tanks, or non-profits (**see** Table 13, p. 24).

**G4i. Evaluation Plan.** For the grant cycle, the impact, measurement, and evaluation plan appears

in Table 14, pp. 25-26), with the four goals outlined in Table 15 (p. 27) and schedule of evaluation

in Table 16 (p. 29). For all goals, CES staff and faculty will be responsible for collecting and tracking data for (1) attendance at all CES events, both on and off campus, by paper or electronic sign-in sheets designed for the event in question; (2) student enrollment and grades in courses, en-

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| **Table 13. Graduate Students in European Studies, who earned an advanced degree in the past four years (2018-22), professionally meeting through their work, per AP 1, various national needs here and abroad** |
| **1. Three Sample 2021 Graduates in ES Meeting National Needs** |
| One 2021 graduate student focused on US national security and diplomacy with NATO countries during his studies, and is going to be a Foreign Service Officer with the US State Department (his first posting will be Sofia, Bulgaria), and he is currently in language training for that position. Another graduate in the same year studied energy policy in the EU, especially in Poland and Germany, with a specific interest in the transition to renewable energy. She is now employed by the firm Q-Energy in Germany. A third graduate was interested in Ukraine, especially its domestic policies, and, having taken courses at UT in Ukrainian (partly funded by CES), is now  working for STRATFOR, a risk analysis company, as a Eurasia-European analyst. |
| **2. Three Sample 2020 Graduates in ES Meeting National Needs** |
| One 2020 graduate focused his studies on civil society and anti-corruption efforts in Europe and the Balkans. He traveled to the regions to conduct fieldwork via a Fulbright grant, interned at the National Democratic Institute in Macedonia, and is now working on the same region at the National Endowment for Democracy in Washington, DC. In Washington DC, he happens to be roommates with (and now also a colleague of) another 2020 graduate, who also works at the National Endowment for Democracy, and who had interned at the International Civil Society Action Network. This graduate produced significant amounts of research on Russian disinformation and misinformation campaigns in Europe and the EU’s response. A third student from the same cohort studied abroad at the Hertie School of Governance in Berlin in the fall 2019 semester, completed an internship at the US Consulate in Frankfurt the summer immediately beforehand, and is now a legislative assistant in the US Senate. |
| **3. Three Sample 2019 Graduates in ES Meeting National Needs** |
| One 2019 graduate with human rights interests interned at Amnesty International, and now works as a Research Assistant at the Center for Strategic and International Studies. Another student in her cohort studied international development policies, worked as an intern for InterAction (a Washington DC-based NGO hub focused on poverty alleviation), and is now a program assistant at the embassy of the United Kingdom in Washington DC. A third student took courses on European politics and the Balkans, completed a summer internship with the European Foundation for Philanthropy and Society Development in Zagreb, Croatia, and is now working in Brussels for  the European Women’s Lobby, successfully advocating for EU policies in that realm. |
| **4. Three Sample 2018 Graduates in ES Meeting National Needs** |
| Among our 2018 graduates, one student studied the details of the US federal policy-making system (especially the legislative branch), interned at the Office of the Speaker of the House of Representatives, and is now employed as a policy advisor by the European Parliament in Brussels. A classmate of his— who was particularly interested in Russian-European relations, especially energy policy—interned with the Italian energy company ENI, and is now working at TRACE Compliance Inc. as a due diligence associate. A third graduate of the same class was also interested in Russia and its influence in Europe; after interning at the US Department of Defense’s Office of  the Secretary Defense for Policy, he took a job with the National Democratic Institute. He has since moved to the US State Department. |
| **5. Additional Graduates in ES Meeting National Needs Over Past Four Years** |
| Additional recent graduates who focused significantly on Europe now work in the private sector of the economy (TikTok, Guidehouse, Booz Allen Hamilton, Blackbird.AI, MITRE) and various US government agencies (US Army, US Air Force, US State Department). Many students completed internships in a variety of organizations related to Europe. They are now active in public sectors of the economy (US Military Delegation to NATO, US Trade Development Agency, US State Department’s Bureau of European & Eurasian Affairs, US Embassy in Athens, the German Bundestag), private businesses in the economy (ENI Italy, TFNB Bank, Risk Assessment Network and Exchange) *and* non-profit sectors of the economy (the Carter Center, National Farmer’s Union, Institute for the Study of War, Arctic Institute for Circumpolar Security Studies). |

rollment in CES-related degree programs, and graduation status and future plans for students in CES-related programs from various entities at UT at the end of each semester; and (3) feedback

from participants and partners on paper or electronic surveys designed for the project. CES staff and faculty will also be responsible for amassing and entering data in each of these areas into spreadsheets created for this project at the end of each semester. Dr. Sarah Santillanes, PhD, Chair of Educator Preparation at HTU, will serve as the external program evaluator for CES. She will be responsible for designing paper or electronic sign-in sheets, paper or electronic feedback surveys for partners and participants, and spreadsheets for entering data at the beginning of the project. She will also be responsible for receiving and assessing data and reporting results for the project annually, and will be available for questions/concerns related to Measurement & Evaluation. UT Online Assessment Tracking System TracDat implemented in 2009 manages the collection, presentation, and periodic update processes of outcomes-based assessment information for all course work. All academic programs utilize outcomes-based assessment, providing continuous feedback to improve the quality of educational programs. Academic programs and administrative

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| **Table 14. Overall Impact Aims and Information/Measurement Gathering Plan during CES’s Grant Cycle** | | | |
| **Activity** | **P** | **Impact** | **Measure** |
| “P” column designates the “Absolute Priorities” as AP1 and AP2, & NRC Competitive Preference Priority as CP | | | |
| **CATEGORIES** | | | |
| **Language & Area Studies Development** | | | |
| **Assist COERLL/TLC** in disseminating technology in classrooms; intensifying language instruction; developing LCTLs, organizing and putting on language workshops and OPI training sessions, also with MSIs; creating open access web- based teaching tools and resources for language learning.  CES-COERLL Projects include: (1) *Ital 1*  *& 2*; (2) *Reality Czech II*; and (3) *Tako Lako*  (Budget 3.2, 8.1.C1, 8.2.B, Narrative, 35-  36, Table 18, p. 37) | AP2 CP | * Increase skills and proficiency using state-of-the-art technology * Intensify introductory language sequences * Disseminate foreign language materials and best practices * Create a community of scholars, teachers, and learners interested in exploring foreign language education   -Support language teaching, applied linguistics, and pedagogy through lecture series, training workshops, demonstrations, and model classrooms   * Train teachers at UT * Train teachers outside UT * Increase LCTLS at UT | * # of classes * # of intensive classes * # of students * # of web-based programs developed and hits on websites * # of workshops and attendees/participants * Computer-generated user survey * Proficiency results * # of specialists in LCTLs * # of awards * # of teachers trained * # of educators who report using materials * Post workshop survey |
| **Develop 4 new FLAC courses** in conjunction with TLC, focusing on Study Abroad classes taught in English  (Budget 8.2.A2, Narrative, 5, 37-38 |  | * Increase proficiency * Expand opportunities to learn * Develop language skills across disciplines | * # courses offered * # students * Proficiency results * Participant follow-up |

