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Project Narrative

Application for

National Resource Center in West European Studies Foreign Language and Area Studies Fellowships 2022-2026

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# A. COMMITMENT TO THE SUBJECT AREA

Since its founding in 1984, the European Studies Center (ESC) at the University of Pittsburgh (Pitt) has built a reputation for high-quality research and teaching on Western Europe, the European Union (EU) and its neighborhood, and both commonly and less commonly taught languages (LCTL) spoken in the region. This is due in no small part to the University’s long-term

*“The European Studies Center (ESC) at the University of Pittsburgh has been and continues to be one of the strongest of its kind in the United States.”*

*-Tim Hellwig, Indiana University (2021 External Review)*

investment in international/area studies and to the strong infrastructure that supports European studies at Pitt. The

Center is one of six area and global studies centers that serve the campus community. Organized under the umbrella of the University Center for International Studies (UCIS), this group forms the hub of internationalization efforts on campus. The ESC and its sister centers (two of which are funded through Title VI) serve as local and national resources for language and area studies.

This proposal addresses all review criteria, including absolute (AP) and competitive preference priorities (CPP), for a comprehensive NRC and FLAS fellowships. The activities proposed to meet the priorities are outlined in Section I and in the Narrative Budget.

**A1a. Institutional Support for the Center**: Senior leadership at the University has shown a

staunch commitment to global learning, research, partnerships, and community engagement in general, and to European studies in particular. The Director of UCIS is also the University of Pittsburgh’s Vice Provost for Global Affairs. Under Dr. Armony, the University has increased its commitment toward internationalization. This commitment to global education helped the ESC to weather the most serious economic storms so far in the pandemic. Despite retrenchments in the past two years, the University did not make material cuts to human resources, ensuring the long- term viability of European programs. Data from two years (**Table 1.1**) shows how the pandemic’s

impact was largely absorbed in AY2020-21 without impacting human resources.

|  |
| --- |
| **Table 1.1: Pitt Support for European Studies** |
| **Salaries:**Language Faculty –Common Language Faculty - LCTL Area Studies FacultyESC Faculty Director suppl. ESC staffFringe benefits (ESC staff) Library staffStudy abroad staff (+fringe) - Global Partnerships Team | FY 2020 | FY 2021 |
| $ 3,341,504 | $ 3,425,306 |
| $ 1,384,700 | $ 1,482,839 |
| $ 8,219,843 | $ 9,023,043 |
| $ 39,295 | $ 39,295 |
| $ 169,830 | $ 166,560 |
| $ 64,625† | $ 59,961 |
| $ 249,029† | $ 245,399 |
| $ 364,743**†** | $ 307,947 |
| $ 125,000 | $ 125,000 |
| **Travel/Research Grants:**To Faculty To Students |  |  |
| $ 85,000\* | $ -- ⁑ |
| $ 69,000\* | $ -- ⁑ |
| **Provost and Deans**: ConferencesUndergraduate student programs Graduate student programs |  |  |
| $ 20,000\* | $ -- ⁑ |
| $ 13,940\* | $ -- ⁑ |
| $ 15,000\* | $ -- ⁑ |
| **EUSA**: Operations support Space | $ 21,000$ 7,500 | $ 21,000$ 7,500 |
| **Library Acquisitions** | $ 254,445 | $ 255,356 |
| **Center Visitors**Summer Research Scholar **(ULS)** | $ 9,000\*$ 3,222\* | $ -- ⁑$ -- ⁑ |
| **Outreach** | $ 16,000 | $ 16,000 |
| **Assessment** – LanguageStudent Learning and Program | $ 1,360$ -- | $ 640$ 10,000 |
| **Student Aid**: |  |  |
| Graduate Fellowships/Stipends (TA/TF/GSA/instructors) Fringe Benefits (for above) Tuition remissions (ESC and A&S ; TA/TF/GSA)Tuition Aid (undergrad & grad;competitively awarded) Study Abroad scholarships | $ 31,900 | $ 31,900 |
| $ 15,950 | $ 15,950 |
| $ 50,000 | $ 50,000 |
| $ 197,900 | $ 197,900 |
| $ 180,792\* | $ 180,792\* |
| **Operations**UCIS (1/6 share Central Admin.)Global Hub and Global Plan (1/6 share)ESC (less staff costs)‡ | $ 415,000$ 256,167$ 21,478 | $ 415,000$ 256,167$ 15,550 |
| **Total** | **$ 15,643,223** | **$ 16,349,105** |
| **†-**fringe higher in fy20**\*-**funds held-over/deferred due to covid19 pandemic‡ - temporary budgetary cuts required due to pandemic⁑ - funds not requested/returned due to pandemic restrictions |

Table 1.1 provides a detailed breakdown of the **more than $15.5 million annually that the University historically provides in support of operations and staffing of the Center and related units (red), teaching staff and their research (green), library resources (blue), linkages with institutions abroad (yellow), outreach activities (pink), and qualified students in fields related to ESC-area studies (orange).** Details on Center staff and teaching staff can be found in Section E and Appendices 2 and 3.

Furthermore, the Center is well- supported to seek external funding sources and build endowments to support European studies (§A.1f). Pitt is one of only three U.S. universities to have won competitive funding and designation as an “EU Center

of Excellence” since 1989. Currently, the Center is one of seven Jean Monnet Centers of Excellence (for EU Studies) in the U.S. and has secured additional funding from the EU in the

form of Jean Monnet Network and Project grants and a Getting to Know Europe grant from the EU Delegation. Pitt also hosts the European Union Studies Association (EUSA), contributing office space and funds toward the director’s salary and co-programming.

**A.1b. Support for teaching staff***.* Pitt’s determination to recruit and retain the highest quality

faculty remains strong. In AY2020-21, Pitt paid over $14M in salaries to over 200 faculty and instructional assistants teaching languages and area studies related to the ESC world region (**Table 1.1**). Since Fall 2018, nine new relevant tenure-track hires were made at various ranks and across departments at both the main and regional campuses. Pitt also supports several fixed-term faculty appointments including a German Academic Exchange (DAAD) Professorship in History (5 years); an Italian Fulbright Distinguished Chair (annually); and a Hungarian Fulbright lecturer (annually) (§E.1.). UCIS has pledged to co-fund the proposed Post-Doc in EU Studies (§I).

**A.1c. Support for Library Resources*.*** The University Library System (ULS) is strong in

both conventional and electronic resources on Europe. Approximately $245,000 in annual salaries provide support for nine staff members who work full or part time on the European collection. Around $250,000 is spent annually on related acquisitions (**Table 1.1**). ULS maintains the Archive of European Integration, the largest digitized collection of EU documents outside of Europe (§F). **A.1d. Support for Linkages with Institutions Abroad*.*** The Global Partnerships Team was

created in 2019 and three new staff members were hired to strategically support and expand upon existing partnerships and develop new partnership opportunities. The University of Pittsburgh maintains formal links to over 50 universities in 11 countries in the ESC world region. Pitt’s Summer Language Institute (SLI) runs five overseas programs. Pitt’s Global Experiences Office (GEO) administers 121 Pitt-run programs (61 in Europe) and three partner programs (all in Europe), oversees 35 exchange agreements (19 in Europe), and recognizes 102 other Pitt-approved

providers (55 in Europe), allowing Pitt students the opportunity to study in any one of 29 different countries in Europe (§D.3). Its total operations budget in AY2018-19 (the last full year unaffected by the pandemic) was over $715,000, with European programs drawing the largest share of students (**Table 1.1**).

**A.1e. Support for Center Outreach Activities***.* The University is committed to outreach and

community engagement and fosters a community of practice for staff engaged in outreach (§H). Since 2018, the Office of the Provost has provided more than $16,000 annually to support the Center’s K-12 outreach efforts (§H.1). UCIS provides additional staff time for outreach activities and travel insurance and overseas travel support for all participants in the Brussels-Lux Study Tour for Educators (§H1-2). Faculty in departments and schools throughout campus contribute their time and expertise without compensation to Center outreach programming. University support for

|  |  |
| --- | --- |
| **Table 1.2: Endowments Supporting Students** |  |
| Subject/Region of Study | # End. | Market Value |
| European/EU Studies | 3 | $ 432,189 |
| Scottish Studies | 3 | $ 218,682 |
| Austrian Studies | 1 | $ 387,093 |
| Irish Studies | 2 | $ 121,626 |
| Czech/Slovakian Studies | 1 | $ 177,523 |
| English/UK | 1 | $ 16,773 |
| French Studies | 2 | $ 40,165 |
| Swedish Studies | 1 | $ 29,441 |
| Hungary/Hungarian | 1 | $ 372,536 |
|  |
| Italian Studies | 4 | $ 301,652 |
| German Studies | 2 | $ 87,458 |
| Lithuania/Lithuanian | 2 | $ 619,979 |
| Polish | 1 | $ 216,185 |
| Mediterranean Studies | 4 | $ 188,506 |
| West European | 3 | $ 179,775 |
| East European | 4 | $ 300,069 |
| General Int’l Studies\* | 23 | $ 9,967,168 |
| **Total** | **21** | **$13,656,819ǂ** |
| \*Students interested in Europe are eligible, but in |
| competition with students in other area studies. |
| ǂ Approximately **$669,184** (a 4.9% distribution |
| rate) is available to be awarded each year. |

videoconferencing and other technical infrastructure allows such wide-reaching projects as *Conversations on Europe (CoE)* (§H.3).

1. **1f. Extent Of Financial and Other Support to Students in Center-Related Programs.** University endowments for European and International studies have a market value of over $13.6 million, of which 4.9% (or approximately $670,000) is available annually to distribute to students (grad and undergrad) in the form of Nationality Rooms scholarships for research or study abroad in the ESC world area or its

languages (**Table 1.2**). In addition, UCIS and the ESC have historically given another $60,000+

in study abroad scholarships to Europe per year (temporarily cut due to pandemic-related travel limitations). Pitt’s Europe-focused support for graduate and professional school students exceeded

$504,482 per year for stipends, tuition assistance—$120,000 of which supports intensive language study at Pitt’s Summer Language Institute (SLI)—research awards, and internship support (**Table 1.1**). The ESC also supports undergraduate and graduate students with courses in the ESC region and its languages, individualized advising, co-curricular activities, faculty-led research opportunities, and field trips. The University will **supplement FLAS Fellowships** to cover the full cost of tuition and fees (for both in-state and out-of-state students) *in excess of* the Department of Education’s (US/ED) institutional payment level **and increase graduate stipends** to align FLAS fellowships with other graduate student funding at Pitt.

# QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

* 1. **Languages Taught and Enrollments.** In AY 20-21, Pitt offered 477 courses in 17 of the

languages most widely spoken in the ESC region with a total enrollment of 4,760 (**Table 2.1**). Pitt’s **SLI** offers ESC-area languages such as Hungarian, Czech, Slovak, Polish, Bulgarian, Bosnian/Croatian/Montenegrin/Serbian (B/C/M/S), Arabic and Turkish in an intensive format during the summer months. The ESC is a member of the Balkan and Black Sea Language Consortium and provides operational support for the SLI through its Title VI budget in addition to tuition scholarships from institutional funds (§A.1f). The Center also supports the operations of the Baltic Studies Summer Institute (BALSSI) from Title VI funds. This adds Estonian, Lithuanian, and Latvian to the list of languages supported by the Center.

To the credit of Pitt’s language departments and instructors, total enrollment actually increased slightly from the previous two years, despite the fact that classes were all remote due to the pandemic. With support from the ESC, Pitt’s language instructors quickly adapted pedagogical

practices and departments increased efforts to recruit and retain students. Evaluations suggest that the quality of Pitt’s language instructional program remained high, even in these unusual circumstances. SLI adapted particularly quickly. In 2021, 85 undergraduate, graduate, and non- matriculated students studied Polish, B/C/M/S, Czech, Slovak, and Arabic at the SLI.

