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Grant Application for

**National Resource Cent** -

in European Studies

CFDA Number 84.015A

**20**ƝƝ**-202**ơ



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**ACRONYM EXPLANATION**

AACC American Association of Community Colleges ABC-CLIO American Bibliographic Center-CLIO Press ABI Abstracted Business Information

ACTFL American Council on the Teaching of Foreign Languages AI Artificial Intelligence

AP Absolute Priorities

APC Academic Programs Coordinator

ARL Association of Research Libraries

ASERL Association of South East Research Librarians AY Academic Year

BALSSI Baltic Language Studies Summer Institute BGCPS Bob Graham Center for Public Service BOE Board of Education

C3 Career Connections Center

CALS College of Agricultural and Life Sciences

CAPES Collaborative Assessment and Program Evaluation Services CAS Center for African Studies

CBI Content-based instruction

CC Community College

CDO Chief Diversity Officer

CEFR Common European Framework

CERN European Council for Nuclear Research CES Center for European Studies

CGIS Center for Global Islamic Studies

CGSWS Center for Gender, Sexualities, and Women’s Studies CHPS Center for the Humanities and the Public Sphere

CIBER Center for International Business Education and Research CITT Center for Instructional Technology and Training

CJS Center for Jewish Studies

CLAS College of Liberal Arts and Sciences CoA College of Arts

CoEd College of Education

CoEng College of Engineering

CoJ College of Journalism COVID Coronavirus Disease 2019 CP Competitive Priorities

CPO Comparative Politics course code

CTE Center for Teaching Excellence

CUR Center for Undergraduate Research

CV Curriculum Vitae

DCP (College of) Design, Construction and Planning DEI Diversity, Equity, and Inclusion

DoE Department of Education

DSP Division of Sponsored Programs

EAB External Advisory Board

EB Euro Bookclub

EBSCO Elton B. Stephens Company ECE East-Central Europe

ECES East-Central European Studies

EDG Teaching and Learning General course code EiR Educators In Residence

EIU Eastern Illinois University

ES European Studies

ESB European Studies Because

EU European Union

EUS European Studies / European Union Studies FALSC Florida Academic Library Services Cooperative FAMU Florida Agricultural and Mechanical University FC Fiscal Coordinator

FCSS Florida Council for the Social Studies FFRI France-Florida Research Institute

FL Foreign Language

FLAC Foreign Language Across the Curriculum FLAS Foreign Language and Area Studies

FOL Romance language teaching methods course code FTE Full Time Equivalency

GFAA Gainesville Fine Arts Association

G-MES Graduate Certificate in Modern European Studies GO Global Officer

HHP Health and Human Performance

HR Human Resources

IDC Indirect costs

IFAS Institute of Food and Agricultural Sciences IIE Institute of International Education

INS International Studies course code

IO International organization

IS-Eur International Studies - European track ISI International Scientific Indexing

ISP International Scholars Program JMCE Jean Monnet Center of Excellence JMUS Jean Monnet in the US

JSTOR Journal Storage

K-12 Kindergarten through High School

LAE English Language Arts Education course code LASC Latin American Studies Center

LCL Levin College of Law

LCTL Less/least commonly taught language

LGBTQ+ Lesbian, Gay, Bi-sexual, Transgender, Questioning LLC (Department of) Languages, Literatures and Cultures LLM Master of Laws

LRC Language Resource Center

LTSI Language Teacher Summer Institute

MA Master of Arts

MBA Master of Business Administration MCDA Multicultural and Diversity Affairs MIB Master of International Business

MPIA Master of Public and International Affairs MS Masters of Entrepreneurship

MSI Minority Serving Institution

NABC North American Bitcoin Conference NAFSA Association of International Educators NCSS National Council for the Social Studies NCTE National Council of Teachers of English NGO Non-governmental organization

NRC National Resource Center

NSF National Science Foundation

OC Outreach Coordinator

OER Open Educational Resources

OGDI Office of Graduate Diversity Initiatives OPI Oral Proficiency Assessments

OPS Temporary Staff

PG Project Goal

PhD Doctor of Philosophy

PLIDA Progetto Lingua Italiana Dante Alighieri POC Persons of Color

RapidILL Rapid Interlibrary Loan

ROTC Reserve Officers' Training Corps

S&P (Department of) Spanish & Portuguese SA Study Abroad

SAGE library west database

SLA Second Language Acquisition

SP (Department of) Spanish and Portuguese

STEM Science, Technology, Engineering, and Mathematics TA Teaching Assistant

TIPSS Today in International Politics Speaker Series UF University of Florida

UFDC University of Florida Digital Collections UFIC University of Florida International Center UG Undergraduate Student

UGC Undergraduate Coordinator

UK United Kingdom

UNC University of North Carolina at Chapel Hill UPR University of Puerto Rico

US United States

USA United States of America

USAID United States Agency for International Development UT University of Texas

UW University of Washington VR/AR Video Resource/Audio Resource WCB Warrington College of Business

WWII World War Two



**National Resource Center (NRC)**

**2022-2026**

# COMMITMENT TO SUBJECT AREA

The University of Florida (UF) has a long tradition of promoting international education. For over 60 years UF has been home to federally supported Title VI National Resource Centers (NRC), beginning with the Latin American Studies Center (LASC) in 1961 and the Center for African Studies (CAS) in 1965, followed by the Center for European Studies (CES) in 2003. UF also provides substantial support to numerous units on campus that foster international education including the Center for Jewish Studies (CJS), the Center for Global Islamic Studies (CGIS), the Florida-France Research Institute (FFRI), the Bob Graham Center for Public Service (BGCPS), the Center for Humanities and the Public Sphere (CHPS), the UF International Center (UFIC), in addition to the other Title VI NRCs. CES has established and maintained a leading role in European Studies (ES) thanks to the extraordinary support it has received from across UF (AP1).

* 1. **Institutional Support**: The administrative, organizational, and financial contributions of UF have been essential to the success of CES (Table A.1). Perhaps the most striking evidence of support for CES has been the investment in **faculty**. UF funds **11 faculty lines within CES** in ES,

|  |  |
| --- | --- |
| **Table A.1 Annual Institutional Sup** | **port 2020-21** |
| **CES Staff** | **$292,704** |
| **CES Operation & Overhead** | **$87,550** |
| **CES Faculty** | **$985,089** |
| *- Area Teaching Faculty* | *$14,737,500* |
| *- Language Teaching Faculty* | *$3,831,750* |
| **CES Graduate Students** | **$138,500** |
| *- Other Graduate Support* | *$4,792,057* |
| *- Undergraduate Support* | *$10,478,334* |
| *- Program Related Library Support* | *$3,860,281* |
| **Total Institutional Support** | **$39,203,765** |

History, Political Science, Law, Cultural Studies, and Food Science, as well as Czech, Modern Greek, Hungarian, Turkish, Polish. Since 2018, an additional **31 new program related faculty** were hired in *other* departments at UF.

UF has also committed substantial resources to CES in terms of **facilities & equipment*,*** including newly renovated faculty offices, updated conference facilities for both in-person and virtual events, and workspace for CES interns. CES now occupies 19 offices totaling nearly 3,500 sq. ft. This includes 10 faculty offices (remaining faculty are housed in their tenure home), as well as the Center’s main offices, an office for graduate instructors, and an office for visiting scholars.

Following recommendations from an external evaluator, CES recently acquired a highly visible suite of offices and instructional space designed for language faculty to increase student awareness of European LCTL instruction. CES has been consistently supported by the Office of the Provost, which has provided more than **$140,000 in direct funding** for outreach, travel, graduate course development grants, and tuition waivers between 2018-2022 and is providing an additional $50,000 a year in tuition waivers for ROTC students participating in the CES Turkish Project GO program.