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| **Table 14. Overall Impact Aims and Information/Measurement Gathering Plan during CES’s Grant Cycle** | | | |
| **Activity** | **P** | **Impact** | **Measure** |
| **Course Development and Related Materials** | | | |
| **New interdisciplinary course offerings**, also with the professional schools, especially DMS and LBJ, with a focus on national needs (health, diplomacy, statecraft) (Budget 8.2.A1, Narrative, 39) | AP1 | - Expand range of interdisciplinary ES courses, especially with the professional schools of DMS and LBJ, focused on national needs. | * # of linkages with professional schools * # of ID courses * # of students |
| **Outreach Development** | | | |
| **K-12 Development in Texas**: K-12 teacher workshops; Curriculum Development; Promotional Program; MSIs; K-12 workshops in collaboration with the HRC and College of Education [CoED] (Budget 8.1A&B, Narrative, 40-  41, Tables 19 & 20 , pp. 40-42 | AP2 CP | * Strengthen European expertise among elementary and secondary school teachers * Enhance collaboration among UT’s area studies Centers through outreach | * # of attendees * # of teaching certificates awarded * Post workshop survey * Participant follow-up * # of podcasts with ES content |
| **K-16 Teacher Training languages** in Czech, Spanish, French, Portuguese, Italian with SLA specialists, COERLL, and TLC (Narrative, 35-36, Table 18) | AP2 | - Strengthen ES language instruction among elementary and secondary school teachers and undergraduate institutions | * # of attendees * # institutions reached * Post workshop survey * Participant follow-up |
| **Business Outreach**: TEUBS, Energy Week, and EU/US@SXSW (Budget 1.4, 2.4, 8.3A2, 8.3D&E, Narrative, 32-33, 42-  44, Table 21, p. 45) | AP1 | * Increase links with area professionals, diplomats, & business leaders * Assist in developing linkages between Europe and the US | * # of businesses * # of attendees * Workshop survey * Participant follow-up |
| **ACC, HTU, and MSI Projects**: Classes (one each semester devoted to ES at HTU), research grants, materials, lesson plans, and faculty development for MSIs and Community Colleges [CC]s  (Budget, 3.5&6; 8A.1A&B, Narrative, 22, 42, 48, & 50, Tables 19 & 20, pp. 40-42) | AP2 CP | * Strengthen ES expertise in local community offerings * Strengthen ties with community in ES studies * Expand outreach to MSIs and CCs throughout Texas * Expand research in ES statewide | * # of courses * # of students * Participant follow-up * Quality survey of attendees * # of mentors * # of grants awarded |
| **Library Projects**  (Budget 4.1&2, 8.4.2, Narrative, 42) | CP | * Build collaborations between UT and MSIs through library materials * Increase ES library materials available beyond UT | * # of users * # of materials digitized * # of libraries using materials digitized |
| **Conferences, Workshops, Events Development** | | | |
| **Conferences, Workshops, Seminars, Collaborations, Lectures, Forums, and Summits**  (Budget 8.3A-I, Narrative, 39, 42-47, Table 22, p. 48). | AP1 CP | * Enhance collaboration among Title VI Centers at UT * Build collaborations between UT and MSIs * Publications * Dissemination of ES through major media coverage | * # of events * # of attendees * # of speakers * Quality survey of attendees * # of papers published * # of media coverage |

units supporting student learning have clearly articulated strategic mission statements, with a clear assessment process and stated educational objectives. Evaluations consist of comparing the outcome measures to the stated academic unit goals, and taking action to improve measures and outcomes as well as inform goals. CES will also track ES graduate students in the following

cooperating departments or schools over the grant cycle: Anthro, CL, DAH, English, FRIT, GOV, GRS, Hist, LBJ, SES, SOC, and S&P. These assessments will more accurately measure how UT is performing in increasing ES specialists in various key fields across a variety of disciplines.

**G4ii. Improvements as a Result of Evaluations.** CES’s Executive Committee [EC] is charged with overseeing the implementation of all recommendations resulting from evaluations. Our EC deliberations have led us to: (1) continue to increase LCTL language materials in partnership with SES, GRS, and COERLL (**see** p. 35); (2) enlarge the regional scope of the CES-IC2 project dedicated to the practice of doing business in Europe at SXSW by adding Eastern European institutions (**see** pp. 42-44); (3) expand existing outreach efforts to MSIs and develop new ones in Texas; (4) incorporate other major research universities into The Austin Forum in an effort to cre-

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| **Table 15. Evaluation Plan Goals (See Table 16, p. 29, for scheduling)** |
| **Goal 1: Increase collaborative activities that focus on language and area studies devoted to Europe from**  **diverse perspectives, per AP1** |
| **Goal 1 is to:** (1) Increase from 30 to 60 the number of collaborations with University NRCs, colleges, and programs by the end of the grant cycle both at UT and throughout the US; (2) Increase from 2 to 10 the number of collaborations with under-resourced K-12 school districts in Texas and the Southwest; (3) Increase from 2 to 10 the number of collaborations with community colleges and MSIs in Texas and the Southwest by the end of the grant cycle; and (4) Increase from 5 to 20 the number of collaborations with community and international programs in the US by the end of the grant cycle. |
| **Goal 2: Increase opportunities for K-16 teacher training in foreign language and area studies focused on**  **Europe, per AP2** |
| **Goal 2 is to:** (1) Increase from 5 to 12 the number of K-16 teacher training workshops in Texas and the Southwest conducted by the NRC each year; and (2) Increase K-16 distance learning opportunities by increasing from 1 to 5 the number of web-based training sessions conducted and from 0 to 4 the number of materials posted online each year. |
| **Goal 3: Increase opportunities for student training in foreign language, area, and international studies**  **focused on Europe per AP2** |
| **Goal 3 is to:** (1) Increase student participation by increasing number of Foreign Language Area Studies [FLAS] applicants from 25 to 45; and (2) increase language course coverage from 250 to 300 by the end of the grant cycle, and increase the course content from 50 to 75 by the end of the grant cycle. |
| **Goal 4: Increase opportunities for diplomatic training and business networking and training among**  **European and US stakeholders to meet national needs and provide wide range of perspectives, per AP1** |
| **Goal 4 is to:** Provide annual networking, project, and training opportunities for international government and business relations by hosting annual events for (a) US-Europe government, (b) Texas-Europe businesses, and (c)  regional, technology-based knowledge economies devoted to energy and sustainability needs. |

ate a broad-based consortia across the US (**see** p. 46); (5) implement a more robust online presence to disseminate the Center’s resources and provide training online for those who cannot travel to

Austin; (6) assist in curricular development in partnership with DMS at UT, LBJ in Washington DC, and LBJ and GOV in Europe (**see** pp. 46-47); (7) foster scholarly interactions between US and European universities for collaborative graduate training (**see** p. 46-47); and, finally, (8) intensify our work on transatlantic ties and commitments to developing “clean energy” in collaboration with UT’s IC2 and Energy Institute, and Austin’s city planning (**see** pp. 42-44).

**G5. Equal Access.** UT is committed to providing equal access and treatment for students who are members of traditionally underrepresented groups, which complies with Section 427 of the General Education Provisions Act (**see** form GEPA). UT policy guarantees admission to 75% of all Texas high school students graduating in the top 6% of their class in order to increase access to higher education for historically underrepresented groups. In fall 2021, Hispanic enrollment reached all-time highs, to 27.1%, even as overall university enrollment increased, to 51,992. UT

also received the prestigious Seal of Excelencia, granted to a small group of colleges and

universities committed to accelerating Latino student success. Overall, the university’s number and percentage of historically underrepresented students have risen to their highest levels ever, representing 32.7% of the undergraduate population. The male:female ratio is currently 44:56.

# CRITERION H. Outreach Activities

**Hi. Faculty & Professional School Involvement.** CES affiliated faculty and allied professional schools are deeply involved in our outreach. McSB and its faculty, for instance, are involved in our Texas-EU Business Summit [TEUBS] (pp. 32-33, 44), contributing to its success; IC2 and its staff are pioneering with CES our work with the EU and SXSW (dubbed EU/US@SXSW: pp. 42- 44). CES language faculty are closely involved in COERLL and TLC, which regularly assist our teacher-training workshops (pp. 4-7, 10, 21-22, 30-31). Our affiliated faculty are incorporated into our Digital Speakers Bureau (pp. 31, 48), and contribute to our Summer Institute, Faculty Learning

Communities and other K-16 area studies workshops during the year (Tables 18 & 19, pp. 40-41).