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| **Table 2.1: European Languages at Pitt – with AY 20-21† Enrollments** |
| ***Language*** | ***# Years Offered*** | ***Cour ses*** | ***Instru ctors*** | ***Enroll ment*** |
| **Arabic** \* | 3 | 20 | 7 | 137 |
| **Bulgarian** | 1 | - | - | - |
| **B/C/M/S** | 4 | 10 | 4 | 52 |
| **Czech** | 3 | 3 | 3 | 10 |
| French | 5+ | 97 | 29 | 1009 |
| German | 4 | 46 | 14 | 477 |
| **Greek (Mod.)** | 3 | 6 | 1 | 36 |
| **Hebrew (Mod.)** | 4 | 7 | 1 | 27 |
| **Hungarian** | 3 | 8 | 2 | 21 |
| **Irish Gaelic** | 4 | 8 | 1 | 40 |
| **Italian** | 5+ | 38 | 15 | 423 |
| **Polish** | 4 | 10 | 6 | 53 |
| **Portuguese** | 4 | 12 | 5 | 152 |
| **Slovak** | 3 | 9 | 3 | 25 |
| Spanish | 5+ | 156 | 47 | 2212 |
| **Swedish** | 4 | 9 | 1 | 56 |
| **Turkish** \* | 4 | 8 | 1 | 30 |
| **Total** | N/A | 477 | 140 | 4760 |
| LCTLs in **bold** were identified by a 2017 US/ED report as priority languages (§G.3). |
|  |
| †Most instruction provided remotely, due to pandemic.\*Approval from US/ED sought for Arabic (Modern Standard) and Turkish in Europeancontexts. |

From AY2016-17 to AY2020-21, in fact, there was an 11% increase in the number of courses offered in European languages at Pitt. In addition, **total enrollments in LCTLs increased 7%** in that period, including significant increases in 11 priority languages (as defined by US/ED): B/C/M/S (+27%), Czech (+25%), Modern

Greek (+157%), Hungarian (+320%), Gaelic (+29%), Polish (+39%), Portuguese (+79%), Slovak (+39%), Swedish (+37%), and Turkish (+11%). In addition, the ESC provides summer language support for immersive programs in languages not offered at Pitt or through BALSSI (§A.1f).

The ESC hopes to augment current levels of support for the study of LCTLs—in particular priority LCTLs (**Table 2.1**)—through the awarding of FLAS awards and support for instruction.

* 1. **Depth of Language Instruction.** Students can pursue four or more years of performance-

based language instruction and major in Arabic, French, German, Italian, and Spanish. Minors or certificates are available in Arabic, French, German, Italian, Portuguese, Spanish, Swedish, Irish, Modern Greek, Hungarian, Turkish, and Slovak, which are all available to the advanced level (year three), as are Polish and B/C/M/S. Additional instruction (a fourth year) is available through

independent or summer study (**Table 2.1**). Pitt is the only University in the U.S. where students can minor in Slovak. Outside of the classroom, students in both commonly-taught and LCTLs are encouraged to expand their experiences through study abroad (§D.3), language clubs, weekly conversation tables, and instructional technologies.

*B.2a. Foreign Language Across the Curriculum (LAC).* In the recent cycle, Pitt significantly strengthened its world language offerings in disciplines other than languages, literature, and

linguistics through the efforts of a new **LAC Coordinator** working with area studies centers, non-

language departments, and language departments. The ESC supports 1-credit world-language- taught sections (**language trailers**) attached to area studies courses, including a French trailer attached to a large-enrollment “Introduction to Environmental Sciences” course (Geology), a French trailer added to “History of French Cinema” (Film and Media Studies), and a German trailer for “History of Modern Germany” (History). Visiting faculty from the Hungarian and Italian Fulbright cooperation agreements and from the DAAD Visiting Professorship are given the opportunity to teach language trailers as an add-on to their English-language content course (§A.1, E.1). Moreover, through Pitt’s study abroad programs, Pitt students are offered hundreds of courses in a range of disciplines taught in one of the Center’s target languages (§D.3).

Pitt’s professional schools are particularly strong in LAC. Business offers courses for professional business communication in French, German, Portuguese, and Spanish. Engineering offers specialized 3rd semester courses in both German and Portuguese for Engineers. Pitt Law offers French, German, Spanish, and Arabic “Language for Lawyers” and a French language Arbitration course. Finally, the language departments also offer courses in Spanish and Italian specifically for pre-med and medical students/professionals to prepare for overseas rotations.

During the 2022-26 grant cycle, the ESC will continue to support the part-time LAC

Coordinator at Pitt (in salary and professional development funds), develop new LAC trailers and courses, and organize pedagogy workshops open to Pitt faculty, faculty at partner MSIs and community colleges, graduate students from the School of Arts and Sciences (A&S) and the School of Education as part of our HELMS initiative (See §I for definition, **AP, CPP**). Moreover, faculty in French & Italian (FRIT), English, German, Hispanic Languages & Literature (HLL), and Slavic departments form the core of a Translation Studies initiative that has resulted in new courses, a new internship for Italian speakers (providing surtitles for Italian Opera houses and film festivals), and four workshops since 2018. Over the next four years, the ESC will partner with other units across the university (including the School of Computing and Informatics, SCI) to develop a new certificate in Translation Studies.

* 1. **Faculty Resources and Pedagogy.** ESC languages currently have 22 tenured or tenure-

stream faculty. The language programs also include 27 full-time instructors (including 6 language coordinators), 31 part-time instructors, and more than 45 TAs/TFs. An additional 15 instructors from schools in the U.S. and Europe teach ESC-area languages for the SLI each summer (See **Table 2.1** for distribution across languages). From 2016-17 to 2020-21, the number of instructors available to teach languages in the ESC-area increased from 133 to 140.

Professor Donato (School of Education), a nationally-known applied linguist, provides over- all direction for **performance-based language pedagogy** at Pitt (App. 3). All language faculty receive support from their home departments and A&S for professional development opportunities. In addition, the ESC offers small grants for professional development for instructors in the languages of Europe, especially LCTL/priority languages (§A.1). All TFs attend Center for Teaching and Learning (CTL) orientation and teaching workshops (§E.1) and must also complete a language pedagogy course as well as weekly meetings with the relevant language coordinator.

Language faculty oversee the development and first year teaching of all LAC courses.

Language Coordinators in all of the departments and the LCTL Center lead training workshops, conduct classroom observations, and assess teaching portfolios for all non tenure- stream language instructors. The LCTL Center and English Language Institute (ELI), with the support of the ESC’s NRC funds, has developed a series of text and video resources for LCTL instructors based upon performance-based language pedagogy methods.

## Performance-Based Instruction, Resources, and Proficiency Requirements. All

language classes are designed and taught based on American Council for the Teaching of Foreign Languages’ (ACTFL) five goal areas of the World Readiness Standards for Learning Languages: Communication, Culture, Comparisons, Connections, and Communities. Instruction is student- centered and performance-based and is taught in meaningful contexts. Instructors emphasize the development of the World Readiness Standards’ modes of communication: interpersonal, presentational, and interpretive.

Instructors in several languages (German, Spanish, Portuguese, French, Italian, Arabic, and Hebrew) worked with Prof. Donato to develop customized **testing protocols** for students completing the second semester of language courses based on ACTFL guidelines for assessing the three modes of communication. Additional assessment occurs annually as a part of the e-portfolio evaluative process and student learning outcomes assessment (§G.4).

Each language department has also created its own detailed plan for **continuous and rigorous evaluation** and assessment of proficiency of its majors based on ACTFL standards or the Common European Framework of Reference (CEFR). See **Table 2.2** for a breakdown of language testing cooperatives and instruments by ESC-area language. The ESC pays for the European Certificate in Irish Gaelic (*Teastas Eorpach na Gaeilge*, or TEG) for all students

completing the third year, a portion of the costs (matched by A&S) of Goethe Institute language tests for all students majoring or minoring in German or whose certificate language is German, and Diplôme d’Etudes en Langue Française (DELF) exams for students graduating with a French major/minor or whose certificate language is French. The ESC will cover the costs of

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| **Table 2.2: Evaluation Plan for Language Testing (by Certificate and by Department)** |
| ***Certificate Requirement*** | ***Evaluation Plan*** | ***Instruments*** | ***Language*** | ***Unit Assessing*** | ***Timing of Assessment*** | ***Sample size*** |
| Undergrad: 2 years or equivalent proficiency (§D)Grad: 2-3 years or equivalent proficiency (§D) | Certificate students: records from departments (right); OPI at graduation (opt in) encouraged for e-portfoliosFLASrecipients: OPI at completion of fellowship period. | 1st/2nd year: ACTFL-based learning outcome measures3rd yearr and above: OPI, TEG (Gaelic), DELF, and Goethe Inst. | French | FRIT |  | 10% or 10,whichever is greater;100% for German, Italian, French, and Gaelic |
| Italian | FRIT | End of 2nd semester of instruction;Upon completion of minor or major (when relevant) |
| German | Dept of German |
| Spanish | HLL |
|  Portuguese  | HLL  |
| Arabic | LCTLC, OPI-certified instructors/SLI,Maynooth Univ (TEG) |
| Gaelic |
| OPI administeredin class by instructors | B/C/M/S Polish Slovak  | Slavic Dept./SLI |  | 100%(required) |
|  |  | Spring of 2nd and 3rd |
|  |  | Hungarian | ACTFL-trained instructor/ SLI  | yrs.; SLI end of course |  |
|  |  |  | Turkish | ACTFL-trained instructor/ SLI |  |  |

administering ACTFL Oral Proficiency Interviews (OPI) for all FLAS fellows and offer the option for students completing ESC certificates (**Table 7.2**). **Outcome measures** are linked to ACTFL’s Guidelines for Language Proficiency and **proficiency levels** are converted to the Interagency Language Roundtable (ILR) for reporting to US/ED.

# QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

**C.1. Program Breadth Across Disciplines and Schools**. In 2020-21, the ESC offered 555

area studies courses (with 25% or more content related to Europe) through 24 A&S departments/programs and seven professional schools (App. 1). Total enrollment was 15,769. Of those totals, 173 (31%) were upper-division courses (3,483 enrolled) and 108 (19.5%) were graduate-level (1,485 enrolled). Eighty-four of the courses (1,438 graduate and undergraduate students enrolled) were offered in the professional schools of Business, Education, SCI, Law,

Public and International Affairs (GSPIA), Social Work, and Public Health. Courses at Pitt are high quality, driven by the excellence of our faculty (§E.1) and the rigor of oversight. All new courses undergo an extensive approvals process; all existing courses are evaluated annually through student feedback, instructor self-reflection, and departmental review.

**C.2 Specialized Course Coverage.** ESC courses cover the politics, sociology, economics,

history, and cultures of Europe, and the place of Europe and the EU in the wider world. While many courses embed content related to Europe within broader transregional themes or issues, 31% of the area studies courses offered in 2020-21 (174 undergraduate, graduate, and professional school courses) included 100% content related to Europe or the EU (App.1).

At the undergraduate level, since 2018, ESC funding supported the creation of new courses with significant regional content such as “Mediterranean World Since 1500” (History), “Comparative Regionalism” (Political Science), “Green France” (French & Italian), and “Gender and Migration” (French & Italian). At the graduate level, the ESC provided support for “Cultural Regeneration of Cities” (GSPIA), course enhancements for the “Critical European Culture Studies Seminar” (CECS), and four Europe-based Global Research Practica (GRP) in the Katz School of Business. Co-Curricular support for “Transatlantic Policy Writing” (Political Science) and for the one-credit “International Studies Professional Development” (UCIS) courses have emphasized skills development among students.

**C.3. Faculty Capacity and Pedagogy Training*.*** The number of Pitt faculty teaching Europe-

related courses grew to 420 in AY2021, including 280 non-language faculty. Of that number, 150 are Center-affiliated and reside in A&S departments such as Anthropology, Political Science, Philosophy, History, Sociology, and in professional schools such as Education, Health and Rehabilitation Sciences, Public Health, Social Work, Law, Engineering, and GSPIA (App.3).

Regular distinguished visiting faculty include a DAAD Visiting Professor, Distinguished Italian Fulbright lecturer, and Fulbright Visiting Professor in Hungarian Studies.