Beyond space and faculty, UF, and particularly the College of Liberal Arts and Sciences (CLAS), provide other forms of support to ensure the success of CES. Since 2014, CLAS has assumed all costs for CES staff positions, including those associated with the CES Director, 2 Graduate Assistants per year, and all basic operational costs for equipment and supplies (Table A.1). CLAS also provides sizeable institutional support through the provision of faculty/staff computers (replaced every 3 years), office renovations and furniture. Institutional support for program faculty and other ES related programs across campus (Criteria D) are equally substantial.

In all UF boasts a total of **195 CES program faculty** (25%-100% teaching & research on Europe), of these **78** are core (76%-100%) and **28** are ‘affiliate’ (50%-75%) (Appendix 3). Program faculty are located in **10** colleges and **38** departments across UF, and account for more than **25% of total CLAS faculty**. The teaching and research activities of these faculty are supported by substantial institutional provisions for **UF’s 7 libraries*,*** which receive over $4 million annually from UF to fund ES related library staff and materials (Criteria F).

Through its **linkages with institutions abroad,** UF actively supports and facilitates **faculty and student exchange** initiatives. Although the pandemic has reduced the number of exchanges possible recently, UF has made a concerted effort to continue to attract international students and scholars. In 2021-2022 UF is hosting ~300 European students and 120 scholars. Institutional support for visiting students and scholars is provided by UFIC, which also manages **study abroad**

**(SA) programs** (Criteria D) and provides ~ **$150,000/year in SA scholarships**, with additional support from programs across UF. UFIC also oversees **57 cooperative research agreements** with universities in 24 European countries sponsored by faculty in 14 colleges.

UF provides substantial support to **European Studies (ES) students** at all levels. In 2018, the Division of Sponsored Programs (DSP) and CLAS committed $120,000 per year in funding to support graduate students pursuing Europe-related research and teaching through CES managed grants and the CES **Graduate Assistant Program**. This funding includes summer research and travel grants, as well as the CES Foreign Language Across the Curriculum (FLAC) and ‘Special Topics in European Studies’ course development awards for advanced graduate students. As an indication of the quality of UF undergraduate students pursuing European Studies, DSP also committed funding support for 6 study abroad (SA) students per year.

Beyond the targeted initiatives reserved for CES affiliated graduate students, UF provides a broad array of scholarships for incoming and continuing graduate students, including specific opportunities for women, minorities, and first-generation college students. In all, over $7 million is awarded annually to graduate students (not including $72 million in tuition waivers). In total, over 80% of all UF graduate students receive need or merit based financial assistance from or through UF. Graduate students may also receive funding and pedagogical experience through Teaching Assistant (TA) and Research Assistant positions across campus.

Support for undergraduate (UG) students is even more widespread. The majority of UF undergraduates receive some need or merit based financial aid, and some scholarships cover the summer semester, including SA, greatly expanding the number and diversity of students able to study abroad. In addition, there are multiple merit and needs-based opportunities for UF undergraduates to receive financial support including McNair Scholars (minority and 1st-gen.) the Lombardi Scholarship (service and leadership), Machen Opportunity Scholars (first-gen and

underrepresented) and the United World Scholarship (international scholars).

# QUALITY OF THE CENTER’S LANGUAGE INSTRUCTION PROGRAM

**B1. Strength of Language Course Offerings**: Foreign language (FL) study is an essential part of the curriculum at UF and incoming students are required to have completed 2 sequential FL courses

in secondary school or 8-10 credits at the post-secondary level. European FLs are offered in 4 units: **CES** (Czech, Polish, Hungarian, Turkish), Languages, Literatures & Cultures – **LLC** (*Arabic*, French, German, Italian, Russian), Spanish & Portuguese – **SP**, and **Classics** (Mod. Greek). UF is one of only a few US campuses offering Hungarian or

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table B.1 Language Enrollments 2020-2021** | | | | | | |
| **Language** | **1st year** | **2nd year** | **3rd year** | **4th year** | **Grad\*** | **Total** |
| *Arabic\*\** | *138* | *51* | *31* | *42* | *0* | *262* |
| Czech | 4 | 9 | 0 | 0 | 0 | 13 |
| French | 338 | 141 | 220 | 75 | 33 | 807 |
| German | 206 | 41 | 34 | 13 | 0 | 294 |
| Greek | 39 | 5 | 0 | 0 | 0 | 44 |
| Hungarian | 3 | 0 | 4 | 0 | 0 | 7 |
| Italian | 293 | 55 | 50 | 15 | 0 | 413 |
| Polish | 11 | 5 | 6 | 2 | 2 | 26 |
| Portuguese | 48 | 29 | 90 | 0 | 5 | 172 |
| Russian | 107 | 41 | 11 | 66 | 0 | 225 |
| Spanish | 2,360 | 741 | 742 | 228 | 167 | 4,238 |
| Turkish | 12 | 8 | 6 | 0 | 0 | 26 |
| Estonian, Latvian & Lithuanian | | | |  | BALSSI | |
| **Total** | **3,559** | **1,126** | **1,194** | **441** | **207** | **6,527** |
| \* Many grad students pursue FL training through UG courses  *\*\* Included as a significant minority language in the region* | | | | | | |

advanced Turkish, Polish, and Czech. In all, 11 European FLs are offered at UF *not including* those offered by the Baltic Studies Summer Institute (BALSSI), funded in part by CES (Table B.1).

In **2020-2021 more than 6,500 students completed a European FL course**, nearly 20% were at the 2nd year level, while ~ 30% were at the 3rd year level or above (Table B.1). Over the last 4 years, there has been an 8% increase in FL enrollment, particularly at the 3rd year level and above, due in part to the availability of advanced language funding opportunities, such as Foreign Language and Area Studies (FLAS). **Majors** and **Minors** are available in **7** European FLs (Table B.2). All FL degrees require a minimum of 30 credits/10 courses for a major and 15 credits/5 courses for a minor (not incl. 1st year FL courses), demonstration of proficiency at the intermediate (minor) or advanced (major) level, and significant non-language area expertise. Approximately 75%-80% of required course work is taught in the FL, including area studies courses. There are

currently 135 students with majors and 308 minors in European languages (Table B.2). Though

Spanish and French have the highest enrollments, some LCTLs, such as Modern Greek, Italian, Polish, and Portuguese have seen notable increases in student interest over the last 4 years. While graduate course codes are not available in all FLs, graduate programs that expect intermediate FL proficiency (e.g. Comparative Politics,

|  |  |  |
| --- | --- | --- |
| **Table B.2 FL Degrees/Enroll**. | | |
| **Language** | **Major** | **Minor** |
| French | 19 | 59 |
| Spanish | 80 | 180 |
| German | 3 | 14 |
| Italian | 8 | 12 |
| Mod. Greek | - | 4 |
| Portuguese | 15 | 15 |
| Russian | 10 | 24 |
| **Total** | **135** | **308** |

History, Anthropology) allow graduate students to enroll in undergraduate language courses and/or independent studies with faculty to develop discipline specific technical FL competency.

To promote language learning at UF and nationally, CES supported the creation of **online 1st year courses** for Hungarian, Polish, Turkish and Czech. The asynchronous courses were developed with help from the **UF Center for Instructional Technology and Training** (CITT), and integrate best practices, new technologies, and high-quality design and production. These courses are available to a wide range of students in Florida and non-degree seeking students nationally. Since Fall 2019, nearly 40 students have enrolled in CES online LCTL courses. Given the interest in online language courses CES will expand support to provide 1st year offerings in other UF LCTLs and develop 2nd year courses in Hungarian, Polish, and Turkish (Criteria I).