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| **Table 16. Evaluation Schedule** | **Responsible Party** | **Upcoming Grant Cycle** | | | | | | | | | | | |
| **Year 1** | | | **Year 2** | | | **Year 3** | | | **Year 4** | | |
| **Fall 2022** | **Spr 2023** | **Sum 2023** | **Fall 2023** | **Spr 2024** | **Sum 2024** | **Fall 2024** | **Spr 2025** | **Sum 2025** | **Fall 2025** | **Spr 2026** | **Sum 2026** |
| Develop paper or online sign-in sheets for all activities to include email addresses for web-based participant feedback surveys | Evaluator | X |  |  | X |  |  | X |  |  | X |  |  |
| Develop paper or online survey for participant feedback for usefulness, intent, and future activities | Evaluator | X |  |  | X |  |  | X |  |  | X |  |  |
| Develop paper or online survey for partners’ feedback on collaborative activities | Evaluator | X |  |  | X |  |  | X |  |  | X |  |  |
| Develop website-based survey for use of online resources | Evaluator | X |  |  | X |  |  | X |  |  | X |  |  |
| Develop spreadsheet for logging information for all activities and numbers and types of attendees and partners | Evaluator | X |  |  | X |  |  | X |  |  | X |  |  |
| Develop spreadsheet for logging information for student numbers in courses and FLAS programs | Evaluator | X |  |  | X |  |  | X |  |  | X |  |  |
| Use sign-in sheets at all activities with participants | CES | X | X | X | X | X | X | X | X | X | X | X | X |
| Input email addresses from activity participants and send online surveys up to 3 days after any activity | CES | X | X | X | X | X | X | X | X | X | X | X | X |
| Send online surveys to partners (after activity is completed) | CES | X | X | X | X | X | X | X | X | X | X | X | X |
| Log all activities and numbers and types of attendees and partners in spreadsheet | CES | X | X | X | X | X | X | X | X | X | X | X | X |
| Obtain the data for the number of students in courses and FLAS programs | CES | X | X | X | X | X | X | X | X | X | X | X | X |
| Set up dates for sending data and receiving final report | CES &  Evaluator |  | X |  |  | X |  |  | X |  |  | X |  |
| Analyze data related to performance measures and write up report | Evaluator |  |  | X |  |  | X |  |  | X |  |  | X |
| Availability of evaluation for questions/comments/concerns | Evaluator | X | X | X | X | X | X | X | X | X | X | X | X |

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**Hii. Regional & National Impact.** Our work in CES has had an impact both nearby and afar in the US. Our EU/US@SXSW, for instance, has yielded impressive results, with EU companies now working, as a result of it, with Intel Capital, River Capital, Quadrum Investments on next step funding opportunities. Most recent, prepandemic assessment results indicate that, of those surveyed, 9% felt the program “far exceeded expectations,” 55% “exceeded expectations,” and 36% percent “met expectations.” Further afield, our language development programs have had a broad impact nationwide. For instance, with the assistance of CES, our collaborator, COERLL, has produced several large-scale, comprehensive foreign language resources, several akin to textbooks, that leverage the portability, flexibility, and convenience of an online environment. The end result has been to raise the quality and availability of open educational resources [OER]s for ES foreign language learning by putting control of the production directly into the hands of faculty and instructors who work in the classroom every day. COERLL has developed and disseminated open access websites in six European languages (Czech, French, German, Italian, Portuguese, and Spanish). The award-winning *Français interactif* itself logged nearly 3 million page views in spring 2021 semester alone, with over 300,000+ “likes” on its accompanying Facebook page as of November 2021; universities, from Cornell to Texas Tech, have adopted it nationally as the basis for their beginning French curriculum. Since COERLL began this work in conjunction with CES, millions of visitors throughout the world have accessed their ES language materials, with hundreds of incoming referral links from .edu domains. This indicates that many of the European language materials have already achieved widespread acceptance in American higher education. CES will again be partnering with COERLL to further this OER initiative, as detailed below (**see** pp. 35-36,

& Table 18, p. 37), and enhance ES and LCTLs at UT with TLC and SES (**see** p. 35).

**H1. Elementary & Secondary Schools.** The CES Digital Speakers Bureau [DSB], drawn from a rich pool of faculty and graduate students, is designed primarily for high school students, and it

covers many university disciplines devoted to ES, including history, literature, government,

culture, arts, statecraft, public policy, and diplomacy (**see** Table 19, p. 40). CES has also been holding—with UTL, HRC, and now Cornell U Libraries—“Teaching from the Digital Archives” workshops to train K-12 teachers to use virtual resources. Moreover, CES works with UTeach- Liberal Arts, the undergraduate teacher preparation program that offers secondary certification in French, German, Government, History, and Spanish, and other areas of ES interest. CES partners with TLC and UTeach Liberal Arts World Language program to provide a 2-day workshop for current and pre-service world language teachers in the Southwest. Through our interaction with UTeach, a UT teacher-training program recognized for its innovative impact on education, CES is able to extend our K-12 resources to numerous teachers just entering the field and help them incorporate international education and language into their curricula. We also offer regular workshops for K-12 teachers on ES language *and* area studies. Finally, a formidable resource at UT is Hemispheres, the outreach consortium of five key NRC area studies centers and institutes:

CES, Center for Middle Eastern Studies [CMES], Center for Russian, East European, and Eurasian Studies [CREEES], Lozano Long Institute for Latin American Studies [LLILAS], and South Asia

Institute [SAI] (**see** Table 20, p. 41, for Hemispheres activities). From September 2018 to January 2022, Hemispheres conducted and participated in 47 workshop/training events and reached 3,678 teachers, and, prepandemic, over 1,000 K-12 students visit our CES booth at the annual Explore UT Open House. The CES/Hemispheres lending library containing ES materials is free and available to K-12 teachers, university students, businesses, and the general public. During the prior grant cycle, all of our outreach activities were assessed in consultation with our independent, objective evaluator, and developed through constant feedback assessment and adaptation.

**H2/3. Postsecondary Institutions, Business, Media, & General Public.** CES’s outreach commitment to postsecondary institutions, business, and the general public remains unparalleled,

thanks to major funding sources flowing through it from departments, colleges, and endowments at UT, the French Embassy, the EU, and the US Department of Education. These revenues have

made CES the single, central organizing player in uniting disparate parts of the campus in a shared

mission of increasing the presence of ES through a series of high-profile public events, all of which

are open to the community and broadly publicized to postsecondary schools through the CES website, newsletter, and social media. Some of our events, such as the “Crisis in the Eurozone,” have received significant national and international media attention, from the *NY Times* in the US to *El País* in Spain and *Le monde* in France. On average, over the past 11.5 years, CES has had 80 activities annually with approximately 6,252 participants each year. CES publishes conference papers and posts videos of conferences on its website to allow greater public access and reach a national audience, and it publicizes through social media to engage the local and larger community and nation. Additionally, since 2014, Hemispheres has collaborated with ACC on the Globalizing Education Curriculum Faculty Learning Community [FLC]. The 9-month program features monthly meetings for a select group of ACC faculty from diverse subject areas, to assist one another in developing a new or redesigned global curriculum. To date, 91 ACC faculty members have participated in the FLC program, and over 30 courses have been added to ACC’s Global Studies curriculum. Lastly, among US states, Texas is the largest exporter to the EU, exceeding

$45 billion in 2020, despite the pandemic’s negative economic impact globally. For this reason, business outreach is a key feature to CES’s AP mission, particularly through our Texas-EU Business Summit [TEUBS], which CES has been hosting annually in late spring since 2011—now in collaboration with ACC, AChC, CoA, UT’s Energy Institute [UTEI], and WACA. The Board of Directors of TEUBS assists the Director of CES in business outreach planning and future program development projects designed for Texas. Partnering with McSB and LBJ, CES also reaches the business community by regularly hosting high-profile talks on topics that garner a

broad audience and, per AP1, generate debate on world regions and international affairs. Distinguished speakers since 2018 have included the EU Ambassador to the US David O’Sullivan,

among so many others from both Europe and the US, on which, for a sampling, **see** Table 17.