Quality of teaching informs hiring and promotion of Pitt faculty in all departments and schools and is a major focus of faculty development at Pitt. Departments mentor junior faculty and instructional assistants (IA) and pedagogical skills development is encouraged at both the department and university levels. CTL leads orientations for new faculty and new TAs/TFs and provides additional workshops and events throughout the year to build skills in classroom technology, classroom management, grading, etc. Special resources have been designed for faculty teaching large-enrollment courses and the Provost’s Diversity Institute for Faculty Development offers programming to build faculty and IA capacity to teach in a diverse and multicultural environment. The Center for Mentoring serves as a central resource to encourage faculty development as mentors, scholars, and teachers. Within CTL, the Office of Measurement and Evaluation of Teaching (OMET) provides evaluation support to instructors at all levels. Student surveys of teaching are administered in every A&S class. All TAs/TFs/IAs must pass a Pitt-

approved faculty development course, attend CTL’s orientation, and be supervised by faculty.

**C.4. Interdisciplinary Courses*.*** Pitt has long emphasized genuine inter/multidisciplinarity.

The Center’s certificates all **require** interdisciplinary coursework (Tables 4.1, 4.2). In 2020-21, 151 (~30%) ESC area studies courses were listed in two or more departments (App. 1). The ESC’s new introductory course for all undergraduates in the West European Studies, EU Studies, and Transatlantic Studies certificate programs (“What is Europe?”) invites different lectures each week from ESC-affiliated faculty. The course exposes the predominately first- and second-year students to different disciplinary approaches to ES topics. The proposed “Europe Today” course will similarly draw on the interdisciplinary expertise of EUSA’s board members (§I).

The ESC also partners with other units to promote interdisciplinarity. Both German and Italian offer interdisciplinary tracks for majors. The Humanities Center, Medieval and Renaissance Studies, Digital Studies and Methods, Film and Media Studies, Cultural Studies, Critical European Culture Studies (CECS), and Gender, Sexuality & Women’s Studies Programs all promote cross- listing for Europe-oriented courses at both the graduate and undergraduate levels. In the upcoming cycle, the ESC will work with the Mascaro Center for Sustainable Innovation (MCSI), the Center for Bioethics & Health Law, and the Humanities Center to develop and offer more interdisciplinary courses, including co-taught courses, related to Europe (§I).

# QUALITY OF CURRICULUM DESIGN

* 1. **Undergraduate and Graduate Instruction. Undergraduate students** at Pitt have a number

of options at the baccalaureate degree (major, minor, and certificate programs) that emphasize instruction in European

*The [ESC] has an unlimited number of opportunities for students such as myself who are really interested in Europe….” (2021)*

*– EU Studies undergrad certificate student*

Studies (ES). A new International Studies **co-major** has recently been approved in A&S and will include a Europe-focused track. In partnership with the Honor’s College, highly-motivated students can complete a **Bachelors of Philosophy (B.Phil)** in European Studies, including the defense of an original, interdisciplinary research project. Students can also enroll in interdisciplinary German Studies and Italian Studies majors. The ESC’s undergraduate **certificate** offerings emphasize interdisciplinary course work, focused themes, and relevant language study. For students whose schedules are more constrained (such as Engineering and Pre-Med), the ESC also offers **micro credentials** (Related Concentration) to students who add meaningful Europe- focused coursework to complement their degrees. Students can easily scale up from this entry- level credential to one of the certificates. Robust co-curricular offerings round out each student’s

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| ***Table 4.1: Detail of Undergraduate Degree Program and Certificate Requirements*** |
| ***Program(s)*** | ***Language*** | ***Course Work (not including language)*** | ***Other requirements*** |
| **BPhil Degree in European Studies** | 3 years of college- level instruction or equivalency | **30 credit hours**: 2 core courses & 8 courses in at least 2 different disciplines | Formal thesis and defense; minimum GPA of 3.25; study abroad required |
| Co-Major (BA) in **International Studies** (Europe track) (new) | 1 year of college- level instruction or equivalency | **25 credits** of coursework from at least 3 different departments | Study abroad strongly encouraged; offered as co- major with any other major in A&S. |
| Majors (BA) in**Interdisciplinary Italian Studies** or **Interdisciplinary****German Studies** | 2 (German) - 3 (Italian) years ofcollege-level instruction | **30 credit hours,** including 12 credits interdisciplinary coursework | One writing intensive course; study abroad strongly encouraged |
| **European Union Studies**Certificate | 2 years of college- level instruction or equivalency | **18 credit hours**: 6 EUS courses from at least 3 different departments | e-Portfolio; study abroad strongly encouraged |
| **West European Studies** Certificate, **East European Studies** Certificate, **LusoSphere Studies** Certificate (new), **Central****European Studies** Certificate (new) | 2 years of college- level instruction or equivalency | **15 credit hours**: 1 course in the major; 4 courses in 2 or more other departments | Thematic cohesion; e- portfolio; study abroad strongly encouraged |
| **Mediterranean Studies** Certificate or **Transatlantic Studies** Certificate | 2 years of college- level instruction or equivalency | **15 credits** of approved interdisciplinary courses | e-Portfolio; thematic cohesion; study abroad strongly encouraged |
| **Related concentration** in European and Eurasian Studies | 1 year of college- level instruction or equivalency | **12 credits** taken in 1 or more disciplines outside the major | Thematic, intellectual cohesion, e-portfolio; study abroad encouraged |
| **Global Distinction** | Optional | **6 credits** international/area studies coursework(including language); Europe-focus possible | Attend 24 Global campus events and complete 2 high-impact global experiences plus e-portfolio |

international education. **Table 4.1** summarizes undergraduate degree options.

**At the graduate level**, Pitt offers a rigorous 72-credit interdisciplinary Ph.D. in Critical European Culture Studies (CECS), which explores the idea of Europe as a cultural as well as a political project. Entering students must already have an M.A. In addition, the ESC now offers two tiers of graduate certificates in each of four ES-related areas: West European Studies (WES), European Union Studies (EUS), Mediterranean Studies (MS), and Transatlantic Studies (TS).

The new tier one certificates recognize that students in two-year programs with no previous world language experience should be encouraged to pursue area and language studies. Moreover, for

professional school students in terminal master’s programs, completing a digital portfolio (§G.2) is now an option in place of the research paper. (Advanced certificate students are still required to submit a research paper demonstrating use of interdisciplinary methods and primary or secondary source material in the student’s target language.) Based upon feedback from students and faculty, the introduction of this two-year option will allow more students in professional schools to complete ESC credentials. **Table 4.2** highlights graduate curricular options.

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| ***Table 4.2: Detail of Graduate Degree Program and Certificate Requirements*** |
| ***Program*** | ***Language*** | ***Course Work*** | ***Other requirements*** |
| Tier One: Grad Certificates in WES, EUS, MS, TS | 2 years of college-level instruction or equivalency | **15** credit hours; 6 outside major field | Research paper or e- portfolio; EU: co- curricular activity |
| Tier Two: Advanced Grad Certificates in WES, EUS, MS, TS | 3 years of college-level instruction or equivalency | **18** credit hours; 9 outside major field | Research paper or e- portfolio; EU: co- curricular activity |
| Ph.D. in Critical European Culture Studies | Proficiency in 3 languages of Europe (including English) – 1st native fluency, 2nd near native, 3rd intermediate | **72 credits**: 1 language pedagogy course, 1 skills-based course. At least 3 seminars from a single discipline different from discipline of the MA. | M.A. completed prior to enrollment. Internship or engaged-scholarship activity, qualifying exams, Dissertation |

In the upcoming cycle, course development to strengthen existing grad and undergrad offerings will be coordinated around the Critical Area Studies of Europe (CASE) initiative (§I).

* 1. **Academic and Career Advising.** Specialized and intensive individual academic

advising of each certificate student is a strength in UCIS, and in the ESC, in particular. ESC Assistant Director Lund advises students and runs information sessions on careers, internships, fellowships, employment, and other opportunities. He has 25 years’ experience advising students at Pitt (§E.2, App. 2) and is part of an Academic Affairs Team at UCIS with over 45 years combined advising experience. Together, they are creating an Internship Bank for certificate students and will oversee the International Careers Toolkit Series (§G.2) and Teaching Fellow in International Careers Development (§I). The Toolkit series invites practitioners from around the country and across the globe to discuss career trajectories and preparation. Around 200 students

per year participate. A one-credit Professional Development course supported in part by the ESC provides tailored career development assistance to UCIS certificate students.

ESC and UCIS advising complements advising offered through the University’s Advising Center, Career Services Center, the Honors College, professional schools, and individual departments. All advisors in A&S receive UCIS training regarding European and international studies at Pitt. Affiliated faculty regularly advise certificate students on career and graduate school options, in addition to their academic plans. Pitt’s Global Hub, which opened in January 2019, serves as a university-wide resource center to complement existing advising and resource structures across schools and the regional campuses. During the grant cycle, the ESC and Global Hub will partner with Alumni Affairs to match certificate students and FLAS fellows with alumni in relevant careers and facilitate pre-professional mentorship activities (§I, §J).

The ESC provides support for Europe-related faculty-directed research opportunities and early-research experiential learning for undergraduates, which is a priority at Pitt. For example, students in Italian studies worked on a faculty-led project for the Heinz History Center to document public opinion among Italian-Americans about a controversial Columbus statue. In the upcoming cycle, ESC will partner with the Humanities Center to award faculty-directed Undergraduate Research Fellowships with significant faculty oversight to students in European Studies. (§I) In addition, the proposed European Studies Engage program (part of the CASE initiative described in §I) will serve graduate students (including FLAS fellows) and contribute to campus-wide discussions of career diversity for graduate students through grants and summer internships (§I).

## Research and Study Abroad. Fully one-third of Pitt undergraduate students

**participated in study abroad** before the pandemic, and the ESC is committed to helping Pitt’s Study Abroad Office, now the Global Experiences Office (GEO) return to and even surpass this

amount within the next 18 months. In 2019-2020, students could choose from among over 400 Pitt-developed or Pitt-approved programs throughout the word, 40% of which offer the opportunity to study in Europe. The pandemic has significantly reduced those numbers. In 2021-22, while student demand is noticeably growing, GEO plans to run no more than 30-40 Panther (Pitt-run) programs and a dramatically reduced portfolio of Pitt-Recognized programs.

That said, pre-pandemic data provides an idea of the goals for study abroad by the end of the grant period. In 2018-2019, the last year unaffected by COVID**, 1,083 students participated in**

**142 programs in 26 European countries, including 61 Panther Programs, 3 Partner Programs, 19 Exchange Programs** (including consortia partnerships)**, 5 SLI programs, and 54 Pitt-recognized programs**. Roughly 75% of students choose Panther or Partner Programs, 22% choose Pitt-recognized programs, and 3% participate in bilateral exchanges.

GEO is extremely active in Pitt’s professional schools, with European programs in Business, Engineering, Nursing, Health and Rehabilitation Sciences, Social Work, Law, and GSPIA. Approximately one-third of students in **Engineering** studied abroad pre-pandemic, half in Europe. Undergraduate **business** students participate in direct exchanges with six prestigious European business schools or attend the Pitt Global Business Institute in London or Florence; graduate students participate in consulting projects or 3-credit, highly-focused research practica in Europe. UCIS administers **24 formal exchange agreements** with European institutions and consortia, including a student exchange between Sciences Po (Paris) and GSPIA and a Cambridge Fellows program that guarantees one Pitt student per year a place at Cambridge’s Jesus College in Neuroscience (Pitt is one of only three institutions with this arrangement). Memberships in the American Institute for Foreign Study, Council of International Education Exchange, and the

Institute of International Education facilitate student access to non-Pitt programs.

Students at both the graduate and undergraduate level receive considerable support for study abroad, research abroad, summer language programs, and other forms of experiential learning (§A.1.f). For students who cannot make study abroad work for financial or other reasons, GEO and ESC are currently developing virtual international internships and domestic “study away” service-learning opportunities. The ESC also provides funding to students who wish to pursue a study abroad or summer language program available only at another institution (§A.1.f).