**B2. Availability of Advanced Language Training**: UF offered 288 unique European FL courses, including 165 at the advanced level between 2018 and 2022 (Table B.3). **Advanced** level language training is available at UF in all European languages including: Czech, German, Hungarian, Italian, Polish, Portuguese, and Turkish through the **3rd year** (with 4th year available as independent study), and French, Russian and Spanish, through the **4th year**. **Content-based instruction** (CBI) in which all reading and discussion takes place in the target language is offered in Czech, French, Italian, German, Polish, Russian, Spanish**,** and Turkish. CBI allows students to learn language in context in

thematic upper division courses taught in the target language. To expand CBI opportunities, CES offers annual Foreign Language Across the Curriculum development awards for faculty and

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table B.3 Number of FL Courses Offered (2018-2021)** | | | | | | |
| **Dept.** | **Beg.** | **Interm.** | **Adv.** | **Grad** | **Total** | **Faculty** |
| **CES** |  |  |  |  |  |  |
| Czech | 2 | 2 | 1 | - | 5 | 1 |
| Hungarian | 5 | - | 1 | - | 6 | 1 |
| Polish | 4 | 2 | 4 | 1 | 11 | 1 |
| Turkish | 4 | 2 | 3 | - | 9 | 2 |
| **LLC** |  |  |  |  |  |  |
| *Arabic\*\** | *2* | *2* | *8* | *-* | *12* | *5* |
| French | 3 | 2 | 40 | 24 | 69 | 9 |
| German | 5 | 4 | 13 | 2 | 24 | 4 |
| Italian | 2 | 2 | 16 | - | 20 | 5 |
| Russian | 2 | 2 | 17 | - | 21 | 6 |
| **Span.-Port.** |  |  |  |  |  |  |
| Portuguese | 2 | 1 | 8 | 1 | 12 | 3 |
| Spanish | 5 | 6 | 53 | 30 | 94 | 21 |
| **Classics** |  |  |  |  |  |  |
| Mod. Greek | 2 | 2 | 1 | 0 | 5 | 4 |
| **Total** | **38** | **27** | **165** | **58** | **288** | **62** |

advanced graduate students (Table B.4). These 1-credit courses provide conversation intensive, area studies content, grammar and vocabulary development. In the last 3 years, 9 new European FLAC courses were offered reaching over 70 students. UF-sponsored study

abroad FL opportunities combining CBI and formal FL training at the advanced level are available in nearly a dozen European countries (Criteria D). **Intensive summer FL training** is also offered at UF in French and Spanish, and in Turkish for ROTC students (Project GO).

The **Warrington College of Business** (WCB) has identified FL and cultural proficiency as critical and encourages its majors to complete a specialization in IS or a FL minor. The **College of Journalism** (CoJ) recently created a Spanish- language news service to highlight the importance of FL proficiency in journalism. LLC and SP offer legal and business courses in French, German, Portuguese, Russian and Spanish. Moreover, SP has created a **Certificate in ‘Spanish for the Professions’** that requires 12 credits of advanced-level coursework, including Spanish for the health or legal professions, advertising and marketing, and interpretation and translation. A **Certificate in Translation** was also introduced with new translation courses in French, German, Portuguese, Russian, and Spanish. Students in the certificate program must complete the 3rd year of a FL.

**B3: Language Faculty**: There are more than 60 faculty members teaching European languages (Table B.3). All instructors are advanced-mid to distinguished speakers of the target language and

design performance-based courses informed by ACTFL proficiency standards and/or the Common

European Framework (CEFR). TAs are responsible for teaching lower levels of French, German, and Spanish; higher levels and other

|  |  |  |
| --- | --- | --- |
| **Table B.4 CES sponsored FLACs (2018-2022)** | | |
| *Course Title* | *Language* | *Discipline* |
| Language, Society, and Media | Spanish | Sociology, Anthro. |
| Current Affairs in Germany | German | Polisci, Journalism |
| Italy & the EU | Italian | Polisci, EUS |
| Imp. Russia: Hist. through Film | Russian | History; Film Studies |
| Poland in the News | Polish | Polisci, Journalism |
| Turkey’s European Identity | Turkish | Polisci, Sociology |

languages are taught by faculty. Language faculty are highly experienced in 2nd or FL pedagogical methods, with advanced degrees in Second Language Acquisition (SLA) or in foreign languages, often with additional professional certification in Teaching English to Speakers of Other Languages (TESOL). Many have robust publication records in SLA, applied linguistics, or instructional technology (Appendix 3). Many FL faculty at UF have been recognized for their excellence, including most recently: **Edit Nagy** (CES), granted professional development leave to develop an online Hungarian textbook; **Crystal Marull** and **Jorge Valdés Kroff** (S&P), awarded an NSF grant to examine the cognitive processes that support the bilingual practice of code-switching; and **Emrah Sahin** (CES) who co-edited a volume on Turkish language pedagogy.

CLAS and the FL departments regularly provide resources and support for professional development to language faculty. CES also provides support including on campus OPI training for UF and Santa Fe College language instructors (CP1). In addition, FL faculty regularly participate in methodology workshops and conferences. CES language faculty also participated in a week-long Mellon workshop on Test Design and Development (2020) and Curriculum Design (2021) hosted by the University of Chicago and developed proficiency exams and curricular plans, available as open educational resources to LCTL instructors across the US.

Rigorous TA training mechanisms also support a high standard of performance-based teaching in all FL courses. In addition to UF's campus-wide TA training (Criteria C), FL TAs participate in departmental workshops on proficiency-oriented instruction, standard classroom

pedagogies, lesson planning, and assessment. French and Spanish TAs are required to take a teaching pedagogy seminar (FOL 6943) open to all FL TAs. There are also regular TA group meetings and direct supervision by language program directors. To ensure that language goals are met, TAs follow a common syllabus designed by their respective coordinators. Unsurprisingly, European FL TAs have won university-level teaching awards every year since 2002.

**B4. Performance-based Teaching and Resources**: FL instruction at UF is **performance-based** and informed by ACTFL's performance indicators and proficiency benchmarks. Courses are taught in a **communicative framework**, building interpersonal, interpretive and presentational abilities as students learn about the target culture and forge contacts with its communities. Faculty employ reverse curricular design and create course goals with ACTFL "can-do" statements in mind. These **performance goals** shape course syllabi, lesson plans, course materials and assessment tools.

Authentic materials are employed from the earliest weeks so that classroom interactions simulate real-world functions. Often available resources do not support performance targets and faculty develop their own materials, ensuring topics, text types and tasks are aligned with desired outcomes. Formative assessments are frequent so both instructor and learner are able to adjust as needed.

Assessments assume a variety of forms (presentations, role-plays, portfolios—as well as traditional homework, quizzes, and exams) to ensure they measure integrated skills and functional ability.

Most FL programs administer **proficiency tests** at critical milestones (e.g., end of 1st and 2nd years) to gauge program efficacy. Proficiency certification is available for several European FLs: French and summer Turkish (OPI), Italian (Progetto lingua Italiana DanteAlighieri/PLIDA certification); Portuguese (Celbe-Bras proficiency test) and Czech, Hungarian and Polish (CEFR certification). Instructors evaluate feedback against proficiency targets by language and contact hours and adjust curricula accordingly. First year FL courses at UF are 5-credits, 150 contact hour courses, 2nd year courses carry 3-4 credits with 90-120 contact hours per year (Table B.5).

**Strategic use of technology** supports performance goals by improving access to resources and maximizing instructional efficiency. Social learning platforms and discussion forums provide

|  |  |  |
| --- | --- | --- |
| **Table B.5 Sample Target (ACTFL) Proficiency Levels** | | |
|  | **1st Year**  *(150 contact hrs)* | **2nd Year**  *(90-120 contact hrs)* |
| **Greek** | Nov.-Mid | Int.-Mid |
| **Hungarian** | Nov.-Low | Int.-Low |
| **Polish** | Nov.-Low/ Mid | Int.-Low |
| **Turkish** | Nov.-Mid | Int.-Mid |

for interpersonal communication beyond the classroom, and computer-assisted learning facilitates “flipped” lessons, increasing class

time for more meaningful exchanges. Instructors also use technology to individualize instruction, scaffolding learning and differentiating input and output for diverse learners.