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| **Table 17. Sample of Distinguished ES-Organized Speakers at UT, 2018-2022** |
| **1. Sample of Distinguished Speakers from Europe** |
| **Emily Haber**, Ambassador of Germany to US; **Pjer Šimunović,** Ambassador of Croatia to US; **Dirk Wouters**, Ambassador of Belgium to US (2016-2020) **Vuk Jeremić,** President of UN General Assembly (2012-13); Minister of Foreign Affairs for Serbia (2007-12); **Amb. Baiba Braže,** NATO Assistant Secretary General for Public Diplo- macy; **Yanis Varoufakis**, former Greek Finance Minister & current MP in Greek Parliament; **Claire McCarthy,** Consul of Republic of Ireland to Southwest (2018-22); **Alexis Andres,** Consul General of France to Texas; **Hon.**  **Katrin Jakobsdottir,** Prime Minister of Iceland; **Michael Curtis**, Deputy Head of Delegation of the EU |
| **2. Sample of Distinguished Speakers from the US** |
| **Amb. (ret.) Daniel B. Smith**, former US Ambassador to Greece; **Steve Adler**, Mayor of Austin; **Gen. Robert Neller**, Commandant of US Marines (2015-19); **Aaron O’Connell,** member of Obama’s National Security Council |

**CRITERION H (FLAS). Awardee Selection Procedures** The CES FLAS competition will be posted on the CES website in mid-January. It will be advertised through our social media; distributed to faculty, department chairs, students, and local colleges; and announced to all advisers and coordinators and open to new and current under- graduates and graduate students. Applicants must submit a fellowship application including a state- ment of purpose articulating career and research goals, two letters of recommendation, current GPA, SAT scores for undergraduates and GRE scores for graduates (selection will be based on such elements), as well as transcripts and a written agreement to provide CES with details of future employment for the purposes of measurement and evaluation by mid-March, with awards announced April 1. The FLAS selection committee will be composed of two SLA faculty and three faculty of the CES Executive Committee whose members represent a broad distribution of disciplines originating in different units across campus (p. 18). The committee will ensure that: (1) fellowships are awarded to students in a variety of humanities and social science disciplines, as well as, above all, professional fields, and (2) students will be ineligible for fellowships if they have already achieved language fluency equivalent to educated native speakers in the language for

which the award is sought or if they are taking the first 12 semester hours, or the equivalent, in commonly taught languages. Students at the novice level of a LCTL will only be considered if they have reached the advanced level of another, regional foreign language. The awards for FLAS fellowships will go to the most deserving students regardless of specific areas of interests; those

studying LCTLs *and* with financial need will have priority. CES will state priorities and scoring

elements in notification materials. Awardees are expected to increase language competency by one level per year as measured through pre- and post-assessments (all are based on Department of Education evaluation criteria and conducted by SLAs). CoLA and TG will be covering health

insurance costs (valued at $3,190), and CoLA will be topping off FLAS stipends to $21,000.

# CRITERION I (NRC). Program Planning & Budget. See Appendix 1 for Budget Details

**I1/2/3. Proposed Activities, Development Plan, & Costs.** Over the 2022-2026 grant cycle, CES will intensify its pioneering development of open-access, online teaching materials for LCTLs while also launching new digital media platforms for ES research and teaching materials. It will enhance European area studies at UT, especially with a focus on interdisciplinary and transnational studies while showcasing a diversity of views. It will forge additional collaborative linkages with professional schools and universities, including CCs and MSIs, to meet the needs of under- resourced constituencies. And it will provide both in-person and online services for the K-16 and business communities. The three main activities (below) are: (1) Language & Course Develop-

ment; (2) Outreach & Media Development; and (3) Collaborative Scholarly Projects. Collectively

they will meet *the NRC Competitive Preference Priority [CP] and both Absolute Priorities [AP]s*.

1. ***Language & Course Development: See Appendix 1, Section C, for Details of Costs***

CES’s language and course development projects fulfill the polyvalent mission of the Department of Education’s National Foreign Language Resource Center (NFLRC) program (e.g., applied linguistics research, materials development, K-12 initiatives, LCTLs, and teacher development).

**Expansion of LCTL Offerings.** CES will continue its investment in LCTLs. We will teach with CREEES all levels of Ukrainian with Title VI funds, while making UT a premier institution dedicated to the study of Ukraine generally, thanks in part to the recent hire of Steven Seegel in SES. Likewise, with the support of GRS and the Schusterman Center for Jewish Studies, we will teach all levels of Yiddish. Over the grant cycle, UT will expand upon Romanian instruction (currently limited to a graduate research course) to offer a first- and second-year undergraduate sequence. Additionally, CES and CREEES will use grant-funded LCTL stipends to support on- demand instruction at all levels in such languages as Bulgarian and in advanced instruction in Polish, Czech, Romanian, Ukrainian, and BCMS. In the on-demand model, UT faculty will act as instructors of record and coordinate curriculum for individual or small group language instruction. Finally, UT will now offer Ukrainian, Czech, and BCMS through our extension campus at less than in-state tuition prices to non-UT students, which will allow us to expand enrollments in LCTLs and, with this flexible administrative model, act as a training resource to students across the US. TLC will vet tutors and evaluate student progress, provide teacher training, and ensure quality control. For a granular detail of NRC funds requested, totaling $28,798, **see B** 1.5 & 2.5.

# New Models of Language Instruction, Teacher Training (K-16) in Hybrid Educational

**Contexts, & Open-Access and Training of Language Materials, per AP 2.** CES will devote

$20,000 of its NRC funds to subsidize research to be developed in the applied linguistics programs

of FRIT, GRS, and SES, all of which will have important, practical implications for ES language pedagogy at UT, regionally, and nationally. Led by SLA specialists Carl Blyth (FRIT), Hans Boas (GRS), and Christian Hilchey (SES), this research will: (1) analyze and guide graduate instructor training and undergraduate language learning using innovative technologies in a financially competitive environment; (2) reveal how computer-mediated learning practices such as hybrid ES language classes using online resources can be harnessed most effectively for facilitating foreign

language learning; (3) use practical guidelines for best practices and effective assessment developed in the prior grant cycle to further ES teacher training and language teaching with TLC; and (4) regularly assess the materials developed in order to systematically and cyclically evaluate the effectiveness of language pedagogy practices, find ways to improve them, implement improvements, and re-evaluate new practices. Meeting the NRC’s CP, CES will offer with TLC yearly summer workshops to high school and CC instructors in connection with this research and our work with COERLL, which, as noted earlier, p. 18, will be receiving an infusion of $75,000 annually from CoLA ($300,000 over the grant cycle) to ensure the program will be a success (**see**

Table 18, p. 37). The research results and teaching and assessment materials will be disseminated for free through CES’s Open Access Initiative to K-16 instructors across Texas, throughout the state-wide UT system, and to audiences at regional and national conferences. For a granular detail

of NRC funds requested for this project, totaling $20,000, **see B** 8.2.B. Per AP2, CES will also

continue to collaborate with the Texas Higher Education Coordinating Board allowing teachers to receive Continuing Education credit for their training at the CES-designed workshops.

**Awarding FLAS Fellowships in Keeping with the Aims of AP1.** As it has always done, CES plans to continue to award FLAS fellowships not only to students developing language skills in traditional European languages (French, German, Italian, Portuguese, and Spanish, for instance), but expand fellowship opportunities to students developing language skills in non-European priority languages (Arabic, Persian, Hindi, and Chinese) where those skills would deepen and broaden understanding European populations generally. CES will thus continue to invest FLAS fellowships innovatively to enhance our understanding of traditionally non-European cultures now residing and working throughout Europe. Awarding FLAS fellowships in this manner will address national needs in line with AP1. By doing so, UT will train a body of FLAS students capable of using their linguistic and area skills to examine and document the demographic shifts in Europe