# QUALITY OF STAFF RESOURCES

## Qualifications of Teaching Staff, Professional Development, and Involvement.

Over 150 Pitt faculty from 19 A&S departments, eight professional schools, and three regional campuses have officially affiliated with the ESC and provide academic distinction and substantive breadth in ESC programming. Over 90% of Pitt faculty have PhDs or the terminal degree in their field (the percentage is higher if only the main campus is considered). Eighty percent of affiliated faculty are tenured or tenure-track (all with PhDs), 15 faculty central to the ESC’s mission hold named chairs, and 10 others have been granted appointments of distinction. In the past three years, ESC faculty have published more than 600 books, chapters, and articles in academic presses and major refereed social science, humanities, and policy journals. Between 2018 and 2021, ESC affiliated faculty reported having received more than 155 awards totaling over $11,355,646 from both internal and external sources (App. 3).

All Pitt faculty are provided professional development opportunities (§C.3, §D.3), including overseas experience. The Office of Human Resources offers a Faculty and Staff Development Program, which includes over 60 courses. CTL provides opportunities for instructors at all levels to enhance professional skills related to teaching. All A&S junior faculty receive a semester research leave within their first five years and an average research fund of $5,000. In addition, the ESC and UCIS provide funds for conference participation to present research related

to Europe and research funds to support field and archival work in Europe (Table 1.1). Faculty who wish to develop study abroad courses are provided with expert guidance from GEO. In 2018- 19, 100 faculty members from 51 different departments led Panther Programs abroad.

Pitt faculty are deeply engaged in teaching, supervising, and advising ES students (§D.2). Most faculty at Pitt teach two courses per semester (four per year). In addition to their teaching, ESC tenure-track faculty serve on dissertation and thesis committees, and advise graduate – and in many departments, undergraduate – students. ESC-affiliated faculty members report supervising *on average* five theses in the past five years (App. 3). In close co-operation with advisors at A&S and within individual departments, ESC staff also advise certificate and BPhil students, advise ES student clubs, and supervise the ESC’s many student-focused activities.

Though scholarship and teaching is strong in many areas, Pitt has particular strengths to advance the major goals, initiatives, and themes described in Section I and below and respond to the priorities of the NRC and FLAS programs, including strengthening language teaching and pedagogy (see §B.3.) and the continued internationalization of the professional schools.

Pitt’s faculty enjoys international visibility in the area of European integration and EU Studies, which will advance the proposed theme: **Europe Today: Between Empire and Insignificance?** Particular faculty strengths lie in the areas of party politics (e.g., Spoon) and governance (e.g., Peters), transatlantic trade (e.g., Owens), integration history (e.g. Musekamp and Thum), and European cultural policy (e.g., Halle). Thirty tenure-stream faculty, 2 adjunct, and 3 visiting professors in 12 A&S departments, 4 professional schools, and 2 regional campuses devote a portion of their time to teaching and research on European integration (App. 3). EUSA is hosted at Pitt, providing unique opportunities for collaboration. Furthermore, the Barbara Sloan EU Delegation Collection is a unique resource for EU scholars at Pitt (§F). The **CECS PhD program**

is the first of its kind in the U.S. and has 34 affiliated faculty from 25 departments and programs. Faculty in GSPIA, Engineering, Urban Studies, Political Science, Economics, and Environmental Science provide interdisciplinary expertise on climate policy to advance the **Sustainability and Circular Economy** theme. Faculty in History and Philosophy of Science, Classics, Nursing, Public Health, and Health Sciences will collaborate on the proposed **Health and Health Ethics** theme. The Transatlantic **Disinformation and Misinformation** theme will include faculty from Pitt Cyber, Law, SCI, GSPIA, Communications, and Political Science. And Place-Based Engagement initiatives (§H) involve all of the above as well as faculty from Urban

Studies, Education, Children’s Literature and Newcastle University. (See also **Table 8.2.**)

Pitt boasts a depth of European specialization among faculty from the **professional schools**, with active and involved teaching and research faculty who will contribute to proposed programs from the following schools: Law (e.g. Brand, Curran); GSPIA (e.g. Keeler, Gamper-Rabindran); Business (e.g., Olson); Education (e.g., Porter, Quigley); Computing and Information (e.g., Thaw, Colaresi); Social Work (e.g. Rautkis, Goodkind); and Engineering (e.g., Vidic) (App. 3).

* 1. **Staff Qualifications and Oversight***.* ESC staff, with years of experience in operations,

fiscally-responsible project management, event planning, and outreach, are well-supported to meet the goals of the NRC/FLAS programs. Within the ESC, a faculty Director (50% effort) and full- time Associate Director oversee four full-time and three part-time (shared) staff members, two ESC graduate student assistants and two shared graduate assistants, and three ESC undergraduate student workers. Full position descriptions, including individual staff members’ years of experience in those roles, are detailed in Appendix 2. The ESC staff, in turn, is a part of a support network of colleagues in UCIS and the broader university collaborating on the implementation of UCIS-wide programming, internationalization efforts, and external engagement/outreach.

Outgoing ESC Director Spoon is an internationally-recognized expert on European political parties. During the writing of this proposal, she was elected Chair of her department and will continue to be a Center ally as the Chair of the ESC’s **Faculty Advisory Board (FAB)**, though her university service will shift to this new position. Associate Director Delnore has over 10 years of experience administering the ESC and almost 20 years’ experience in higher education as a historian of Europe. She will serve as Interim Director until the new faculty director is appointed. Professor Randall Halle, Director of the CECS and Film and Media Studies, and the Klaus W. Jonas Professor of German, is in line to assume the ESC Directorship, pending Provost approval. The Director of the ESC is overseen by the Vice Provost for Global Affairs and Senior Director of UCIS, who sits on the Provost Cabinet, the Chancellor’s Extended Leadership Team, and the Council of Deans. Academic Affairs within UCIS are coordinated and overseen by the Executive Director for Academic Affairs. The ESC’s FAB provides oversight for the Center’s academic programs (certificates and courses), research themes, and annual events calendar. The Board meets at least once per semester. The FAB includes faculty from **five departments in A&S** (including the chairs of the relevant language departments), the schools of **Business**, **Education**, **GSPIA**, **Law**, and **Public Health**, as well as the **University Library System** with four-year appointments. (FAB members are highlighted in App. 3.) Trained faculty reviewers review student portfolios using a specially-designed evaluative scale for program assessment. Faculty reviewers also audit samples of certificate graduate files and portfolios. Significant changes in the certificate programs undergo review first by the FAB, then by Deans of the various schools, and the Provost’s Office. The European bibliographers advise on library acquisitions and outreach related to the archives, while also participating in the selection of Summer Research Scholars and providing support for curricular innovations (§F.2.). Affiliated faculty serve on selection committees for

FLAS Fellowships (§J) and for faculty and student grants over $1,000. ESC-affiliated faculty also serve on UCIS oversight boards and budget committees as well as departmental and school governance and search committees. The UCIS **K-12 Educators Advisory Board (EdAB)** includes faculty from the School of Education as well as K-12 teachers and administrators from urban, rural, and suburban districts in western Pennsylvania (§H.1.a.). The ESC’s outreach coordinator also participates in Pitt’s Engagement Community of Practice, a network of outreach professionals and community-engaged scholars across campus (including all Schools, the Library, and multiple units within UCIS) who mentor and support one another.

* 1. **Nondiscriminatory practices for employment.** The University of Pittsburgh, as an

educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, as fully explained in Policy CS 07, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability, or status as a veteran. The Office of Equity, Diversity, and Inclusion (OEDI) reviews all hiring, promotion, compensation and tenure decisions to ensure compliance with the law and University policy and reviews all academic job postings to ensure that search committees are composed of diverse and qualified faculty. The University continues to take affirmative steps to support and advance these values consistent with the University's mission, including appointing a new Vice Provost for Faculty Diversity and Development. In addition to a recent “cluster” hire across A&S, Education, Social Work, Business, and GSPIA of Latinx faculty, the Offices of the Chancellor and Provost are spearheading a major initiative to recruit Black faculty members. A new cluster hire in Race and the Social Determinants of Equity and Well-Being includes over 50 tenure-stream lines. OEDI tracks progress and makes

it visible to the public through faculty, staff, and student Diversity Dashboards on the Pitt website. Moreover, this policy applies to admissions, employment, and access to and treatment in university programs and activities. This is in accordance with federal, state, and/or local laws and regulations.

# STRENGTH OF THE LIBRARY

* 1. **Strength of the Library’s Holdings.** The University Library System (ULS) is ranked 31st by

size of North American research libraries by the Association of Research Libraries and by the American Association of Libraries. Among its three libraries, ULS **has over 2.4 million books related to Western Europe** and access to over 600 electronic databases, nearly all with material relevant to Europe. An additional **80+ databases are focused primarily on European studies**.

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| **Table 6.1 Breakdown of Library Holdings for Europe in FY2020** |
| **Books** | **2,442,157 (26.6 %****non-English)** |
| **Journal titles** | **37,377 (29% non-****English)** |
| **Newspaper titles** | 87 |
| **Govt. pubs.** | 234,583 |
| **Microforms** | 12,976 |
| **Maps** | 4,263 |
| **Video recordings/ streaming** | 6,692/11,252 |
| **Audio recordings/ streaming** | 5,839/24,686 |

A breakdown of ULS holdings and expenditures related to European Studies is presented in **Table 6.1**. ULS is also a member of the Center for Research libraries, giving access to an additional five million plus traditional and digital resources.

Pitt library’s signature strength in European Studies lies in its unique archival collections. The ULS has housed the **Barbara Sloan European Union Documentation Collection (BSEUDC)** since 2007, when the EU Delegation in D.C.

donated its holdings to Pitt. To provide greater access to the BSEUDC, ULS has been digitizing documents and adding them to the **Archive of European Integration (AEI)**. The AEI contains over 78,000 full text documents and scholarly papers, many of which are only available electronically here. It continues to grow with the regular addition of documents from 40 private organizations dedicated to EU studies.

ULS’s print and non-print resources (including web resources, dissertations, book reviews,

books, articles, conference proceedings, and book chapters) are available in English and in French (4.4 million), German (433,791), Spanish (220,199), Polish (116,584), Turkish (42,764),

Romanian (39,520), Dutch (27,700), Bulgarian (26,260), Serbian (21,889), Czech (21,573),

Slovak (12,416), Arabic (6,281), Swedish (4,728), Hebrew (4,649), Greek (2,014), Danish (1,476), Croatian (1,447), Lithuanian (963), and Breton (620). Over 25% of the ES-related books held in the ULS and almost 30% of the ES-related journals are in European languages (**Table 6.1**).

ULS holdings are carefully curated to be accessible to undergraduate, graduate, and professional school students and students at all levels can easily “find an expert” by directly searching European Studies/EU Studies on the ULS subject expert search page. Special effort is made to connect undergraduate students to ES print and non-print resources: ULS liaison Daniel Pennell is preparing an exhibition, *Mitteleuropa: The Lands Between*, to inaugurate the new undergraduate Central European Studies certificate and showcase relevant items from Special Collections. The ULS has created LibGuides for undergraduates for all institutional and policy areas of the EU. Each guide contains select documents in the AEI from 1950s to present, as well as lists of annuals and periodicals to aid student research projects. Moreover, ULS posted a “finding aid” used by researchers at all levels for the research files section of the BSEUDC.

In FY 2020-21, library acquisitions and database subscriptions related to Europe totaled roughly $255,350.00. The ULS has also supplied $1.1 million since 2003 for the AEI. An additional $293,726 was paid in salaries and fringe for bibliographers and archivists working on the region (§A). These bibliographers cover business, economics, fine arts, global studies, history, languages, law, political science, sociology, and area studies and they all devote time to acquisitions for the European collection. A dedicated Area Studies Library Liaison for European and European Union Studies (Pennell; Appendix 3), works most closely with the ESC (§E.2.).

## Cooperative Arrangements, Databases, and Access to Holdings. The ULS

participates in 171 consortia and 11 one-on-one lending relations, providing easy access to

research materials from other institutions for Pitt students. Protocols exist, moreover, for teachers, students, and faculty from other institutions, including those in Europe, to gain access to resources. In 2019-20 the Pitt community requested nearly 28,000 items via Interlibary Loan (ILL), including 10,500 items via EZBorrow. In the same time period, Pitt libraries loaned 52,600 items via ILL service, including over 12,000 items via EZBorrow. The AEI also provides an “on demand” worldwide electronic delivery service for EU documents and over 98% of its traffic comes from individuals outside of Pitt. ULS is among the top library publishers of open-access international journals, providing free access to researchers around the globe. Pitt’s D-Scholarship program has an institutional repository for the research output of the University of Pittsburgh, based on Open Access principles and publishes more than 40 scholarly, peer-reviewed online journals. ULS’s online catalogue, PITTCAT, is easily accessed via the internet and ESC library holdings are also included in the Online Computer Library Center database. In 2020, over 139,000 unique users from Western Europe alone visited ULS remote access Databases.