***Resources* - The Language Studio** was greatly improved in 2021 to provide FL students and faculty with flexible learning spaces to facilitate small group activities and language acquisition through VR/AR immersion technology and gaming. Instructors can also reserve one of 8 media- enhanced lab classrooms from Academic Technology for focused pronunciation and listening tasks, phonetics study, and testing. **Improved campus technology** provides easy in-class or remote access to additional audio/visual resources. Canvas, UF's learning management system, hosts instructional materials and assessment tools, and provides interactive discussion and conference options. CITT oversees online course development, ensuring that all courses follow best practices for curricular design and use of instructional technology (see Criteria C). Several instructional designers have experience in language teaching, and many FL faculty have taken CITT courses or earned CITT certificates in instructional technology, and best practices for online teaching.

# QUALITY OF THE CENTER’S NON-LANGUAGE INSTRUCTIONAL PROGRAM

**C1. Breadth of Non-language Courses**: Over the last 4 years, UF has offered nearly 850 area studies courses with European content across topics as diverse as ‘African Americans in Paris,’ ‘Italian food production,’ ‘Kafka and the Kafkaesque’ and ‘European Taxation.’ The breadth of courses offered across campus demonstrates the increasing importance of ES at UF. In fact, 56 departments across 11 of UF’s 16 colleges offer courses with at least 25% ES content,

including the colleges of Engineering (CoEng), Health & Human Performance (HHP), WCB, Law (LCL), Public Health &

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table C.1 CES Area Studies Courses (2020-2021)** | | | | | | | |
| **College**  **/Dept.** | **UG**  **Courses** | **Grad**  **Courses** | **Total**  **Courses** | **Faculty** | **Cross**  **-list** | **UG**  **Enrol** | **Grad Enrol** |
| ***College of Liberal Arts and Sciences (CLAS)*** | | | | | | | |
| Anthro | 7 | 2 | 9 | 5 | - | 816 | 13 |
| Astronomy | 1 | - | 1 | 1 | - | 52 | - |
| Classics | 8 | 1 | 9 | 8 | - | 481 | 3 |
| Crim/Soc | 7 | 1 | 8 | 6 | 2 | 551 | 8 |
| Economics | 3 | 3 | 6 |  | - | 320 | 310 |
| English | 23 | 5 | 28 | 10 | 2 | 648 | 40 |
| Euro Stud | 30 | 6 | 36 | 11 | 23 | 620 | 17 |
| Geography | 7 | - | 7 | 6 | - | 963 | - |
| History | 26 | 3 | 29 | 11 | 4 | 655 | 20 |
| Quest | 7 | - | 7 | 7 | - | 312 | - |
| Intl Studies | 2 | - | 2 | 4 | - | 224 | - |
| French | 13 | 6 | 19 | 7 | 2 | 160 | 27 |
| German | 9 | 2 | 11 | 5 | 4 | 83 | 5 |
| Italian | 6 | - | 6 | 4 | - | 69 | - |
| Russian | 11 | - | 11 | 4 | 1 | 118 | - |
| Philosophy | 10 | 3 | 13 | 9 | - | 507 | 21 |
| PoliSci. | 13 | 6 | 19 | 10 | 6 | 464 | 43 |
| Span/Port | 10 | 6 | 16 | 7 | - | 174 | 84 |
| Other | 9 | 4 | 13 | 12 | 3 | 393 | 43 |
| ***College of Agriculture and Life Sciences (CALS)*** | | | | | | | |
|  | 7 | 2 | 9 | 10 | - | 662 | 20 |
| ***College of the Arts*** | | | | | | | |
|  | 28 | 16 | 44 | 28 | - | 1106 | 151 |
| ***College of Design, Construction, and Planning (DCP)*** | | | | | | | |
|  | 14 | 13 | 27 | 15 | - | 1926 | 160 |
| ***Colleges of Health & Human Performance & Public Health & Health Professions*** | | | | | | | |
|  | 3 | 2 | 5 | 5 | - | 453 | 15 |
| ***Professional Schools*** | | | | | | | |
| Education | 1 | 3 | 4 | 4 | 2 | 18 | 27 |
| Engineer. | 1 | - | 1 | 1 | - | 10 | - |
| Journalism | 3 | 3 | 6 | 5 | - | 551 | 272 |
| Law | - | 6 | 6 | 4 | - | - | 124 |
| Business | 2 | 12 | 14 | 10 | - | 1585 | 2263 |
| **TOTAL:** | **266** | **105** | **373** | **208** | **49** | **14076** | **3666** |
| * Includes area studies courses taught in a foreign language * Introductory (1000 level) courses w/ significant European content ***not*** included | | | | | | | |

Health Professions, and Education (CoEd). UF offered more than **370 area studies classes in AY 20-21** with at least 25% ES content, 28% of which were at the graduate level (Table C.1). Of these, nearly 50% were ‘core’ courses (100% ES) with 137 at the UG and 29 at the graduate level. In AY 20-21, enrollment in courses with 25% or more ES content totaled nearly 18,000. As a

measure of the diversity of ES at UF, there were 7 undergraduate and 24 graduate classes with an ES emphasis in **professional schools**, and an additional 24 UG and 17 graduate courses offered in **non-traditional colleges** (Table C.1). To increase the impact of these resources, graduate level courses in the WCB, CALS, LCL, CoEd and CoJ are open to graduate students from other colleges, and UG courses are open to students from across the university. Many ES courses have a thematic

focus, providing a comparison between European countries, or consider European topics in a global context (Appendix 1). Country specific ES options are also available. Over the last 4 years UF has offered classes on France (35), Germany (20), Greece (16), Italy (28), Russia (25), Spain (22), and the UK (21). CES and affiliated units also offer 20 courses on the EU and another 22 with EU content, and numerous courses with a focus on East Central Europe (ECE).

To increase the breadth of courses offered in ES, CES has provided course development

and enhancement grants to faculty and graduate students to create or enrich courses with ES content including 1 award set aside each year for proposals from non-traditional fields (AP1). As a direct effect of these efforts, 25 new classes with at least 25% ES content were created or enhanced between 2019-2021 (Table C.2). Faculty and graduate students in 11 departments in 3 colleges,

|  |  |
| --- | --- |
| **Table C.2 Sample CES Course Awards, 2019-2022** | |
| ***Course Development*** | |
| *Course Title* | *Department* |
| EU-China Relations | Polisci |
| Postcolonialism & New Narratives of Europe | English |
| Tech. Integration in Higher Ed.: Int’l Persp. | Education |
| European Cultural Interactions with Plants | Ecology |
| Africans in Europe | History |
| Architecture and Climate | Architecture |
| ***Course Enhancement*** | |
| International Migration | Sociology |
| Islamic Radicalization | Polisci |
| Prisons and Jails | Criminology |
| Queer Comics | English |

reached nearly 300 UG through these awards. In addition, new faculty hires at CES have resulted in 19 new courses since 2019, reaching over 450 students. CES has also expanded the classes available to students in professional schools by creating

the **EU in Practice** series, which offers classes taught by practitioners who explore topics such as financial market regulation, media, and law from a theoretical and ‘real-world’ perspective. These courses are open to all students, but designed as 1-credit offerings to fit the structured schedules of the professional schools and capped at 15 students to encourage an engaged learning environment. **C2. Depth of Course Coverage**: CES and UF offer a wide range of courses in ES from broad thematic courses to in-depth studies of specific historical, political, and cultural issues. In many departments students can take ES focused courses from the survey level through focused upper division seminars (Appendix 1). CES provides both UG and graduate students the option to add

to their degrees with an ES concentration. At the **UG level** the **International Studies-Europe** (IS- Eur) major provides a vital opportunity to pursue a European focused interdisciplinary degree. CES offers **minors** and **certificates** in **EU Studies** (EUS) and **East Central European Studies** (ECES).

At the **graduate level** several programs in CLAS, CoA, WCB, and DCP offer a European focus or specialization, as well as explicitly ES focused graduate courses (Table C.1). CES also provides an interdisciplinary **graduate certificate in Modern European Studies** (G-MES) open to all students. Graduate focused SA at UF is increasing, with new programs in Italy for **DCP** graduate students to explore Italian architecture and innovation; new sports management programs in Germany and Italy for **HHP** students to study European practices and network with experts from private firms, research labs, and universities and new **Pharmacy** school programs in Scandinavia exploring European health care and pharmaceutical practices.