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| **Table 18. CES Collaborations with COERLL for Three LCTLs: Italian, Czech, and BCMS**  Unlike commercial textbooks, these three are based on open media content found online. First, the materials are created by native speakers and are typically more authentic and natural than the content found in most textbooks. Second, because the domain carries an open license, teachers and learners can edit and redesign the materials to suit their local needs. In other words, *these textbooks may be used as is or adapted by users as they see fit*. |
| **1. *Ital 1 & 2*: Intensive Italian Language & Culture (For $8,000 of NRC funds requested, see Budget 8.2.B1)** |
| The objective of this project is to apply the tenets of the Multiliteracies Framework “Learning by Design” and of performance-based instruction and assessment to the development of beginning, intermediate, and advanced Italian Open Educational Resources [OERs]. The OER will be based on the curriculum currently under development at UT, with the aim of it being adopted at other universities. This project will also provide graduate  students with opportunities for professional development in Second Language pedagogy and OER creation. |
| **2. *Reality Czech II*: Advanced Czech Language (For $6,000 of NRC funds requested see Budget 8.2.B2)** |
| The goal of the project is to develop a more contemporary, interactive, and personalized curriculum to better suit the needs of advanced Czech language students, which would then complement the already existing 10 units of the highly successful *Reality Czech I*, which was designed for beginners during the previous grant cycle, thanks to Title VI and UT endowment funding. The UT *Reality Czech II* team will once again develop an independent textbook website with materials available online to anyone under a Creative Commons license. |
| **3. *Tako Lako*: BCMS Language & Culture (For $6,000 of NRC funds requested, see Budget 8.2.B3)** |
| *Tako Lako* is a beginner-level, web-based, open access BCMS textbook. The book’s ten units will fill a gap in existing resources for BCMS and further the study of the mutually intelligible languages of the former Yugoslavia. In addition, because of its open copyright, *Tako Lako* can be revised and upgraded to meet the educational needs of its users through a constant feedback loop of evaluation and improvement. |

due to large immigrant populations—shifts that may produce fundamental changes in business, foreign policy, and national security that could have major repercussions for those nations’ relationships with the US. At the same time, per AP1, CES will target its FLAS fellowships to support students interested in diplomacy, statecraft, and public policy, so that they can use their linguistic and area skills to examine the demographic shifts taking place in Europe due to large geopolitical and economic pressures—pressures that are producing fundamental changes in business, foreign policy, health concerns, and national security in the US and Europe.

**FLAC Program in European Languages.** The FLAC program will be monitored by TLC and developed with CES through constant feedback assessment (**see** also pp. 4-6 and 22). Students will demonstrate their competence in the target language and a cross-cultural understanding of the field studied in the foreign language course complementing the one taught in English. For this cycle we will be targeting UT-led study abroad programs where ES content courses in English are also

taught, such as those in France, Germany, Spain, Portugal, and Italy, as well as courses on campus in CoLA, McSB, and LBJ. For details of NRC funds requested, totaling $4,000, **see B** 8.2A2.

# Four Plans to Increase Interdisciplinary ES Courses at UT and Abroad, & Linkages with

**Professional Schools per AP 1. First** over the grant period CES will be investing in two newly established ES-focused projects in Europe. We will be providing the Strauss Center for Inter- national Security and Law [SCISL] with curricular support for its newly created summer program abroad led by Prof. William Inboden, a former White House Staffer, ES specialist, and current Director of UT’s Clements Center on History, Strategy and Statecraft. The new interdisciplinary program, designed with History [Hist] to provide a hands-on immersion into European public policy, brings 20 UT undergrads for four weeks to England, France, and Belgium to study the 20th- century US-UK-European transatlantic relationship, with a particular focus on the two world wars, the creation of NATO, the Cold War, the complex workings of current EU statecraft, and 21st century security partnerships, diplomacy, and national security measures. Likewise, with Liberal Arts Honors, CES will be providing Government [GOV] with curricular support for its new spring program abroad led by Prof. Amy Liu, a political scientist specializing in the study of immigrant communities and ethnopolitics in Europe. Through targeted interactions with govern- ment, educational, and Fulbright officials in Romania, Hungary, and Slovakia, this brand new interdisciplinary spring program will focus on such issues as race, ethnicity, statecraft, health needs, equity, and diplomacy in light of the longstanding pan-European plight of the Romani

people and their marginalized culture. **Second**, we will be assisting Prof. Steven Slick—the CIA’s former head of the Balkan Group, and an officer and manager under official cover for six years in Europe—with LBJ’s “Intelligence Studies Project” [ISP], which brings 15 undergrads to Washington DC for 11 days to study, through direct contact with diplomats and intelligence officers, current issues related to national security, a large portion of which are devoted to

European-US relations. **Third**, with the financial support of CES and CREEES, Prof. Chelsi West Ohueri, a core member of the recent MA program “Humanities, Health, and Medicine,” will offer four new ES-directed graduate courses in collaboration with the Dell Medical School [DMS], in addition to her already established undergraduate anthropology courses on Global Health, a large portion of which are devoted to Europe. With DMS, her focus in her new graduate courses will be on race and the health concerns of Albanian, Romani, and Egyptian communities in Southern

Europe. **Fourth**, CES will be organizing with the Rapoport Center for Human Rights & Justice [RCHRJ] yearly “Distinguished EU Law Lectures,” focused on inequality and social justice, particularly in the context of migrant labor in Europe; the lectures will accompany Law classes that have components dedicated to Europe and international legal regulations. For details of the

$8,000 of NRC funds requested, which will serve to defray the costs of inviting distinguished

European speakers to interact with UT students in the targeted courses, **see B** 8.2A1.

1. ***Outreach & Media Development: See Appendix 1, Section C, for Details of Costs***

**CES Teacher Training & Workshops**. Since 2010, CES has devoted major resources to develop a large-scale K-12 teacher-training program essential to AP2 (**see** p. 31). In the grant cycle we will

enhance our long-term outreach mission in the six ways, as listed in Table 19 with the NRC funds,

totaling $35,000, as itemized (**see B** 1.5, 8.1B1-4, & 8.3E for details). CES will also provide ES

language-teaching workshops across the state and Southwest for the new methodology for hybrid

foreign language pedagogy (**see** pp. 35-36 & Table 18). For a granular detail of funds requested

for this shared language project, totaling $20,000, **see B** 8.2B. All teacher-training workshops will

be evaluated through continuous feedback and adaptation and monitored by CES.

**Hemispheres Additional Teacher-Training & MSIs.** CES is a core member of Hemispheres, a

unique, collaborative outreach program at UT that focuses on world studies through the strategic

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| **Table 19. CES’s Independent Outreach Activities. For costs, see Budget [B] 8.3A-I** |
| **1. CES’s Texas-EU Business Summit. Requested NRC funds: $3,000. See B8.3B** |
| The leading summit for Texas-European business since 2011, the TEUBS will be held yearly in May and bring together US & European business leaders, entrepreneurs, policy makers, faculty, students, and other high-profile guests to discuss economic development, market expansion opportunities, and business trends and needs in both Europe and the US, thus encouraging continued mutual collaboration and opportunities. **See** pp. 31-33, 44. |
| **2. CES’s EU/UT @ SXSW. Requested NRC funds: $33,054. See B1.4, B2.4, and B8.3E** |
| This is major, high-tech, transnational collaboration with the EU Delegation in Washington DC, IC2, and the City of Austin [CoA]. Drawing over 400,000 attendees from all over the world, SXSW is one of the premiere technology, business, and arts conferences in the Western Hemisphere. We will work with IC2 to host 10 European  entrepreneurs and economic development officials for a week-long practicum. The focus will be on regional economies, energy, and sustainability, and involve UT student observers and respondents. **See** pp. 30, 41-44. |
| **3. CES and U of Pittsburgh’s “Teachable Moments” Project. Requested NRC funds: $500. See B8.1B1** |
| In the 2022-26 cycle, we are partnering with the U of Pittsburgh’s European Studies Center, likewise an NRC, to further develop our Digital Speakers Bureau’s 7-20 minute videos, increase diverse areas of interest and viewpoints, and seek to reach collaboratively a wider audience of K-12 teachers. **See** p. 31 for DSB. |
| **4. CES “Conversations on Europe” with U of Pittsburgh. Requested NRC funds: $500. See B8.1B2** |
| CES will co-sponsor the “Conversations on Europe” virtual speaker series in a partnership with the U of Pittsburgh’s European Studies Center, likewise an NRC. These monthly meetings will bring together ES subject matter experts and policy makers from the US and Europe for discussions pertaining to various ES topics.  Meetings in the fall semester address current events, and an overarching theme frames monthly meeting topics. Meetings will be recorded and made available for future viewing on the CES and U of Pittsburgh websites. |
| **5. CES “Heritage Spanish Teacher Workshop” with LLILAS, TLC, and COERLL. Requested NRC funds: $750. See B8.1B3** |
| CES will co-sponsor the yearly Heritage Spanish Teacher Workshop with LLILAS, TLC, and COERLL. This 2- day workshop addresses pedagogical practices and innovations in the teaching of Spanish to heritage-speaking communities and proficiency assessment based on ACTFL guidelines. Participation is open to pre-service and current K-12, CC, and MSI teachers. 50% percent of the workshop will address Spanish language instruction though implementation of ES materials and topics. |
| **6. CES’s “Today in International Politics Speaker Series” (TIPSS) for Advance Placement [AdP] Comparative Government. Requested NRC funds: $750. See B8.1B4** |
| This year-long program provides training to grades 9-12 teachers and students in the AdP Comparative Government across the US, with a focus on Europe. Two monthly meetings bring together the target audience, political scientists, government officials, and subject matter experts to provide teachers and students “real-world” perspectives pertaining to governmental systems in Europe in order to supplement current AdP curriculum and provide unique opportunities for international engagement and collaborative learning. Teachers will apply for  curriculum development grants; applications and later curriculum projects will be vetted by subject matter experts. |

outreach coordinators of the five main area studies programs at UT, all of which are NRCs: CES,