To expand access to non-digitized material, the ESC partnered with the ULS to create the

**Summer Scholars Program**. Scholars apply for short-term research grants to work in the BSEUDC. In the 10 years of the program, the Center has received

*“I was simply amazed at the comprehensive collection of documents I discovered… I have conducted research…at a number of libraries [in Europe]…In none of these libraries have I been able to find such a comprehensive collection.”*

*-2018 Summer Scholar*

more than 150 applications from 28 countries. Twenty-two grants have been awarded. The ESC and ULS will build on this program in the proposed **Summer Institutes** for K-16 Global Educators (§H). Institute participants will learn from past Summer Scholars, infuse primary documents from

the BSEUDC into their courses, and encourage local students to do archival work on Europe.

1. **IMPACT AND EVALUATION**

*The European Studies Center (ESC) at the University of Pittsburgh has been and continues to be one of the strongest of its kind in the United States. The ESC is to be commended for its success in securing external grants, for advancing the study of Europe through sponsoring curricular and extra-curricular activities, for its robust programming on topics of broad interest, and for supporting the creative work of university researchers.*

*-Prof. Tim Hellwig, University of Indiana, External Evaluation Report, 2021*

## G.1. Significance of Impact on the University, Community, Region and Nation. The ESC

serves the university and broader community as a convener and aggregator of courses, events, and training related to Europe. **Enrollment** in non-language ES courses during the 2020-21 academic year totaled 14,302 undergraduates and 1,467 graduate students. European language courses enrolled 4,760 students in the same period. Annual enrollments in priority less-commonly-taught languages (as defined by US/ED) increased 7% between 2016-17 and 2020-21 (§B.1). In March 2021, 63 undergraduate students and 12 graduate students were enrolled in the ES B.Phil and ESC certificates, representing lower numbers than usual due to anemic recruitment during the all-virtual academic year. Both the CECS and the Co-Major in International Studies are new programs.

**Alumni placement data** quantitative surveys are taken 6 months after Spring graduation every year. Aggregated results since 2004 are presented in **Table 7.1.** A survey in December 2021

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| **Table 7.1: Placement data for students graduating with ESC credentials since ’04 (6 months after graduation)** |
| ***Sector of employment*** | ***#*** | ***%*** |
| Private for profit | 183 | 43 |
| Private nonprofit | 53 | 12 |
| Higher education | 56 | 13 |
| K-12 education | 16 | 4 |
| Government | 31 | 7 |
| Graduate studies | 86 | 20 |
| n=425 (self-reporting through alumni surveys or LinkedIn). For AY18-21 data, n=138; 16% of graduates were non-reporting; 5%unemployed. |

sampling 100 ESC certificate alumni found that 27% of respondents had worked for the government, 15% in K-12 education, 42% in higher education, 42% in the private (for profit) sector, 30% in the private (non-profit) sector, 18% for international organizations, and 3% for the U.S. military at some

point post-graduation. Moreover, fully 78% of respondents indicated that the knowledge of world languages and area studies

they acquired at Pitt helped them to better understand the world. Qualitative surveys of the ESC’s most recent graduates suggest that while the pandemic had an impact on alumni employment for those graduating in 2020 or 2021, Center-sponsored professional development programming, program requirements (such as the e-portfolios), and ESC credentials helped set students apart from other applicants and prepared them well for the job market. One graduating student reported that the admissions officer at their top-choice medical school mentioned their ESC e-portfolio as having made a positive impact on the admission decision as it showed the student to be well- rounded, culturally competent, and reflective. This is not atypical. Center alumni in the past three years have gone onto jobs at Washington University-St. Louis, Georgetown University, the White House Historical Association, a software and cybersecurity firm, USAID, and a non-profit environmental organization, among others.

**Participation rates in Center events** show the impact of the ESC. In 2020-21, though entirely virtual, 8,211 people participated directly. Of those, 446 were K-16 educators participating in professional development workshops. Assuming a multiplier effect of 120 students per educator (based on participant surveys), the ESC reached around 95,640 indirect participants, as well. The fact that the ESC serves as a **valuable and trusted resource to the wider community**, **both regionally and nationally,** is also evident from the number of individuals from outside of Pitt who attended the Center’s virtual events and programs during the pandemic. The ESC was able to create new opportunities for virtual engagement for teachers looking to enhance online instruction at the K-12 level, including grants to K-12 world language teachers to improve foreign language proficiency by enrolling in virtual or in person immersive language programs. Interest in the annual High School Model EU simulation increased by 25% when the event first went virtual in 2020. In addition, there was a 241% increase in the number of views for video resources on the ESC

outreach webpage and YouTube Channel. In late April 2021, the number of views on ESC outreach resources on the YouTube Channel surpassed 70,000. An additional 4,825 views came from the ESC Resources page on the UCIS Outreach (Pangea) website. **Table 8.1** provides a quick view of overall participation rates since 2018 broken down by constituency; §H and **Table 8.3** include a snapshot of the **Center’s on-line resources and their usage**.

The ESC has contributed significantly to the creation of area studies and language specialists. Since 2018, the Center has awarded $109,094 to students to support research in Europe and travel to present papers at research conferences and other professional development activities. Additional awards from the Center amounting to over $90,500 in the same period supported faculty research, teaching, and curriculum development. The resources provided by the Center proved more important than ever during the pandemic. For example, 34 faculty members and 13 students **used Center resources** (over $62,500) to support virtual experiences or to travel as soon as public health conditions allowed, despite temporary cuts to other travel budgets that would otherwise have otherwise negatively impacted new research outputs in European Studies.

**G.2 Placement.** The ESC, working with other centers within UCIS, is particularly proud

of its efforts related to pre-professional development for students and to post-graduate

employment, education, and training. An International Careers Toolkit series provides monthly

workshops for students to expose them to a wide variety of international career options, particularly in areas of national need. Every year, sessions focus on opportunities related to the Peace Corps, teacher training, diplomacy, cybersecurity and civil defense, NGOs, etc. In an **effort to increase placements** in these areas, we partnered on the development of a new 1-credit course for students to explore these career opportunities more in-depth and prepare for the job market. The Center invites graduating seniors on an annual trip to Washington DC to meet with

professionals in federal agencies such as the Department of State and in related agencies, such as the World Bank. In addition, all students enrolled in ESC credentials must complete a self-curated digital portfolio (e-Portfolio). The **e-portfolio** functions as a multimedia CV and challenges students to tell their own stories about engaging with the world in a way that will prepare them for the job market or graduate school. Quantitative placement data can be found in **Table 7.1**. In the upcoming cycle, the ESC will be working with Alumni Affairs to match certificate students and FLAS fellows with Pitt alumni and past FLAS recipients for targeted pre-professional mentoring. With UCIS, the ESC will also create an Internship Bank to match students with curated, internationally-oriented credit-bearing internships.

* 1. **Addressing National Needs and Disseminating Information.** FLAS fellowship

awards and programming supported through the NRC will address national needs as reflected in the Secretary of Education’s consultation with other federal agencies in 2021. Pitt offers extensive area content courses related to Eastern Europe, which falls within the ESC world region and is identified as a priority region by the US/ED and Department of Defense (DoD) (App. 1). Fourteen

(14) of the languages designated by the Secretary as areas of national need are in the ESC world region and are taught at Pitt (§B1-2). The ESC partners with the Baltic Studies Summer Institute

(BALSSI), bringing the total count of priority languages supported and offered to 17. Moreover, the Department of State includes French, German, and Spanish on its list of languages of critical need. All these languages will be open to students applying for FLAS awards, though the ESC will continue to **prioritize LCTLs in its awards process** (§J). National needs are of particular concern when awarding FLAS fellows. FLAS applicants indicate career goals and desired sectors of employment on their applications and the selection committee considers national need in the selection process. During the most recent cycle, 85% of applicants indicated that they intended to

pursue work after graduation in areas of national need in education or the public sector. Moreover, NRC-funded pre-professional programming (§G.2) will directly address national needs and FLAS recipients will be strongly encouraged to attend these programs.

All ESC programming is open to the public and most is recorded and **disseminated widely (Table 8.3)**. Recordings on the ESC website and the Center’s YouTube channel have been viewed over 70,000 times. Research results are also disseminated, in the AEI (§F.1) and through the Summer Scholars Program (§F.2). Lesson plans developed in teacher workshops are provided as Open Access resources on our website and have been viewed by over 4,000 unique users. In year four, the ESC will host a conference open to all other NRCs directly related to the Center’s CASE initiative (§I.1) to disseminate the results from that initiative and invite discussion on how best to reimagine area and European studies in the U.S. for the next generation.

* 1. **Evaluation Plan.** Evaluation efforts are closely coordinated by the UCIS Assessment

Committee, which is composed of representatives from each of the constituent units of UCIS (including the ESC) and is overseen by the UCIS Executive Director for Academic Affairs. An external evaluation consultant provides additional advice. The Committee has developed a **comprehensive and objective** evaluation plan, **Pitt’s Global COMPASS (Competency and Program Assessment; Table 7.2)**, to provide more actionable, **quantifiable** data. See also **Table**

**2.2** for language-related evaluations. With these tools, the ESC will have **outcome-measure- oriented data** to assess activities in compliance with US/ED’s requirements.

The evaluation plan provides **multiple opportunities for reflection and subsequent revision to programming (and the assessment tools themselves)**. Data collected under the 2018 evaluation plan has already informed changes to individual assessment instruments (e.g., improved training and multi-year commitments for faculty e-Portfolio reviewers to ensure consistency). Similarly,

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|  | **Table 7.2: Global COMPASS Tools and Timeline\*** |
| ***Target group*** | ***Tool*** | ***Specific targets*** | ***Administration*** | ***Collection method*** | ***Expected outcomes*** |
| Program Assessment | e-Portfolio Assessment | Student-centered assessments | 2022 | External Consultant (AmericanAssociation of Colleges and Univ.) | Unbiased assessment of current e-Portfolio design, presentation, and assessmentmethods and enhancements to e-Portfolio (2.0). |
| Program evaluation | Academic & outreach programs | 2023 (outreach)2025 (academic programs) | External Evaluator reports | Unbiased review of current assessment tools/methods and impact of programsrelated to outreach to MSIs/CCs and campus academics. |
| Faculty | Faculty impact survey | Affiliated faculty | Spring, odd years | Qualtrics, on-line | Better understanding of the needs of faculty and impact of Center resources on teaching,research. |
| Faculty data survey | Affiliated faculty | Annually, Fall | On-line | Updated, quantifiable data about faculty publications, teaching, and research. |
| Students (NRC and FLAS) | Student Learning Outcomes | Enrolled students (certificates) | On-going | Certificate student pre/post surveys and e-Portfolioreviewer evals | Quantitative analysis of student self- assessments re: cultural competency, area knowledge, language proficiency. |
| Certificatestudent pre/post survey | Undergraduate Students | Pre-requisitefor registration and graduation | On-line (via myPittGlobal) | Quantitative analysis of the impact thatprograms have on student language proficiency and international competencies. |
| e-Portfolios (§G.2) | Undergraduate certificate students | Final semester | On-line | Blending formative and summative assessment, directed student-self-reflection. |
| OPI testing\* | FLASrecipients and cert. students | At completion ofFLAS term or at graduation (cert.) | Phone or in-person interview | Assessment of language proficiency for allFLAS fellows and for a random sample of cert. students. |
| Satisfaction survey (student) | All students | At graduation | On-line, request sent out via email. | Program assessment, particularly regarding advising, DEI goals, and career preparation |
| Focus groups | Undergrads, grad students | 2024 and 2026 | Focus groupadministered by CTL | Specific Student Learning Outcomesannually. Understanding effectiveness and relevance of offerings. |
| K-16 educators | Focus groups | K-16 educators | 2025 | Focus group administered byCTL | Understanding effectiveness and relevance of program offerings. |
| Participant survey (Events) | All K-12 and MSI/CCEducators | At and after each event | Qualtrics | Identify impact of lectures, study tours, pedagogy workshops, and summer institute. |
| Resources feedback | Users of on-line teaching resources | On-going | Qualtrics survey (link embedded on videos and on webpages) | Understanding of who is using resources, how, and reflections of usefulness/impact. |
| Com- munity | Participant survey (Events) | All event participants | At end of event | Paper, Qualtrics | Identify impact and criteria related to DEI goals for lectures, conferences, institutes, and pedagogy workshops. |
| Alumni(FLAS/NRC) | Alumni surveys | All Center alumni | 6 months post graduation; every 4 years | Qualtrics | Most up-to-date data on graduate placement and demographic info. |
| FLAS surveys | All FLASrecipients | 1 year aftercompletion of FLAS AY | Qualtrics | Understanding of FLAS impact over long- term; placement. |
|  | \*These are in addition to those administered by Pitt’s language departments described in §B.4. |

recent evaluations have informed the activities presented in Program Planning and Budget (§I). In particular, formative assessments asked participants to reflect on the diversity of opinions presented at events. Feedback from students and faculty revealed a demand for content explicitly related to diversity and equity issues facing Europe. The IDEAS initiative, as well as aspects of the CASE Initiative described in detail in §I.1 respond directly to these requests.