**C3. Non-language Faculty & Pedagogical Training**: High quality instruction is a priority at UF, as evidenced by the **pedagogical training** and support for faculty at the university and college level, and mandatory training for all TAs. The UF Center for Teaching Excellence (CTE) is dedicated to improving teaching skills to maximize student learning. CTE consultations are open to both individuals and departments seeking to improve assessment tools, develop effective online courses, create innovative assignments, and learn best practices. The CTE podcast “Teaching Beyond the Podium” addresses strategies in the virtual and traditional classroom setting. CTE also hosts **First Year Faculty Teaching Academy** on teaching strategies and UF resources, and the **Interface Conference** to recognize innovative faculty initiatives, explore new technologies, and develop interdisciplinary collaboration. Curriculum internationalization is fostered through CTE’s “**Global Teaching & Learning Certificate**,” which requires the completion of the Global Fellows Program (GFP) (Criteria E), the design of a virtual exchange, and/or SA leadership training.

CTE additionally coordinates training and continued learning workshops for **TAs** on

pedagogy, technology in the classroom, and the UF learning platform. CTE hosts a mandatory orientation for all new TAs each AY and publishes a TA handbook with information on course preparation, lecture development, and student evaluation. TAs can also pursue a **variety of teaching-related certificates** through CTE including the Great Teaching Certificate, Diversity, Equity, and Access, Fundamentals of Inclusion, and Using Universal Design. UF is a member of the Center for the Integration of Research, Training, and Learning (CIRTL) network, which works with graduate students and faculty to implement evidence-based teaching practices that benefit diverse learners, especially in STEM. Lastly, the Graduate School offers the **Preparing Future Faculty** program to ready graduate students for academic careers by learning about faculty life, honing evidence-based teaching skills, and providing faculty mentors on campus.

Following the transition to **online learning** during COVID-19, UF significantly increased the resources available to faculty and TAs to migrate courses to a virtual format. UF Information Technology, created the Keep Teaching online platform to provide faculty and TAs with resources to ensure continuity. CITT also provides instructional design assistance for fully online, flipped, and hybrid courses and runs a productions facility to record asynchronous online courses and other online content. All faculty and TAs have access to CITT’s online teaching resources and can complete the **Best Practices for Teaching Online Certificate**, which explores course design principles that promote student success in an online learning environment.

**C4. Interdisciplinary Courses:** UF and CLAS recognize that student academic and professional interests may lie within more than one discipline and faculty are encouraged to develop inter- disciplinary courses (Table C.3). Interdisciplinarity is at the heart of the newly introduced **Quest program** (Criteria D). Multi- and interdisciplinary courses at UF are indicated by their cross-listed status and must meet the academic standards of all departments involved and are reviewed by UG or graduate coordinators prior to approval. There are several interdisciplinary centers in CLAS that

offer research and course development opportunities for faculty. The **Digital Humanities Working Group** sponsors the Digital Humanities Graduate Certificate combining coursework in multiple units including History, Architecture, LLC, Linguistics, and Education. The Digital Humanities Graduate Committee in charge of reviewing courses and student proposals includes on average 2-3 ES faculty. The **Intersections program** in CHPS introduces students to ‘grand-challenge’ questions and approaches solutions through a multi-disciplinary lens. In addition to research and public events

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| **Table C.3 Sample Interdisciplinary ES Courses** | |
| *Course Title Disciplines Integrated* | |
| Food Customs in Europe | EUS, Food & Human Nutrition |
| Graven Images: Jewish Graphic Novels & Comics | Jewish Studies, EUS Art & Art History |
| Global Studies for Educators | Education, LASC, EUS |
| Women & Fashion in French Cinema | French, Film Studies,  Women’s Studies |
| Materials Impact on Society | Materials Science and Engineering, Classics |

the program promotes courses that address global Blackness and Latinx identity, ethics in the public sphere, and the Technosphere. Programs in CALS, CoA, and DCP also promote interdisciplinary studies in areas

such as climate science, the built environment, and arts in medicine.

CES is an inherently multidisciplinary unit with faculty from a variety of fields (Criteria E), and as a result, more than two thirds of courses with an EUS course prefix are cross listed to reflect content that spans disciplines (Table C.3). CES actively supports the development of new **inter- disciplinary initiatives** by providing faculty from across the campus with course development and enhancement grants to increase the ES content in traditional and non-traditional fields (Table C.2). In addition to non-traditional fields, CES will prioritize future course awards in programs that address representation in Europe such as the Postcolonial Studies program, African American Studies, and the CGSWS, as well as from STEM fields and professional programs (Criteria I, AP1).

# QUALITY OF CURRICULUM DESIGN

There are more than 100 UG and 200 graduate & professional degree programs offered at UF, including ES specific majors, minors, certificates & specializations (Table D.1), and a broad range of options to focus on Europe within other degrees. Supporting these programs are UF’s nationally

recognized SA programs, career center, and student research initiatives. All students pursuing degrees in CLAS must demonstrate FL proficiency, with many choosing European FLs (Criteria B).

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| **Table D.1 UF Undergraduate European Studies Degrees and Certificates** | | |
| *Majors* | *Minors* | *Certificates* |
| French – German – IS-Eur – Italian – Jewish Studies – Portuguese – Russian – Spanish | Art History – ECES – EUS – French – German – Greek Studies – Italian – Jewish Studies – Medieval & Early Mod. Studies – Portuguese – Russian – Spanish | East-Central European Studies – European Jewish Studies – EU Studies – Holocaust Studies – Russian - Spanish for Professions - Translation |
| *Numerous degrees offer opportunities for students to specialize their course work on Europe, including Architecture Art History, Business, English, Geography, History, Journalism, Musicology, Political Science, and Urban Planning* | | |

**D1: Undergraduate Instruction**: CES is housed in CLAS, the largest college on campus with 21 departments, 35 centers, institutes, and programs, offering 43 majors and 44 minors and home to more than 11,000 UG majors. ES courses are available in more than 50% of college units, and CES program faculty represent more than 25% of total CLAS faculty. Within CLAS the **International Studies major** (IS) is interdisciplinary, combining regional and thematic specializations with FL study. IS is one of the more popular majors in CLAS and Europe (IS-Eur) is the largest of the 5 area tracks with 114 current majors, representing ~50% of all IS majors. Beyond the IS-Eur major, students can pursue an ES focused minor or certificate in **EUS** or **ECES** programs. The EUS minor requires 12-18 credit hours and an experiential learning capstone, such as SA, research or an internship, and the ECES program requires FL training beyond CLAS requirements (Table D.2).

These programs complement other UG Europe-related programs across CLAS (Criteria B & C).

At the university level, all UF UGs can take Europe-related courses to fulfill the university- wide international studies or the recently launched **Quest** program requirements. Quest courses combine experiential learning with a high level of faculty engagement and allow students to complete interdisciplinary and cross-culturally focused courses. CES offers 3 Quest courses and 7 additional Quest courses with at least 25% European content are offered by other units (Appendix 1). In 2019 UF created the **Office of Global Learning**, which launched numerous programs on campus, including the **International Scholars Program** (ISP) for UG students. ISP helps

students develop intercultural competence on an academic and professional level. ISP students take courses, attend events, participate in experiences with an international focus such as advanced FL

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| **Table D.2 CES European Studies Degree Program Requirements** | | | |
|  | **IS – Eur** | **EU Studies** | **ECE Studies** |
| **Core Requirements** | INS 3004 – Int’l  Perspectives | EUS 4210 – Politics & Inst. of the EU | CPO 3614 – East  European Politics |
| **Language** | 4 semesters | None (encouraged) | 2/4 semesters |
| **Area Studies** | 15 credit hours | 6/9 credit hours | 6/9 credit hours |
| **Capstone** | INS 4930 – Sr.  Research Sem. | SA, Internship, or Research (minor only) | N/A |

courses or SA, and create an e-portfolio. Most CES classes count toward the ISP, and CES students

often complete the ISP alongside the IS-Eur major or CES minor/ certificate.