CREEES, CMES, LLILAS, and SAI. Table 20 (p. 41) lists the ten main activities that Hemispheres

will be engaged in over the four-year grant period and summarizes each project; it identifies NRC funds requested and indicates which activities meet the NRC’s Absolute Priorities [AP]s and Competitive Preference Priority [CP]. **See B** 8.1.A1-10 for details of costs totaling $26,000. Note

that our work with MSIs and Community Colleges [CC]s has always been on the vanguard, particularly when it comes to our enduring commitment to (1) the local, predominately Black-

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| **Table 20. Hemispheres’ Outreach Activities. For details of costs, see Budget [B] 8.1.A1-10** |
| **1. Hemispheres Summer Institute [HSI] for K-12 Educators. Meets AP2. Requested NRC funds: $2,500** |
| Each HSI focuses on essential world studies course topics drawn from the Texas teaching standards and state- mandated assessments (e.g., human rights issues, challenges in the developing world, etc.). HSI consists of content  enrichment sessions led by faculty and offers models of integration of concepts in the classroom. HSI curriculum unit topics are designed for K-12 educators, stem from HSI themes, and provide resources to a national audience. |
| **2. K-12 Workshops and Regional Training Sessions. Meets AP2. Requested NRC funds: $2,000.** |
| The Workshops and Regional Training Sessions funding allows the Hemispheres team to reach educators both in the Austin area and those not able to attend Austin-based training sessions and programs. |
| **3. Hemispheres and CES Curriculum Development. Meets AP2. Requested NRC funds: $1.000** |
| The Hemispheres and CES Consortium Development project will provide grants to educators who attend HIS or other such workshops provided throughout the year. K-12 teachers who attend will have the opportunity to expand on the materials presented, with their final curriculum unit posted on the Hemispheres website and disseminated to other workshop participants. The CES curriculum development grants will be awarded also to K-12 educators who create units based on the existing DSB. The call for proposals will be advertised state- and region-wide. |
| **4. “Teaching from the Archives” Workshops. Meets NRC CP. Requested NRC funds: $1,500** |
| “Teaching from the Archives” [TFtA] is an annual workshop series presented by UT faculty in partnership with the HRC and Hemispheres; as of 2020 the Cornell U Libraries has joined as an institutional partner. Targeted to community college instructors and pre-service teachers of Secondary English and Social Studies, the 4-day professional development workshop provides attendees with the opportunity to use the HRC’s extensive collection to create with researchers and other teachers new classroom lesson plans and activities. The TFtA workshops will be held in dual in-person and virtual formats, and will make us of physical and digital archives. |
| **5. “Critical Literacy and Language Summer Institute” Meets AP2 and CP. Requested NRC funds: $2,000** |
| This two-day professional training development workshop with the CoED infuses international learning into the elementary classroom through English Language Arts. The workshop will ensure that at least half the attendees will be from outside the Austin area. Teachers will leave with materials, skills, examples of how to integrate international education into their teaching, and lesson plans shared through the Hemispheres website and listserv. |
| **6. H “Promotional Program”. Requested NRC funds: $1,750** |
| The Hemispheres “Promotional Program” includes the production and distribution of print materials (brochures, postcards, etc.) and promotional items that raise awareness of Hemispheres’ services for educators. Funding will also be used for exhibit fees for state, regional, and national conferences (e.g. Texas Council for the Social Studies,  American Council on the Teaching of Foreign Languages, etc.) geared toward K-12 educators. |
| **7. World Languages & Cultural Competency Summer Institute Meets AP2. Requested NRC funds: $750** |
| This is a two-day summer institute for pre-service and current K-12, CC, and MSI world language instructors. Facilitated by TLC and UTeach Liberal Arts faculty, the workshop offers training and professional development in world language curriculum design, hybrid and online pedagogy, and the implementation of ACTFL guidelines in student assessment. Attendees are eligible to create lesson plans for publication on the Hemisphere’s website. |
| **8. Faculty Learning Communities Meets AP2 and CP. Requested NRC funds: $4,000** |
| A year-long professional and curriculum development project for ACC faculty. Participants in two cohorts attend monthly workshops led by experts in topics pertinent to internationalizing educational curricula, intercultural competencies, and other relevant topics. Faculty participants develop either a new course or revise current courses to incorporate topics into pedagogy and student learning. These courses are presented at faculty symposia and then undergo review for incorporation into ACC’s interdisciplinary Global Studies program. |
| **9. U of Florida MSI and CC Workshop Meets AP2 and CP. Requested NRC funds: $750 every other year** |
| Together with U of Florida’s Center for European Studies, CES & Hemispheres will organize a yearly workshop for MSI and CC instructors that will focus on internationalizing the curriculum, developing international studies programs, and providing opportunities to create international linkages to benefit faculty and staff of attendees’  institutions. The location for the workshops will rotate yearly between the two institutions. |
| **10. Funding for HTU Courses, Workshops, & Buyout Meets AP2 and CP. Requested NRC funds: $10,500** |
| Aiming to establish firmly a Global Studies major at HTU, CES will subsidize the university with two ES courses per year, one each semester; it will support HTU’s new Global Studies Program through an annual development workshop for faculty and through campus conferences and guest speakers open to the entire HTU community; and it will provide ES faculty at HTU with course buyout funding to develop a full-fledged Global Studies Program that will appeal to a broad student population at a local MSI based in Austin. |

Serving Institution of HTU in the heart of Austin, with which CES pioneered the forming of a Glo- bal Studies major (**see** pp. 21 & 50); (2) a variety of MSIs in Texas; and (3) our local Austin Com-

munity College. As noted in Tables 18 & 19 (**see** pp. 21-22, 40-41), CES will continue to support HTU with a class each semester on ES; it will provide HTU faculty with leave time to help cement a Global Studies Program; and it will furnish MSIs and CCs with teacher training, research funds, travel grant opportunities, class materials, and organized, shared learning communities.

***Library Plans.*** Recognizing the need for our own communities as well as those throughout the nation (especially MSIs), we propose to identify, create, and make accessible significant European content. This project fosters departmental partnerships at UT; it leverages faculty enthusiasm for building international studies library and intellectual strengths; it harnesses the “open access imperative” for outreach and common public good; and it creates opportunities for training and recruiting future area studies librarians. Working with UT NRC applicants, this project position would place a diverse set of unique ES content on the Internet, establish a methodology for moving international digital resources forward, and would leverage deep partnerships between librarians and faculty to design and deliver instruction and outreach on digital methodologies tied to ES. CES will also work with UT bibliographers to acquire targeted materials published in Europe with special emphasis on supporting ES faculty and graduate research. Finally, per the CP, we will work with HTU, a local MSI, to acquire books targeted to the 8 ES classes funded by CES over the grant period. For full details of NRC funds requested, totaling $6,900, **see B** 4.1-2 & 8.4.2.