Finally, the most recent external evaluation of the Center by Dr. Tim Hellwig (Indiana University) in 2021 recommended a redoubling of efforts to retain faculty expertise in Europe and partner with others to add new teaching faculty specializing in this region. To some extent, this work has already begun in our recent partnerships with History to dedicate an existing faculty line to the history of European Integration and with Russian, East European, and Eurasian Studies (REEES) and the Hungary Fulbright Commission to host an annual Hungarian visiting lecturer who will teach one area studies course related to the Visegrad Group each year and in support of our Central European Studies initiative. Hellwig’s recommendation has also spurred the proposed creation of a new Postdoctoral Fellowship in EU Studies (§I.1). The Post-Doc will provide an opportunity for early career researchers and new PhDs to develop as teachers of European integration at Pitt, which, as Dr. Hellwig noted, “has long been recognized as one of the leading centers for the study of Europe in North America.”

## The ESC adheres to and affirms the University of Pittsburgh’s commitment to

**ensuring non-discriminatory equal-access to its programs and activities**. To advance this

commitment, Pitt established the Office for Equity, Diversity, and Inclusion (OEDI) in 2015. The measurable impacts of this work have not gone unnoticed. Since 2017, Pitt has earned the Higher Education Excellence in Diversity (HEED) Award from INSIGHT Into Diversity magazine five years running. The HEED Award is a national honor recognizing U.S. colleges and universities

that demonstrate an outstanding commitment to diversity and inclusion. To further advance the work of the OEDI, the ESC is partnering with the other area studies Centers at Pitt in our Inclusion, Diversity, and Equity in Area Studies (IDEAS) initiative (§I). The ESC has committed to providing quality closed captioning for all video resources uploaded to UCIS since 2014 and live captioning for all future virtual programming. The Center works with Osher Livelong Learning Institute on campus to promote programming to non-traditional students and elderly community members. All event venues comply with the Americans with Disabilities Act (ADA) and all event registrations allow participants to request accommodations. A new Diversity, Equity, and Inclusion (DEI) coordinator for International Studies will work with OEDI and oversee IDEAS activities in UCIS.

# REACH ACTIVITIES

* 1. **ct and Faculty Involvement.** Pitt is uniquely focused on community

engagement. In 2020, Pitt received a Carnegie Community Engagement Classification. The Vice Chancellor of Engagement and Community Affairs coordinates outreach and engagement efforts across all campuses and works closely with the Vice Provost for Global Affairs to internationalize engagement (See §H.3). With the support of senior leadership, affiliated faculty from A&S and the professional schools actively participate in ESC outreach activities every year. In 2020-21, over forty faculty were directly involved in programming for elementary and secondary schools, post-secondary institutions, and the general public, media, and business (see below).

The area and international studies centers of UCIS, along with several affiliated units, have forged an outreach consortium – **Pangea --** which allows Centers to pool staff and financial resources and coordinate promotion and dissemination efforts to amplify impact and broaden the reach of programs that **explore global issues in regional focu**s. The Pangea website and monthly outreach newsletter reach a subscriber base of over 3,500 K-16 educators in the Western

Pennsylvania region and beyond, which we will continue to grow in the coming cycle.

Fostered by this ecosystem of collaboration, the ESC’s outreach efforts had **measurable, significant impact**, **reaching over 140,000 individuals** over the past three years (See **Table 8.1**). *H.1a. Outreach to Elementary and Secondary Schools:* In AY2020-21, 314 K-12 teachers participated in ESC-sponsored teacher development workshops and institutes, a significant increase from previous years facilitated by the virtual formats. Though K-12 student participation fell from over 1,000 pre-pandemic to 595 with events all virtual, the number of K-12 students who

indirectly benefited from ESC programming was over 71,400, based upon a 1 teacher to 120

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| **Table 8.1: AY 18-19 through AY 20-21 Outreach Direct Participants (DP) and Indirect Participants (IP)** |
| **Program Categories** | **AY 18-19 #DP** | **AY 19-20 #DP** | **AY 20-21 #DP.** | **3 yr. Total DP** | **3yr total IP\*** |
| Community College/Minority-Serving Institution Professional Development Workshops (Postsecondary) | 50 | 29 | 479 | 558 | **66,960** |
| K-12 Teachers Professional Development Workshops and Summer Institute for Global Educators | 44 | 223 | 314 | 435 | **69,720** |
| K-16 Educators Experiential Learning Opportunities, i.e. Brussels Study Tour, Travel Grants | 31 | 0 | 4 | 35 | **4,200** |
| Programs for K-12 Students, i.e. HS Model EU, Global Town Hall, EuroChallenge, Model UN | 1,011 | 1,247 | 595 | 2,853 | *N/A* |
| JMintheUS events (post-secondary and public outreach) | N/A | N/A | 6,086 | 6,086 |
| Academic Conferences, Workshops for postsecondary students: (UMEU, Career Toolkits, URS, Grad Workshop) | 510 | 314 | 283 | 1,107 |
| Lectures/Roundtables at Pitt (Primarily Postsecondary) | 2,032 | 1,390 | See JMintheUS | 3,422 |
| Events and Lectures for Academic, Civic and General Public, i.e. Policy Conferences | 99 | 150 | See JMintheUS | 249 |
| Cultural Festivals, Film Series & Other Events for the General Public: (e.g., ESCape Book Club, Film Festivals) | 3,880 | 1,962 | 450 | 6,292 |
| Events for Business Audiences: (i.e. Business Panels, Community Engagement Board) | 62 | 51 | See JMintheUS | 113 |
| **Total** | **7,719** | **5,366** | **8,211** | **21,150** | **140,880** |
| **\***Based on survey data, participants in teacher-training workshops interact with at least 120 students during the school year who benefit from content presented in workshops (IP calculated with multiplier effect of 120). |

student multiplier effect as reported by teacher surveys (Table 8.1).

Among the initiatives aimed at K-12 teachers and students are the **Brussels-Luxembourg Study Tours for Educators (Brussels-Lux)**, our pioneering **High School Model EU (HSMEU)** simulations, **EuroChallenge** competitions, **MEET EU 360 (augmented reality) and in-person classroom visits**, annual **K-12 Educators in Residence** at the ESC, and **Conversations on**

**Europe: Teachable Moments (COE:TM).** With Pangea or other partners across the U.S., the ESC will also collaborate on **Global Issues through Literature Series (GILS), Interdisciplinary Global Educators Workshops (IGE),** and a **podcast** with UT-Austin’s Digital Speakers Bureau. (See §I.1.) Proposed themes and focus competencies for each year’s programming, as well as University partners from professional schools, are highlighted in **Table 8.2.**

One example of the effectiveness of programming and our impact can be seen in the week- long Brussels-Lux Tour, which serves K-16 educators nationally. For the 2022 Tour, ESC received over 200 applications from K-12 teachers across the U.S. Participating teachers produce a lesson plan or unit plan incorporating the EU into at least one of their classes and upload it to the ESC’s curriculum resource library (currently with dozens of free lesson plans). In 2019 (the last time the tour ran), 100% of Pitt participants reported that their knowledge of the EU increased as a result of the Tour and 80% reported a significant increase (from poor to very good, for example).

*H.1.b. Outreach to Postsecondary Institutions:* In 2020-21, 479 post-secondary faculty from MSIs and community colleges participated in faculty development workshops co-sponsored by the ESC. In addition, post-secondary outreach was enhanced significantly through careful coordination with other EU-funded universities throughout the U.S. Led by the ESC, 15 partner centers from universities across the country agreed to collaborate on virtual programming through a new **Jean Monnet in the USA network (#JMintheUS)**. Many JMintheUS members will partner with the ESC on the **Brussels-Lux Study Tour**. Of the 30 participants each year, one-third will be faculty from MSIs and community colleges.

The partnership significantly amplifies the impact of ESC programming. In 2020-21, JMintheUS promoted 87 events on its webpage (managed by the ESC) and over 6,000 people attended synchronous virtual JMintheUS events (Table 8.1). Among the programming highlights

was a talk by Vice-President of the European Commission Frans Timmermans, hosted by Pitt’s ESC in March 2021. Over 500 attendees joined synchronously from 20 states. All events were recorded and linked to the JMintheUS page, as well as the host institution’s website. One ESC- organized JMintheUS event, a Brexit Update in February 2021 with 136 attendees, received 49,131 views on YouTube within two months. In 2022-23, the ESC will partner with EUSA to bring their biennial conference, which attracts over 500 scholars from all over the world, to Pitt’s campus.

In addition, in collaboration with Pitt’s other NRCs, the ESC will build on its partnership with the **International Studies Consortium of Georgia (Georgia Consortium)**. The Georgia Consortium expanded beyond Georgia during the pandemic and now includes 17 small and medium sized universities and colleges (with about 78,700 students enrolled in total) in four states. Most of the members are MSIs; five are HBCUs. In AY2022-26, the ESC and Pangea will organize a series of synchronous remote faculty development workshops for Community College (CC) and Minority-Serving Institutions’ (MSI) faculty exploring HELMS (see §I.1) and related

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| **Table 8.2: ESC Outreach Plan (with Pangea) – K-20 and General Public** |
| **Year** | **HELMS****focus (§I.1)** | **Complementary Theme (§I.1)** | **Goal** | **Partner(s)** | **Programs (See §I for****details)** | **\*GILS****Theme** |
| **1:****2022-****23** | H-Historical Contexts | Europe Today:Between Empire and Insignificance? | Internation alize curriculum and infuse European and EU content into new courses; reframe area/inter- national studies as essential for 21st century compete- tiveness. | History Department,World Historical Gazetteer, ULS | Summer Institute (K-12 teachers), Brussels-Lux (K-16educators), IGE (K-12teachers), GILS\*(modified to suit middle school target audience), Post-secondary Educators Workshops(K-16) | Social Justice |
| **2:****2023-****24** | E - Ethics | Public Health- treating addiction | School of Public Health, School of Nursing and Center for Health Ethics andLaw, ULS | Wicked Problems |
| **3:****2024-****25** | M - Media Literacy | Dis/Misinformation- Impact around the world and local strategies to combat | Pitt Cyber and Pitt Law, ULS | Truth |
| **4:****2025-****26** | S - Social Science methods and/or L- Language | Models of Regionalism or sustainability; linguistic diversity | GSPIA/Political Science (S); Children's Literature and international university partners(L), ULS | *Version originale* (for world language teachers) |
| Additional programs without annual themes: MEETEU 360, HSMEU, UMEU, EuroChallenge, EiR, Newcastle- Pitt PBN, Community Advisory Board |

annual themes (see **Table 8.2**). **(CPP)**.