UF **professional schools** also incorporate ES into their UG curriculum. Within the WCB, students have the option to declare a specialization in EU or ECE studies, or European FLs (Criteria B), and the CoJ offers a variety of ES courses that explore electronic media from a European perspective as well as a long-standing photo-journalism practicum in Germany. Within the pre-law program, CES faculty offer courses on European law, human rights, and criminal law. In the pre- health program, there are several SA programs for students to shadow medical practitioners in Spain, Greece, and the UK. CALS, CoA and DCP also offer students multiple options to specialize in ES, including degrees in International Studies in Agricultural and Life Science (CALS), Art and Art History (CoA) and Urban Planning (DCP).

**D2. Graduate Student Opportunities:** UF offers a broad array of opportunities for graduate students to specialize in ES and gain expertise in European FL. In the last 5 years, more than 50 PhD and MA theses have been completed with a European focus in 22 departments across 8 colleges ranging from architecture to education, and from agriculture to urban planning. Within **CLAS** there are a range of graduate programs that offer options for a European focus including Anthropology, Film, History, International Relations, Literature, Comparative Politics, and Sociology. Most call for at least an intermediate FL competency, higher if needed for the student’s research. More than 250 Europe-related graduate courses support these specializations (Appendix

1). UF also offers MA and PhD programs in French, German, Portuguese, and Spanish that require advanced proficiency in at least 1 other European FL, as well as a substantive area specialization. **CES** offers an interdisciplinary certificate in **Modern European Studies** to both MA and PhD students that requires 13-16 credits, in addition to the required interdisciplinary EUS 6005: Introduction to European Studies, and intermediate proficiency in at least 1 European FL. Beyond programs in CLAS, the CoA, DCP, and CALS offer options for students to pursue ES specialization in programs such as Art and Art History (CoA), Musicology (CoA), Architecture (DCP), and Forest Conservation (CALS). Among the **professional schools**, graduate programs in Comparative Law, LLM in Taxation, International Business, Global Management, and Int’l Communication within the LCL, WCB and CoJ respectively offer students the ability to focus on Europe.

**D3. Academic and Career Advising**: UF’s **Career Connections Center** (C3) provides career planning and employment assistance to all students and was ranked the #2 college career center in the country by *Best Colleges*. C3 serves more than 21,000 students each year through advising, career fairs and workshops including Career Showcase and targeted career fairs for graduate and professional students, and government and public service. To promote global career pathways, C3 launched **Global Gators Month**, which spotlights international-oriented careers and alumni that are working abroad, and CES contributes to these activities (below). In addition to C3, UFIC offers a number of professional development opportunities for students, including the Peace Corps Prep program to help students become Peace Corps volunteers. Additionally, BGCPS offers a regular career series, **Gators Going Global**, for alumni to share their international work experiences with current students and a Public Service speaker series with panelists from local, state and national government, as well as NGOs and IOs, many with connections to Europe (AP1).

**CLAS** is committed to providing a wide range of professional opportunities for students. The CLAS Academic Advising Center, which boasts 35 full time staff and many peer advising

assistants, recently introduced the **Beyond 120** initiative to promote UG career readiness through courses on professional pathways, self-marketing, and communication in the workplace. In addition, most departments offer dedicated internship courses so students can gain research or career experience, including CES which provides students opportunities to serve as **CES Research Fellows** and **CES Media & Outreach Interns**. All CLAS departments have both UG and graduate advisors to assist with student questions related to the specific major and career pathways.

**CES** provides ES related professionalization activities and, in response to student and alumni surveys, has significantly expanded these initiatives over the last 4 years. These include a 1- credit **professional development course** that examines careers with an international focus in government, education, private sector, and non-profit fields and the **CES Career Speaker Series,** which connects professionals working in/on Europe with students to discuss potential career paths (AP1). This also includes the “**Seeing Yourself in Europe**” initiative to expand representation in professionalization efforts. CES has worked with UF partners to offer a variety of events including workshops on **how to market their SA experience** (with UFIC), **international opportunities for STEM majors**, a student **panel on virtual international internships** (with C3) and discussions on the importance of FL skills for **careers in foreign service,** interpreting and translation (with LLC).

Academic and career advising for **graduate students** is available in the professional schools and all colleges offering graduate degrees. Professional schools offer targeted workshops to assist with the post-degree job placement process including the LCL Center for Career Development’s on- campus interview program and the WCB’s career services team that facilitates recruiter visits. The UF Graduate School Office of Professional Development (GOPD) offers an array of events each semester including workshops on ‘Designing Inclusive Courses,’ ‘Lessons from the Struggles and Victories of Women of Color in Academia,’ and ‘Publish, Don’t Perish.’ C3 also hosts a specialized Graduate Series with info sessions, workshops and fairs on tailored topics including, networking in

academia, opportunities for international engagement, and creating a career action plan. CES frequently works with the GOPD to host info sessions on opportunities offered by the Center including research and travel grants, course development awards, and other professionalization initiatives. The CES Career Speaker Series likewise includes 1 event each AY specifically for graduate students that addresses potential careers outside of academia, including in government. **D4. Research & Study Abroad**: Covid-19 had an unavoidable negative impact on study abroad (SA) over the last 2 years. Despite limitations, UF continued to offer numerous international research opportunities for students and faculty, and, in 2021, reopened SA programs in accordance with Department of State advisories. Before COVID-19, program participation was on the rise with a 24% increase between 2016 and 2019. In AY 18-19, more than 2,500 UF students studied abroad. UF consistently ranks in IIE’s top 20 large universities sending students abroad and in 2018 UF received the Senator Paul Simon Award for Comprehensive Internationalization for its broad commitment to international education and research.

The UF International Center (UFIC) coordinates and advises international scholars, manages UF sponsored SA programs, exchanges, and partnerships with 3rd party providers, and supports students and faculty in global research activities. UFIC houses the SA office with 9 full time staff, including 5 advisors dedicated to SA and exchange programs. Recently returned SA students serve as peer advisors. The SA office also provides ‘diversity and identity abroad’ advising to help students make the most of their SA experience. UFIC hosts 2 global SA fairs annually and dozens of regional and field specific info sessions. In its effort to encourage students to study abroad, UF allows a 6-credit summer SA program to fulfill the 9-credit summer school requirement. UFIC offers over 250 UF-sponsored SA programs & exchanges worldwide to study, research, intern, and participate in service learning. More than 40% of all UF-sponsored SA programs and exchanges are in Europe, including 60 UF faculty-led programs in 13 countries. In 2018-2019, more than 1400

students from 13 colleges (100+ graduate students) participated in UF SA programs in Europe (Table D.3), accounting for more than 50% of all SA students at UF. **European SA programs** are

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| **Table D.3 Study Abroad Enrollment: 2018-2019** | | | | |
| **Country** | **Progs\*** | **UGs** | **Grads** | **Total\*\*** |
| Austria | 6 | 20 | 4 | 32 |
| Belgium | 3 | 14 | 0 | 17 |
| Czech Rep. | 1 | 52 | 30 | 85 |
| Denmark | 4 | 13 | 0 | 18 |
| Finland | 1 | 0 | 1 | 1 |
| France | 12 | 89 | 6 | 114 |
| Germany | 20 | 75 | 23 | 118 |
| Greece | 2 | 22 | 0 | 27 |
| Ireland | 9 | 69 | 24 | 120 |
| Italy | 13 | 287 | 11 | 362 |
| Netherlands | 7 | 24 | 3 | 30 |
| Norway | 2 | 0 | 0 | 1 |
| Poland | 1 | 1 | 0 | 1 |
| Portugal | 1 | 1 | 1 | 2 |
| Russia | 2 | 13 | 0 | 13 |
| Spain | 19 | 282 | 3 | 330 |
| Sweden | 2 | 3 | 0 | 4 |
| UK | 16 | 151 | 1 | 175 |
| Other | 6 | 2 | 3 | 6 |
| **Total** | **129** | **1,118** | **109** | **1,455** |
| \* Includes UF-sponsored and UF exchange programs  **\*\*** Totals include non-degree seeking students | | | | |

available in many fields including Construction, Engineering, Pharmacy, and Statistics. As a result of the importance of STEM, UF has created **16 new STEM SA programs in Europe**. These include programs such as UF in Iceland, developed by the CoEng to study renewable technologies and UF in the UK created by the School of Forestry, Fisheries, and Geomatics in CALS to research English and Welsh coastlines and biological adaptations.