***Two Major Business Outreach Plans per AP 1.*** Over the grant period, CES will be partnering with the City of Austin, UTEI, and above all IC² (**see** pp. 8 and 42-43, on IC²) on CES’s large- scale business project devoted to enhancing collaborations and economic development in the US and select countries of Europe by exposing young European professionals to the vibrant Texas start-up technology community at Austin’s SXSW, one of the most important technology and bus-

iness networking events in the entire US, attracting on average 400,000 attendees each year from diverse sectors of the economy. The focus in this project, dubbed EU/US@SXSW, will be on connecting firms and leaders from diverse regions that are transitioning from economies based on extractive industries to ones based on green/clean energy production and manufacturing. Such diverse regional economies in the US and Europe often have a common set of challenges: talent retention and attraction; pressure from climate change for swift economic transition away from fossil-fuel production; and rural locations geographically isolated from growing urban centers. Firms like “H2 Green Steel” in Northern Sweden, “Nacero” in Texas, and others will be invited to present their business models to illustrate the transformations underway. A key project outcome will be networking and exposure to development strategies for rural and remote regions undergoing these transitions to the experiences of regions not only in Europe but also in the US, Texas, and especially in West Texas, a region that traditionally has focused on oil and gas exploration and production but is now one of the world’s leading wind producers. Specifically,

over the grant cycle IC² and CES will be bringing ten representatives of European technology start-

ups and young professionals involved in local government and chambers of commerce (and their equivalents in the participating European regions) to Austin for 1-week of intensive training in the Austin start-up environment, including attending panels and presentations at SXSW Interactive; meeting with Austin business, city, and university leadership; and holding one-on-one visits and discussions with local technology incubators, such as “Capital Factory” [CF], currently one of the largest in the US. Our focus with our European partners will be on Sweden, France, Poland, Norway, and Finland, but our collaborations will expand over the grant cycle to include a host of Eastern European countries, including the Czech Republic and Bulgaria. Austin community mentors at IC² and CF will be working with our European partners on preparing for “QuickPitch” training sessions at organized venues tied into SXSW activities, and there will be technology

entrepreneurs, principals from venture capital funds, and strong corporate innovators involved in the US-European interactions. Additionally, as part of their business training, UT students will be

writing reports on the EU/UT@SXSW events (for the organizing board of advisors, **see** Table 21,

p. 45). From beginning to end, per the NRC’s AP1, the emphasis during these training activities is

the exchange of diverse perspectives among professionals in the business, academic, and

governmental arenas as they work together to build regional green/clean economies that connect

Europe to the US, assist European entrepreneurs in securing greater energy independence from

Russia, and serve to benefit and protect shared national interests. Finally, all these EU/UT@SXSW

activities will be coordinated with the annual Texas-EU Business Summit [TEUBS], which takes place just over a month later in the year (in early May), and whose main training purpose is to expose the community to diverse businesses and regions of the EU and enhance business development on both sides of the Atlantic, also per AP1 (**see** pp. 33 & 47). The dean of CoLA has

pledged $160,000 to CES’s budget (**see** Table 1, p.1) over 4 years to ensure that EU/UT@SWSW

is a resounding success. For details of requested NRC funds of $36,054, **see B** 1.4, 2.4, & 8.3D&E.

***News.*** To advertise the opportunities available through CES, we publish our news through weekly newsletters; national websites; and Hemispheres’ weekly e-bulletin. We also publicize through our partnerships with McSB, LBJ, AChC, IC2, and WACA, and our TEUBS website. We post videos, papers, and blogs of our conferences on our website, and we employ social media (Facebook, Twitter, and Instagram) to engage the community and, per AP1, reflect diverse perspectives as we offer a wide range of views on world regions and international affairs (**see** also p. 46).

1. ***Major Collaborative Projects: See Appendix 1, Section C, for Details of Costs***

**First**, working with the UT Cockrell School of Engineering [CSoE] and the Office of

Sustainability of the City of Austin, CES will showcase throughout the grant cycle key European strategies for dealing with ongoing urban energy needs in a safe, environment-friendly, and

sustainable manner. To this end, CES will use $1,000 of NRC funding to subsidize European

participants at “UT Energy Week,” an annual gathering of experts from academia, industry, government, regulatory agencies, and nonprofits, to discuss topical energy issues and recent research findings to meet—per AP 1—the nation’s crucial, ongoing energy needs. The UT Energy

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| **Table 21.** | **Advisory Board for the EU/UT@SXSW** |
| **Name of Board Member** | **Title of Board Member** |
| **1.** Douglas Biow, Co-Chair | Director, CES and France-UT Institute [Fr-UT] |
| **2.** Greg Pogue, Co-Chair | Deputy Executive Director, the IC2 Institute [IC2] |
| **3.** Bruce Kellison | Director of IC2’s Bureau of Business Research (BBR) |
| **4.** Fred Schmidt | Mentor and Director of International at Capital Factory [CF] |
| **5.** Pär Johannsan | Director of Innovation, Luleå Technology U, Business Program |
| **6.** Ben Ramirez | Manager, Foreign Trade Zone, City of Austin [CoA], & CEO of Cogitare Global |

Week, now in its eighth year, attracts on average 1,000 people and is hosted by UTEI, the Kay Bailey Hutchison Center for Energy, Law & Business, and two UT student-run organizations. Along with that, CES will be working closely with MSoC and the Geography and Environment Department [G&E], which houses the new CoLA major in “Sustainability Studies,” to explore in lectures, workshops, and conferences how Europe and the US mediate information about urban sustainability in different ways. To address adequately global interests tied to long-term energy needs, both the EU and US must learn to understand the ways in which information about urban sustainability is processed and transmitted in their local and national cultures. Not just technological innovation but informed communication is key to a successful EU-US collaboration on such ongoing crucial matters of shared national concern, especially as the world urbanizes and

people, from the wealthy to the indigent, pour into cities at alarming rates here and abroad. **Second**, one of CES’s key driving concerns is that very few professional diplomats, American or other, have taken or ever will take a course in diplomacy strategy or statecraft. To this end, per AP1, CES will use $9,000 of NRC funds to continue to host with LBJ the “The Austin Forum in Statecraft

and Diplomacy” [TAF] for 16 practitioners and scholars of diplomacy— ½ from the US, ½ from

Europe—who will come to UT for four days of ES-focused readings, case studies, and organized discussions, as well as a daylong crisis simulation similar to those that LBJ has already successfully done with the War College. The aim of TAF is (1) to develop a shared language of diplomacy, and (2) to work directly with participating UT graduate and undergraduate students as observers, rapporteurs, and team members of the crisis simulation. TAF workshops will be organized biannually in collaboration with the SCISL; Texas Foreign Service; War College; and Austin Council of Foreign Affairs. At the same time, during this grant cycle CES will be bringing TAF to a new level by entering into a long-term collaboration with Princeton U, which, under the direction of Ambassador Robert Hutchings, the former dean of LBJ, will be creating its own, separately funded “Princeton Forum in Statecraft and Diplomacy” [TPF]. TAF and TPF will then work together on integrated, parallel, collaborative tracks, with the long-term aim of adding two additional such forums at major research universities, so that by the end of the grant cycle the four key geographic areas of the US (East, West, Southwest, and Midwest) will have similar forums

occurring on a yearly rotation. **Third**, CES will use $4,500 of NRC funding to continue to develop

a workshop devoted to “Comparative European Politics” in coordination with partner universities in the Southwest, such as the Center for European Studies at Texas A&M, Arizona State U, U of

Arizona, North Texas, Texas Tech, Tulane, and Rice U. **Fourth**, through yearly, rotating, graduate-training summer workshops located in both France and the US, CES will use $1,000 of

NRC funding to create, with Princeton U and Florida State U, a consortia of historians dedicated

to establishing short- and long-term collaborations from both sides of the Atlantic; CES will host the consortia’s OER website, which will list the goals, annual participants, alumni, and research projects, thereby providing a centralized resource in the construction of a binational partnership

for scholars at different stages of their careers. **Fifth**, CES will use $3,500 of its NRC budget to

assist in the NSF-funded, transnational ES “Political Leaders Through Time” [PLT] project led by

John Gerring (UT) and a group of eminent European political scientists: Carl Henrik Knutsen (U of Oslo), Andrej Kokkonen (U of Gothenburg), Anders Sundell (U of Gothenburg), and Jan Teorell (Stockholm U), and it will include graduate students at Lund U, Gothenburg U, Ohio State U, and

UT. **Sixth**, CES will use $2,000 of NRC funds to collaborate with British, Irish, & Empire Studies

[BIES] on a four-year project dedicated to the impact of Brexit on Europe, specifically with regard to such matters as health, economics, culture, transatlantic relations, media (mis)information,

public policy, and national security. **Seventh**, CES will use $1,000 of NRC funds to collaborate

with CREEES in the new interdisciplinary UT “Global (Dis)Information Lab” [GDIL], which, per AP1, is committed to promoting a deeper understanding of national and regional contexts in which information is generated as well as the ways in which it is harvested, circulated, and weaponized. Such research, a key portion of which is devoted to Europe, will serve to generate policy recommendations and possible solutions to the looming problems of what many have called the “post-truth” world. GDIL is led by the recently hired Kiril Avramov, who was the Acting Vice- Rector for International Relations and Research at the New Bulgarian University (NBU) in Sofia, and now, as part of a provostal cluster hire, holds positions at UT in SES, LBJ, and History, and

is a non-resident fellow to UT’s ISP based in Washington DC. Table 22, p. 48, lists the major events CES will be a principal organizer and/or significant sponsor of, along with our key partners, and requested NRC funding. For a full details of costs, **see B** 8.3.B, C, F, G, H & I.