Also advancing the CPP, regionally, the ESC’s focus will be on encouraging student enrollment in area studies and language courses at partner community colleges and Pitt’s regional campuses. The ESC and other Pitt NRCs will support the creation of a new Global Distinction at the **Community College of Beaver County (CCBC)**. The University of Pittsburgh-Greensburg (1,400 students in western PA) and University of Pittsburgh-Bradford (1,500 students in north- central PA) recently approved ESC certificates be offered to their students for the first time. Both are Title III/Title V-eligible MSIs. Campus and classroom visits will recruit students to the certificate programs, promote virtual co-curricular and pre-professional opportunities (e.g., International Careers Toolkit Series, CoEs) to students, and promote course development opportunities (including curriculum innovation grants) to faculty.

The Center will also continue to organize the **Undergraduate Research Symposium (URS)** (with REEES) each year, a **college-level Undergraduate Model EU (UMEU**; 50+ students

*“This was a terrific panel… Now that I am aware of recordings, I will look more deeply into the series, thank you!” -December 2021 CoE attendee*

from Pitt, its regional campuses, and five other schools from the region), and monthly **Conversations on Europe**

**(CoE)** virtual roundtable discussions (averages 400 student attendees at live events per year). The CoEs are recorded and uploaded to YouTube and linked to the ESC website along with suggested additional readings. ESC’s library of past CoEs has over 20,000 views on YouTube (**Table 8.3**).

*H.1.c. Outreach to Business, Media, and General Public:* The ESC works with university and community partners (e.g. the City of Pittsburgh, the honorary consuls, the World Affairs Council of Pittsburgh) and business partners (Siemens, Covestro) to reach a wide audience. With the German American Chamber of Commerce’s (GACC) Pittsburgh Chapter, the ESC will provide curricular enhancements for the **Pre-Apprenticeship program** that serves local German-owned

businesses and trains high schoolers for careers. A unique partnership between Newcastle University (UK) and the University of Pittsburgh has formed around the ideals of inclusive, mutually beneficial, place-based community engagement. The two universities are forming a global Place-Based Network (PBN) of universities and the ESC is central to this mission. The **UCIS Community Engagement Board** (with representatives from local museums, libraries, and community organizations) advises the ESC and other NRCs at Pitt on matters related to community outreach. During AY 2022-2026, the ESC will work with Covestro, LLC and Pitt’s Mascaro Center for Sustainable Innovation (MCSI) to develop community-engaged co-curricular programming related to the new Circular Economy Program graduate program.

MEET EU 360 virtual reality presentations (§I) will be showcased at Pitt’s **Community Engagement Centers (CECs)**. The CECs are 15-year University commitments of investment, infrastructure, programming, and staff in two underserved neighborhoods of Pittsburgh. For neighborhood residents, the CECs provide opportunities for lifelong learning and connection to arts programming. Through Pangea and the PBN, the ESC will continue to partner with the CECs to bring guest speakers and develop bespoke programming.

The ESC works with University Marketing and Communication (UMC) to match affiliated faculty expertise to press inquiries. As Director of the ESC, Dr. Spoon participated in multiple interviews and appeared on local news

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| **Table 8.3: ESC Digital Outreach and Impact** |
| **Channel** | **Impact (as of date)** |
| Pangea Newsletter | 3,500 subscribers (1/14/22) |
| ESC Mailing list | 565 subscribers (1/22/22) |
| Facebook | 948 “Likes” (12/2/21) |
| Twitter | 598 Followers (12/2/21) |
| Instagram | 261 Followers (12/2/21); between 900 and 3650 reels played per month in Fall 2021; over 3,360 accounts reached in September2021. |
| YouTube Resources | 71,603 views of all posted ESC video resources (4/28/21): 20,519 views ofCoEs; 1,164 views of CoE:TMs; 49,920 views of lectures and virtual briefings. |

programs (KDKA) and the BBC Radio 4 Podcast. She also contributed regular blog posts, including for the Monkey Cage

blog (*Washington Post*) and has been picked up by *El Pais* (Spain), and *Die Zeit*

(Germany). In 2021, the ESC partnered with UCIS and Pitt’s Global Hub (§D.2) to develop a series of professional development workshops about social media for international education professionals; in 2022, the ESC will run a workshop for affiliated faculty on how to disseminate research results through print and social media. The ESC amplifies these efforts through its own active **social media engagement** (**Table 8.3**) and CoE programming.

# LANNING AND BUDGET

* + - 1. **nt Plan and Timeline**. The ESC Director and staff, working with faculty

and staff from across the university, including at the professional schools, will organize curricular, co-curricular, and outreach efforts around a four-year initiative called **Critical Area Studies of Europe (CASE)**. The CASE initiative proposes to *dramatically reimagine European studies at Pitt*. Within the CASE initiative, there are three concurrent priorities: **1) European Studies Engage** highlighting career pathways with an eye towards the future of work; **2)** fostering **Inclusion, Diversity, and Equity in Area Studies (IDEAS);** and **3)** formalizing a set of **learning outcomes for K-20 students** that capitalizes on the strengths of interdisciplinary and multi- disciplinary area and language studies. These learning outcomes/core competencies include Historical contexts, Ethics, Languages, Media Literacy, and Social Science Methodologies (summarized by the acronym **HELMS**).1 A HELMS education encourages critical thinking, ethical decision-making, and cultural sensitivity. The ESC proposes that area studies programs are ideally suited to cultivating these essential learning outcomes, which are increasingly valued as the work environment changes due to increasing dependence on technology and machines.2

1 HELMS was inspired by a Medium blogpost by Tim Wise in September 2019 that advocated for the importance of media literacy, ethics, sociology, and history education (MESH) in addition to the emphasis on STEM. (https://medium.com/our-human-family/forget-stem-we-need-mesh-43ab6f6273cd) The ESC and a working group of affiliated faculty adapted elements of Wise’s call to action, adding proficiency in a language other than English as another important neglected skill. HELMS is not a replacement for STEM, but rather a complement. Informed critical thinking is as critical as Science, Technology, Engineering, and Math.

2 https://www2.deloitte.com/us/en/insights/industry/public-sector/future-of-government-jobs.html

In addition, four key themes during the 2022-2026 grant cycle will engage different core ESC faculty members and students to develop the CASE initiative. These themes will also inform Center outreach initiatives (Table 8.2) coordinated with other area and international studies centers at Pitt, along with strategic principal partners, throughout the grant period. They are: **A) Europe Today: Between Empire and Insignificance** (principal partners: History, CECS, EUSA, European University Viadrina Frankfurt, and the European Culture Research Group at the Council for European Studies); **B) Disinformation and Misinformation in Europe and the U.S.** (partners: Pitt Cyber and Pitt Law); **C) Sustainability and the Circular Economy** (partners: MCSI, Engineering, Urban Studies, and Newcastle University); and **D) Health and Health Ethics** (partners: Center for Health Ethics and Law, Newcastle University, Department of Philosophy).

This section, set alongside the proposal budget, details the ESC’s proposed programming across the different criteria categories. Programs addressing **NRC absolute and competitive preference priorities** are indicated below as **AP1**, **AP2**, and **CPP**. A detailed timeline for the

specific activities described below is provided in the Appendix (**App. 5**) and includes reference to partnerships (leveraging staff and financial resources) and personnel responsible for each activity. ***Language Instruction –*** The ESC will work with the Less Commonly Taught Language

Center (LCTLC) to cover the costs **of advanced LCTL instruction**, including **Turkish, Swedish, Hungarian, and Gaelic**. The ESC will support the LAC Coordinator (App. 2) in her efforts to recruit new instructors and develop new LAC offerings (§B.2). Two or three trailers taught in relevant ESC languages will be supported per year, and at least three new trailers will be developed over the course of the grant. Funds will also be set aside **for annual workshops** to generate new interest in teaching LAC courses. NRC funds are also sought to build on work already done by the LCTL Coordinator and ELI Director to provide training modules for LCTL instructors. They

will oversee the early-stage development of a **Teaching LCTL Wiki Project**, which will eventually become an open-education resource (OER). ESC will continue to support the Pitt- administered **Balkan & Black Sea Consortium** and the Indiana-based **Baltic Studies Summer Institute** (BALSSI). Finally, the ESC seeks funds to support **proficiency testing and examiner training** for language proficiency assessment (§B.4).

***Non-Language Instruction*** –NRC funds are requested to partially support the creation of a new **Post-Doc in European Union Studies** (§C.3). Selected from a search to be conducted in Spring 2023, the three-year post-doctoral fellow will teach courses on European integration that include HELMS and IDEAS priorities and oversee the introductory “**What is Europe?” course** and a “**Europe Today” 1-credit offering** each year in coordination with EUSA (§C.2).

In partnership with the Humanities Center (HC) at Pitt, the ESC will offer **one Faculty Transdisciplinary Research Seminar Fellowship** in years two, three, and four. Fellows will be asked to convene a thematic seminar, providing a unique opportunity for faculty at all levels to come together to incubate a transdisciplinary research community and explore CASE priorities (**AP1**). **Co-Teaching Fellowships**, again in partnership with the HC, will allow selected fellows (2 per search) to develop and then co-teach an innovative, multidisciplinary course related to Europe and engaging at least one priority of the CASE initiative.

***Curriculum Design*** – NRC funds are sought to support program **external evaluation** in year four and annual consultation from an **evaluation consultant** along with stipends for affiliated faculty who are trained to evaluate certificate student e-Porfolios (§§G.2, G.4). During the 2022- 26 grant cycle, the ESC will continue to develop courses related to the certificate offerings and complement curricular offerings with targeted and relevant co-curricular and pre-professional programming. The focus for course development will be on inter- and multi-disciplinary courses

that advance IDEAS priorities. **Course enhancement grants** will be offered for instructors to re- work existing courses to include more content related to Europe and re-think learning outcomes to align with HELMS goals. For graduate students, the ESC will award three to four faculty-mentored **Course Development Innovation Grants** advancing HELMS/IDEAS priorities.

With Alumni Affairs and the Global Hub (§D.2), the ESC will match certificate students with UCIS alumni for **mentoring**. The ESC will continue to support the **International Careers Toolkit Workshops** (§G.2), a one-credit **Professional Development for International Careers course**, and annual trips for first-year students to New York City to visit the UN, IIE, and EU Delegation to the UN and for seniors to Washington D.C. to explore careers and meet alumni. Grant funds will provide stipends and honoraria to **guest speakers** in the “Europe Today” course (drawn from EUSA Board and membership) and the “What is Europe?” course, to provide students with more diverse perspectives. NRC funds are sought to support the migration of student digital portfolios to a new server to make them more adaptable to student needs post-graduation.

The ESC seeks NRC funds to continue to offer ESC students and affiliated faculty support for **faculty-directed student original research** projects (§D.2). In particular, the ESC will support one **ESC Undergraduate Fellow in the Humanities** and one relevant faculty mentor per year in years two, three, and four of the grant. Undergraduate Fellows will participate in a 3-credit research methods seminar offered each spring by the HC, conduct their research in the summer, and take a second 3-credit seminar in the Fall to craft a research outcome.

For graduate students, the ESC requests NRC funds to support the European Studies Engage program. **ES Engage** will provide funding for Immersive Dissertation Research (projects involving substantial professional development or community engagement), an **International Education Administrative Micro-Internship for Ph.D. Students** (§D.2), and weekend

**professional-development workshops** (two per year) in partnership with A&S’s Humanities Engage program. Workshops will cover topics such as survey methods, grant writing, introduction to data management, ethnography, and community engagement. NRC funds will support **co- curricular programming for the Circular Economy Program** (§H.1c).

***Faculty and Staff Resources –*** NRC funds are requested to partially support the ESC’s **Outreach Coordinator** (50% on NRC); a **DEI Coordinator for International Studies** (§G.5; 50% requested from Pitt, 50% to be split among Pitt’s NRCs); a half-time **LAC Coordinator** (split among Pitt’s NRCs); a **Graduate Research Assistant** (50% stipend on NRC); and two hourly **Undergraduate Student Ambassadors**. The ESC will use NRC funds to partially support an **Activities/FLAS Coordinator** (15% effort) and a **Webmaster/Graphics designer** position (25% effort). Justifications for these roles is provided in detail in Appendix 2. In addition, NRC funds will be used to support professional development activities for ESC staff, graduate students, LCTL and other language instructors, and participation in study abroad programs for faculty.