An increasing number of UF SA programs include experiential learning through service learning, internships, and fieldwork. For example, Beyond 120 offers a variety of internship opportunities for students in London, CALS runs a service-learning program in Ireland for students to work with NGOs on the creation of community programs for youth, and UF in Brussels, organized by CES, offers internship opportunities for students in areas such as journalism and law. UF in Sorrento offers internships with local business and non-profit organizations. In the WCB, the MA in both Int’l Business (MIB) and Entrepreneurship (MS) require a 1-week Global Immersion Experience with 8 options in Europe, including Belgium, France, Germany, Hungary & the UK.

UF sponsors numerous **research abroad** programs in Europe. In CLAS, the Chemistry and Physics departments, in collaboration with the NSF, run the **Research Experience for Undergraduates**, which offers fully funded summer research opportunities in France (Chemistry and Physics), Italy, UK, Netherlands, and Germany (Physics). Since 2017, more than 50 UG

students have participated. The CoEng partners with the University of Aachen in Germany to provide UG with research experience and FL training. The Center for Undergraduate Research (CUR) provides up to $5,000 for students in any field to conduct research abroad hosted by a university or institution. Recent CUR funded projects include research on robotics in Italy and chemical engineering in France. UFIC also offers both UG and graduate funding to UF students to conduct research abroad. CES partners with UFIC to offer the **Research Tutorial Abroad**, a mentorship program where faculty take small groups of students to Europe to conduct research and learn about research design. UFIC also offers research funding for PhD students to collect data and access resources abroad. In the last 5 years, awards were given to PhD students in Anthropology, Astronomy, Clinical and Health Psychology, Electrical Engineering, Landscape Architecture, and Wildlife Ecology to visit countries including the Netherlands, Norway, Switzerland, and the UK.

# QUALITY OF STAFF RESOURCES

Nearly 200 UF faculty dedicate 25% or more of their teaching and research activity to Europe and ES related topics. ES faculty specialize in areas as diverse as European approaches to speech pathology, news and media in modern Russia, data storage and mobilities in Iceland, and African Americans in Paris. They are among the university’s most accomplished faculty as well (Appendix 3). As part of UF’s efforts to strengthen the research and improve the student-faculty ratio, UF launched the **Faculty 500** initiative in 2018 to hire 500 new faculty members across all colleges by 2020, resulting in **31 new program related faculty in 16 departments and 5 colleges**.

**E1. Quality of Faculty and Professional Staff**: One of the greatest resources of CES is its core and affiliated faculty members, of which, 122 have tenure (62%) and 30 are tenure-track. As part of UF’s commitment to internationalize the curriculum, CES hired two new lecturers in ES focused on *European law* and *democracy in the EU* in 2019. New CES faculty have contributed not just to CES, but the university as whole through the development of Quest courses (Criteria D), mentoring

of student research, and participation on academic panels and events. CES program faculty excel in their fields as evidenced by the numerous awards and honors they receive. Recent achievements include **Ilaria Capua** (One Health), who was awarded the Hypatia European Science Prize for outstanding research including contributions to animal science and microbiology, and elected to the Academia Europea; **Sharon Austin** (Political Science) was selected for the first all-female editorial board of the American Political Science Review; **Paul Richards** and **Tony Offerle** (Music) wrote and produced UF’s first opera-film, *The Golem of Prague*; **Jonathan Martin** (Geology) received a

$2.2 million grant from the NSF to study the landscapes of Greenland exposed by retreating ice sheets and help predict the consequences; **Maria Coady** (Education) was awarded the Fulbright Distinguished Chair in the Humanities and Social Sciences at Adam Mickiewicz University in Poland. Over 25 ES faculty at UF have received Fulbright awards (13%), 5 are members of the UF Academy of Distinguished Teaching Scholars, 8 have been selected as Global Fellows by UFIC, and 7 are recipients of the UF International Educator of the Year award. Additionally, more than a dozen ES faculty published books since 2018, including 3 CES faculty.

There are a wide variety of **resources and opportunities** at UF to assist faculty and staff in their professional development efforts. All faculty/staff members may enroll in UF courses and degree programs at no cost through the UF Employee Education Program and professional training programs for staff development are available online and through targeted seminar series. The Office of Research, the Graduate School, the Center for Arts, Migration, & Entrepreneurship, CHPS, and several country specific centers, including the France-Florida Research Institute and the Greek Studies Center, provide support for collaborative research and international exchange. UFIC houses the Office for Global Research Engagement (OGRE), which coordinates several programs for faculty to engage in international research and build partnerships with institutions abroad. For example, the **GFP** provides $5,000 for faculty to develop networks and collaborations to facilitate

international research. The **Collaborative Faculty Team Project** provides travel support up to

$12,000 for multidisciplinary faculty groups to develop new partnerships for research, service learning, and/or SA. Smaller grants are available for faculty travel to meet with host institutions for Fulbright applications, travel for senior faculty to introduce junior faculty to international research partners, and to explore locations for new SA programs. Faculty can also participate in **workshops hosted by the Office of Global Learning** on internationalizing the curriculum, integrating virtual exchange into the classroom and adding high-impact practices, such as e-portfolios, to courses.

CES likewise sponsors numerous **professional development opportunities** for faculty, including grants to support research and conference participation. The interdisciplinary **CES European Studies Workshop grant** funds collaborative faculty initiatives and provides up to

$5,000 for travel and honorariums to bring scholars to UF to share current research and network with faculty and graduate students. CES also provides funding for faculty to participate in pedagogy and assessment focused conferences. Additionally, staff attend regional and national conferences to build collaborative networks and present on CES initiatives. CES provides several avenues for faculty to present new research and teaching resources, such as the **lunchtime symposium series**, book launches, annual speaker series. Special CES travel grants of $2000 each are available for ES library staff to attend book fairs and to develop new international agreements. In addition to CES, faculty may seek research and travel assistance from a number of centers and colleges across UF. CLAS, CHPS, and the UF Office of Research, among others, offer term professorships and encourage continued professional development. Lastly, all faculty also have access to **Pivot**, a database of funding opportunities that can be filtered for international-focused grants and awards.

European Studies faculty are also **dedicated teachers** and **advisers**. All UF faculty are available to advise students on research, coursework and professional development opportunities both during office hours (equal to at least 50% of weekly teaching hours) and by appointment.

Currently 18 ES program faculty serve as UG or graduate coordinators for their respective departments and many others have past experience serving in that capacity, including the current CES Director. CES has a dedicated **Undergraduate Coordinator** (UGC-faculty), as well as an **Academic Programs Coordinator** (APC-staff) to provide targeted advising to students on European studies, courses, degrees, scholarships, and professional development.

**E2. Center Staffing and Program Oversight**: CES is structured as an independent unit within CLAS, organizationally equivalent to a department. The Center houses 11 faculty lines, 4 staff positions, and 2 GAs. Staffing for CES reflects both its comprehensive character and UF’s commitment to its success. Core CES staff (100% FTE) includes the APC (Tomasi), Outreach Coordinator – OC (Ruffer), Fiscal Coordinator – FC (Booth), Program Assistant – PA (Lynch), in addition to the Director (Kreppel) and UGC (Raynard) who are faculty (Appendix 2).