**I4. Long-Term Impacts.** In the grant cycle, CES will expand ES LCTL materials and area studies at UT, while improving the quality of them, thereby addressing the needs of students in a range of majors interested in taking ES and in perfecting their language skills. Per AP1, CES will also collaborate with LBJ to broaden and intensify its efforts at preparing students for professional diplomatic work focusing on Europe through their attendance at and contributions to TAF. Per

AP2, CES will also work actively with TLC and COERLL to strengthen foreign language education through: (1) the uses of technology in the creation of user-friendly websites for learners

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| **Table 22. Conferences, Workshops, Seminars, and Cultural Events Planned for Four-Year Grant Cycle** | | |
| **Timing Event (For Detailed Budget of costs, see “B”, Appendix) Major Co-Sponsors in the US** | | |
| **I. Lecture Series** | | |
| annual | ***Distinguished EU Law Lectures*** B-8.3A1 **$1,000** | RCHRJ, GOV, SCISL, Law |
| annual | ***Energy Week Lectures*** B-8.3.A2. **$1,000** | CSoE, UTEI, G&E, IC2 |
| **II. Business Projects** | | |
| annual | ***Texas-EU Business Summit*** (TEUBS) B-8.3D. **$3,000** | McSB, ACC, AchC, CoA, WACA |
| annual | ***EU/US@SXSW*** B-1.5, 2.5, and 8.3E **$33,054** | IC2, Swedish Endowment, FR-UT |
| **III. Workshops, Forums, Conferences** | | |
| annual | ***Political Leaders Through Time (PLT)*** *)* B-8.3H **$3,500** | GOV, Hist, BIES, LBJ, SCISL |
| biannual | ***Austin Forum in Statecraft and Diplomacy*** B-8.3B **$9,000** | LBJ, GOV, SCISL, Hist |
| annual | ***Brexit: Its European/Transatlantic Context*** B-8.3F **$2,000** | BIES, Hist, GOV, RCHRJ |
| annual | ***Global (Dis)Information Lab (GDIL)*** B-8.3G. **$1,000** | CREEES, LBJ, SCISL |
| annual | ***Comparative European Politics Workshop*** B-8.3C **$4,500** | GOV, Texas A&M U, Rice U |
| annual | ***France-US Bilateral Consortia*** B-8.3I **$1,000** | Hist, Princeton, Florida State, CNRS |

at all levels, and (2) the development of intensive computer-enhanced materials that will be used for teacher training throughout Texas and the nation. Per the CP, CES will work closely with MSIs in the area, principally HTU and ACC, developing new courses and connections; in the process, UT will use its resources in ES to strengthen curricular development at those institutions and enhance scholarly interactions. Per AP1, CES will strengthen linkages with other Title VI NRCs and professional schools at UT to create transnational connections across campus, thus enhancing interdisciplinary studies at UT generally, including the newly created LBJ-History summer program in Western Europe dedicated to modern transatlantic relations and the newly created GOV-SES program in Eastern Europe devoted to the plight of the Romani. Per the CP, CES will strategically use the vast UTL collection to reach MSIs with fewer resources in ES. Lastly, per AP1, CES will maintain its business outreach through TEUBS and enhance it through our highly specialized workshops, lectures, and seminars with IC2, especially in the context of partnering with the City of Austin’s Office of Sustainability, the EU Delegation, UT’s CSoE and G&E, the Luleå U of Sweden, the Curie Institute in Paris, and the France-UT Institute as we strategically center much of our collective activities and collaborations on the massive SXSW conference in order to

maximize the multiplier effect. CES will also work with the CoED in its pre-service project through Hemispheres. Per AP1, CES’s conferences, workshops, seminars, lectures, forums, and

varied cultural events (Table 22, p. 48) will reach across campus to foster interdisciplinary exchange among faculty and students, as well as enhance institutional collaborations between ES graduate students at UT and work done at targeted institutions in Europe and the US. CES will increase by 20% over the grant cycle the number of high schools participating in our events at UT, and we will reach more high school students: (1) by offering, per AP2, more teacher-training programs in ES; (2) by adding significantly to the Digital Speakers Bureau [DSB] with teacher- friendly talks on ES topics taught by UT experts in the field and developed in collaboration with the U of Pittsburgh’s “Teachable Moments” project, which likewise creates short, instructional, ES videos designed for K-12 curricular use; and (3) through our participation in Hemispheres activities, almost all of which meet the APs. For costs—as well as more granular details regarding

conferences, workshops, summits, forums, and seminars—**see B** 8.3A-I. **See** also Table 14 (pp. 25-26) for the overall impact aims and information/gathering plan of CES’s Title VI development project, which provides a key identifying the activities that meet *both* NRC’s APs and the CP.

# FLAS Competitive Preference Priorities

**FLAS Competitive Preference Priority 1.** In awarding fellowships, preference will be given to undergraduate and graduate students who demonstrate financial need as indicated by the students’ expected family contribution, as determined by part F of Title IV of the HEA. This need determination will be based on the students’ financial circumstances and not on any other aid. All students eligible for such aid preference based on financial need must demonstrate potential for academic success and excellence through grade point average, class ranking, SAT scores for undergraduates and GRE scores for graduates, and the strength of support voiced in letters of recommendation from professors closely acquainted with the students’ scholarly achievements.

**FLAS Competitive Preference Priority 2.** CES will award over 25% of FLAS fellowships to undergraduate and graduate students developing language skills in priority languages in accordance with the FLAS CP. Where appropriate, CES will award FLAS fellowships to students studying non-European priority languages, such as Arabic, Persian, Chinese, and Hindi, when a contemporary application of those skills will significantly enhance their work as ES scholars (**see** pp. 36). In this way, CES will open up many more opportunities for scholars pursuing ES beyond conventional academic or professional boundaries, while making use of UT’s exceptional facilities for the acquisition of priority languages at advanced levels. CES will thereby develop additional ties with UT’s four other current NRCs, as well as the Hindu-Urdu Flagship *and* Arabic Flagship Programs, and fashion a more nuanced and expansive understanding of Europe. In all instances, awards for FLAS fellowships will go to the most deserving students regardless of specific areas of interests, and those studying LCTLs *and* with financial need will have priority.

**NRC Competitive Preference Priority** For twelve years now CES has been a campus leader in developing partnerships with MSIs, and over the grant cycle we will both consolidate our gains and implement new measures in order to enhance and develop our linkages. As outlined above, CES has—and will continue to offer—a class each semester dedicated to modern Europe at HTU, a local, historically Black MSI (**see** pp.

7, 22, and Table 14, pp. 25-26). This collaboration has assisted HTU in developing a Global Studies Program, and our efforts will enhance this opportunity with a course buyout for faculty and funds so that students can participate in international events. We are also working closely with ACC on the FLC, which brings together MSI faculty from diverse disciplines to attend monthly talks by faculty from UT and other institutions on such topics as “internationalizing community college curriculum.” Furthermore, we will be working with additional MSIs in Texas and Colleges

of Education. For more activities meeting this priority, **see** pp. 5-7, 22, and Table 14, pp. 25-26).