***Library and Information Resources –*** The ESC requests grant funds to acquire new electronic databases and print materials for the library, in partnership with Pitt’s European bibliographer (who will also be supported by institutional funds with travel support to visit European partners). With the ULS, the ESC will offer one Summer Research Scholars Grant to provide access to more scholars to research in the BSEUDC (§F.2).

***Outreach Activities –*** For K-12 Outreach, the ESC requests NRC funds to support a **Summer Institute for Global Educators** (with a Europe-specific track in addition to global thematic content) in partnership with the other area/international centers at Pitt; annual Europe- focused **Global Issues through Literature Series (GILS)** organized by Pitt’s GSC with participation by faculty at Pitt’s Children’s Literature Program and partner international

institutions; the continued support for the **MEET EU 360** program offering immersive student- and teacher- created VR content in K-12 classrooms and CECs; annual **professional development workshops for K-12 teachers** co-organized with other UCIS centers through Pangea; and a **K-12 Educator in Residence (EiR)** (§H.1.a). NRC funds are also requested to support the continued maintenance of the **K-12 Educator Advisory Board** and the writing of the annual Model EU agenda (serving both **HSMEU** and UMEU). The ESC will partner with UT-Austin’s Digital Speakers Bureau to enhance CoE:TM (§H.1.a). In partnership with the German American Chamber of Commerce in Pittsburgh, the ESC requests NRC funds to support curricular enhancements at Greensburg Salem for their **Pre-Apprenticeship program** (§H.1c), through which high school students get hands-on experience at a local, multinational (German) company. Partial-funding is also requested for the high-impact **Brussels-Lux Tour** (§H.1.a).

For post-secondary outreach, the ESC requests support for the **coordination of the Georgia Consortium**, including efforts by its Director to expand membership as well as funding for two **Europe-focused faculty development workshops** per year open to Consortium members. Post-secondary faculty development workshops will also be open to other MSI and CC partners (§H.1.b). Funds are also requested to provide **HELMS and IDEAS Development and Innovation Grants** for Pitt regional campus faculty, faculty members of Georgia Consortium schools, and Community College faculty. Within our region, the Center proposes to expand on its long-time partnership to internationalize curricula at local community college **CCBC** and expand access to ESC certificates for students at Pitt’s regional campuses (§H.1b).

At Pitt, **Academic and Policy Conferences** supported with NRC funds will include a partnership with EUSA in year one to host the **EUSA Biennial Conference at Pitt** and include panels on European cultural policy and a **research symposium and teaching laboratory** on

“Europe Today: Between Empire and Insignificance,” co-sponsored by REEES and CECS. In year two, the ESC will partner with Pitt Cyber and colleagues at Newcastle University on an international conference exploring new approaches to **countering dis- and misinformation** locally, which will be followed in year four by a research symposium sharing results and best practices. With Pitt Law, in year three, the conference will explore **European/US cultures of law and approaches to rule of law**. In year four, the ESC will invite other European/West European/REEES NRCs to discuss how European Studies might be reimagined and present the results of our CASE initiative.

Outreach to the general public, business, and media will be facilitated by NRC support for the annual **Pittsburgh EU Film Festival** in partnership with Film Studies, the Pittsburgh Cultural Trust, and the JMintheUS network (§H.1b); the Circular Economy and Pre-Apprenticeship programs with Covestro and the GACC, respectively; the continuing **Conversations on Europe Virtual Roundtables** which continue to expand in their reach (Table 8.3); and a **community forum** with local stakeholders (including Pitt’s Nationality Room committees), aimed at developing resources through the “Europe Today” initiative to make the University’s academic mission in the ESC and REEES world areas more accessible to campus visitors.

## ity of Activities and Relation to Purpose of the NRC Program. The ESC’s

proposal for the 2022-2026 grant cycle enhances and strengthens existing programming while developing and implementing new programs to meet objectives that are in line with priorities **(AP1, AP2, CPP)** for a Comprehensive National Resource Center in European Studies. Among the goals for this grant cycle are: 1) to increase the international competitiveness and cultural

competency of Pitt students (**AP1**); 2) to increase the number of graduates prepared to enter

**community-engaged** and **internationally-focused** careers or graduate study related to Europe

(including in areas of national need) (**AP1**); 3) to internationalize K-12 curricula in our region and nationally through high-impact workshops and student-created augmented reality classroom presentations (**AP2**); 4) to broaden access to European courses, activities, and resources for higher education students enrolled at Pitt’s regional campuses, partner community colleges, and other minority-serving institutions through campus visits and faculty professional development programming (**AP2, CCP**); and 5) to increase opportunities (and access to opportunities) for European area and language studies among K-12 students. The CASE Initiative (especially through IDEAS) seeks first and foremost to generate debate and reflect diverse opinions (**AP1**), by actively and explicitly internationalizing DEI work being done in other parts of the university and connecting it to area/European studies. The HELMS framework for area studies learning outcomes will be developed to facilitate success in careers in areas of national need (**AP1**).

* + - 1. **.** The programs and initiatives proposed in this section are largely new or

substantially enhanced. They are designed to complement existing Center and UCIS programming; align with both the Plan for Pitt and the Global Plan; leverage hard money and other internal and external support, including a Seed Grant from the Office of the Chancellor to develop the LusoSphere Program with Latin American Studies (CLAS) and grants from the EU and the EU Delegation, and capitalize on local, national, and international partnerships. This strategy ensures costs are manageable and increases the prospects for long-term sustainability. In 2020-21, Title VI funds comprised only 14% of total spending on the ESC subject area at Pitt. Internal and external funds supported faculty and staff salaries, student aid, language programs, research, travel, events, and library acquisitions. As detailed above and in the budget, ESC effectively leverages federal funding to accomplish significantly more than would be possible with grant funds alone.

* + - 1. **-Term Impact.** The proposed activities outlined in our proposal above will both

widen the reach and increase the ESC’s impact on our various constituencies locally and nationally, while **increasing enrollments** in both undergraduate and graduate programs, including in all of Pitt’s schools. Proposed activities benefiting graduate and professional school education include the Circular Economy co-curricular programming, International Careers Toolkit sessions, annual academic conferences, summer language study, CoEs, the alumni mentorship program, and post-secondary curriculum development workshops.

Focusing on the CASE initiative will continue to realize the ESC’s goal of **reimagining area studies** at Pitt and providing a blueprint for other universities in the US. The thematic foci capitalize on existing faculty interests, while providing additional resources to produce **research of impact** and **strengthen interdisciplinary teaching** at Pitt. An enhanced emphasis on pre- professional programs, IDEAS, and HELMS will better prepare students for graduate studies and **employment in areas of national need** (and promote career diversity), while **deepening student engagement** in the region. Through careful stewardship of funds and strategic partnerships, most activities will be sustained long after the 2022-26 grant cycle.

# J. FLAS AWARD SELECTION PROCESS

**J.1. Selection Plan**: **Advertising** and **applications** for the requested FLAS Fellowships

(FLASF) will be coordinated among all of the FLAS-granting Centers at Pitt to amplify impact and promote efficiencies. These processes have already been put into place and the timeline is well-developed. Advisors promote FLAS to all enrolled students. The FLAS-granting Centers announce the program broadly via faculty and student email lists, newsletters, and on social media (Table 8.3). In addition, Directors of Graduate Study at all departments, graduate admissions committees, and the directors of SLI and BALSSI receive information to send to current and prospective students. UCIS works with the external fellowships coordinator in the Honor’s College

as well as the PittFund$Me online funding database to promote FLAS applications to undergraduate students. All FLAS undergraduate FLAS applications will be administered through PittFund$Me, which is the centralized location for students to search for both external and internal funding opportunities and will provide maximum visibility. UCIS will also hold campus-wide workshops about applying for FLAS fellowships. All ESC-generated FLASF information will encourage the study of LCTLs, with the goal of awarding at least 75% of FLASFs to students studying a less commonly taught language (**CPP2**).

The University of Pittsburgh has one common application for all FLAS applicants, regardless

of language or world region and the FLAS coordinators from each FLAS-granting Center at Pitt work together to standardize the application and selection procedure, as well as follow-up post- award. Graduate students submit their applications (which consist of full academic records, two recommendation letters, a research and study plan, and a language plan) through their home

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| Table 10.1: Selection Rubric |
| Selection Criteria | Max point value =30 (33 with bonus) |
| Academic Performance | 10 |
| Relevance of language study to academic/careerplans | 10 |
| Quality of writing sample | 5 |
| Language of study (priority and level); **competitive preference 2** | 5 (Highest – LCTL/priority, advanced level); 3-4 (Medium: LCTL/priority, intermediate level or below); 1-2 (Lowest: Commonly-taughtlanguages) |
| **Competitive Preference 1** | 3 (BONUS) – *not**evaluated by committee; informs final ranking.* |

department/school.

Undergraduates will apply through PittFund$Me, with a detailed statement of purpose submitted in lieu of the two separate plans. Information about submitting a Free Application for Federal Student Aid (FAFSA) and releasing results to the ESC are included in all application packets; UCIS works with the Office of Financial Aid to disseminate information about FLAS to students who qualify for need- based aid (**CPP1**).

The ESC Director will appoint a FLASF Selection Committee from among the ESC-affiliated tenure-stream

faculty (including representatives from professional schools) to serve on the FLASF Selection Committee for a term of four years. The Committee will be provided with detailed **Criteria for Selection**, which reflect US ED’s priorities for FLAS funding (**Table 10.1**)

FLASF fellows and instructors must agree to complete assessments of language proficiency at the beginning and end of the fellowship period and to respond to requests for information as FLAS Alumni up to eight years post-graduation. During the term of the Fellowship, fellows receive targeted academic and career advising (§D.2), are strongly encouraged to participate in relevant International Careers Toolkit opportunities (§D.2, §G.2), and will be matched to a FLAS alumni mentor (§D.2) so that fellows may make best use of their FLAS awards to advance their academic and professional goals.

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| **Illustration 10.2: FLAS Timeline** |
| Oct/ Nov | * Advertise
* Info

sessions | Dec/Jan | * Open applica- tions
* Promote
 | Feb/ March | * Applica- tions due
* Selection Commit- tee meets
 | During Fellow- ship | * Language Assessments
* Advising
* Career Toolkit Opportunities
* Mentorship Program
 |

# K. DEGREE TO WHICH COMPETITIVE PREFERENCE PRIORITIES ARE SERVED

***NRC CPP*:** As detailed in the proposal, several key activities will be implemented in partnership with community colleges (particularly CCBC) and minority-serving institutions (Pitt’s regional campuses and the Georgia Consortium). With CCBC, the ESC will partner with other NRCs at Pitt to support a 3-credit course taught annually and create a Global Distinction that CCBC students can earn (§H.1b). In addition, the ESC has approval from three regional campuses to begin offering West European Studies Certificates and the Related Concentration in European and Eurasian Studies (§H.1b). Faculty development workshops for faculty at Georgia Consortium schools will focus on HELMS skills and thematic issues related to European studies in alternating

semesters, and we will be expanding access to include more MSIs and HBCUs, as all workshops will be virtual (§H.1b, §I.1). Pedagogy workshops in LAC will be open to faculty from any partner university, including CCs, MSIs, and HBCUs (§B.2). Finally, the Brussels-Lux Study Tour will hold spots exclusively for faculty from MSIs and community colleges from across the country, with one slot per year reserved for the Georgia Consortium (§H.1b).

***FLAS CPPs*:** The ESC will include instructions for completing the FAFSA for all undergraduate and graduate applicants and will work with Pitt’s Office of Financial Aid to ensure that demonstrated financial need as indicated by the students’ expected family contribution is given additional weight in the evaluation criteria for awarding FLASFs, after the selection committee has reviewed all applications for academic merit (§J.1). This need determination will be based on the students’ financial circumstances and not on other aid (**FLAS CPP1**). The ESC will also award at least 50% of its FLASFs to students studying a LCTL (with a strong likelihood of regularly

exceeding this goal). This commitment is based upon the ESC’s strong track record. In past years, at over 75% of the graduate FLASFs went to students studying LCTLs (§J.1, **FLAS CPP2**).