The **Director** of CES, Amie Kreppel, is a Jean Monnet Chair (*ad personam*) in European Studies, Professor of Political Science, as well as the Director of the EU funded Jean Monnet Centre of Excellence. Kreppel has written extensively on the political institutions of Europe and the EU. She serves as a consultant to the US Department of State on EU related affairs, is a past President of the EU Studies Association, a recipient of the Fulbright-Schuman Chair, and has been an Guest Professor in Austria, Belgium, France, Italy and the UK. The Director devotes 75% of her time to CES administration. She also dedicates a minimum of 6 hours/week to academic student advising and serves as faculty advisor for the EU club. The **Fiscal Coordinator** of CES, Lisa Booth, has 10 years of experience in fiscal management and provides oversight and management of CES finances & grants, and assists the Director in grant management and reporting requirements, in addition to serving as one of two Critical Language Scholarship advisors at UF. Holly Raynard, the **Undergraduate Coordinator**, is the general undergraduate advisor for CES programs, including

IS-Eur. Raynard also directs the Czech Studies program and teaches Czech language and CEE area

studies. Corinne Tomasi, the **Academic Programs Coordinator**, is a former graduate of CES (2010) with extensive knowledge of its programs and insight into student perspectives. She assists CES faculty in course development, implementation, and assessment. The APC coordinates professional development activities, manages alumni relations, and shares in the advising tasks of the Center with the UGC. CES **Outreach Coordinator**, Carla Ruffer, has over 16 years of experience in higher education administration creating innovative outreach initiatives. She develops and manages the CES Speakers programs, K-12 training workshops, collaboration with the Harn Museum, and outreach programs targeting the business community and public (Criteria H)*.* In response to the growth of the Center a new **CES Program Assistant** position (funded by CLAS) was added in 2020, and is filled by David Lynch, who assists the FC, APC, and OC.

Oversight for CES consists of 3 core elements: **external program evaluations** by area and language specialists and an **External Advisory Board** (EAB), as well as **UF institutional reporting structures**. CES external evaluators alternate between area studies and FL program experts. Evaluators are chosen based on their experience with Title VI NRC and LRC centers and backgrounds in managing multidisciplinary regional centers (Criteria G). The EAB consists of representatives from Europe-related centers, European FL programs, core units, multiple colleges, and the library as well as at least two off-campus community representatives. In total, 22 members currently sit on the EAB representing 17 departments, 5 colleges, and 4 community partners. The EAB meets at least once per semester with the CES Director to discuss the center’s work program and provide feedback on breadth of activities, diversity of speakers, events, advertising needs, and new avenues for programming. **Institutional oversight** includes the submission of an Annual Program Report on CES activities to the Dean of CLAS and the Provost, an annual report of all CES financial expenditures to the Board of Governors, and a comprehensive report every 5 years for UF and the Florida State Department of Education (FLDOE). Reports on Academic Learning

Compacts, student learning outcomes and the academic activities of CES are also provided to FLDOE annually. All reports are public and available on the CES and/or FLDOE websites. Internal CES programmatic reviews with core and affiliate CES faculty are held regularly to facilitate direct faculty input and engagement in the development of ES related programs.

**E3. Non-discrimination Practices**: CES, like all units on campus, fully subscribes to UF’s stringent non-discrimination policies and procedures, which require that each applicant to, or employee of, the university has full and equal opportunity and access in all aspects of the university using objective and subjective evaluations of merit, without regard to race, gender, disability, religion, sexual orientation, or age. This policy includes, but is not limited to, recruitment, promotion, compensation, and discipline. To further its efforts to promote diversity, the **Office of the Chief Diversity Officer** (CDO) advises UF’s president and coordinates the campus **Inclusion, Diversity, Equity, and Access initiative**, including **Aspire**, an alliance to develop a more inclusive and diverse STEM faculty, a new **certificate in multicultural mentoring** created with the Southeastern Conference and Int’l Mentoring Assoc., and the **Crucial Conversations** training program to teach skills fostering open dialogue around high-stakes topics. Within CLAS, the **Associate Dean for DEI** works closely with the CDO to create sustainable, systemic programs to enhance diversity at all levels at UF including events, workshops and individual unit consultations. Lastly, all UF units have a **diversity liaison** to facilitate fair hiring and promotion practices and work with the CLAS Diversity and Inclusion Steering Committee. At UF, 42% of the faculty is female and nearly 30% are from underrepresented groups. Although information on race and ethnicity is not available at a disaggregated level for faculty, nearly 55% of ES faculty are women.

# STRENGTH OF LIBRARY

**F1. Strength of Institutional Holdings**: The UF library system is the largest in the state and ranked

among the top 40 public research libraries in North America. UF’s 7 libraries include the Legal

Information Center, housed in LCL and the Isser and Rae Price Library of the Judaica in Smathers Library. In 2021, UF libraries contained 6,271,958 volumes, 577,620 print and online journal titles, 1,023,333 microfilms, 2,225,159 government documents, 139,271 media resources and over 166,000 linear feet of, manuscript monograph and dissertation archives. The libraries also provide access to the full text of 1,500,458 online books (from 1470 to the present) and 19,622 print and digitized newspapers, as well as 1246 subscription and open-source databases. The UF Digital Collections (UFDC) provide access to more than 300 digital collections containing over 14 million pages, covering over 78,000 subjects from rare books and antique maps to oral histories, photos, and dissertations. The European collections include more than **2 million volumes** (not counting

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| **Table F.1: European FL Holdings/Resources @ UF** | | | |
| **Language** | **Holdings** | **Language** | **Holdings** |
| Albanian | 117 | German | 712,442 |
| Armenian | 69 | Mod. Greek | 2,141 |
| Belarusian | 70 | Hungarian | 3,949 |
| Bosnian | 38 | Icelandic | 967 |
| Breton | 33 | Italian | 32,454 |
| Bulgarian | 743 | Norwegian | 2,269 |
| Catalan | 2,872 | Polish | 15,541 |
| Croatian | 2,938 | Portuguese | 51,416 |
| Czech | 2,984 | Russian | 109,666 |
| Danish | 4,843 | Serbian | 1,473 |
| Dutch | 24,439 | Spanish | 481,993 |
| Estonian | 608 | Swedish | 14,983 |
| Finnish | 3,089 | Turkish | 2,700 |
| French | 301,355 | Yiddish | 5,455 |
| **Total** |  |  | **1,781,721** |
| *Minority languages (Basque, Galician, Occitan, Romani, Welsh & others) add ~ 3,500 additional titles.* | | | |

journals, newspapers, or electronic media). This includes close to **1.8 million European FL** texts (Table F.1). The *Judaica* collection is the foremost Jewish studies research collection in the southeastern US, with more than 10,300 volumes on Jews in Europe, and has an important Holocaust section, including a rare collection of some 450 memorial books on extinguished East European Jewish communities. UF also has a

large collection of holdings on European law, business, administration, finance, and marketing.

UF’s libraries provide access to ~**200 electronic databases** dedicated to Europe. The libraries’ commitment to support ES is also demonstrated by the recent collaborative purchase of “Linguistic Minorities in Europe Online,” which provides comprehensive documentation of indigenous and immigrant linguistic minorities in Europe. In 2020, the Smathers Libraries received grants from CHPS, the UF France-Florida Research Institute, as well as CES to strengthen and

expand the library holdings of French and Francophone books. In addition, UF has been a designated EU documents depository library since 1974. This collection contains over 9,000 titles. Status as an EU depository provides UF faculty and students with access to restricted EU databases. The European Collections in UFDC have attracted nearly 2 million views since 2007.

***Institutional Support*** - The total library staff consists of over 250 librarians, technical/clerical staff and student assistants across the 7 libraries. UF spent $20,575,209 on salaries, wages and other operating expenditures in 2019-2020. Approximately 15% or $3,086,281 was dedicated to CES program related expenses, including 14 professionals involved in collection development and specialized reference for European studies with salaries totaling over $1,152,000. In addition, UF hired a Government Document Librarian in 2018 to manage EU materials and provide regular training seminars on accessing EU documents. The materials budget in 2019-20 for the UF Libraries was $14,677,194 with approximately $734,000 (~5%) for ES materials.

**F2. Cooperative Agreements and Public Access**: UF is a member of the Assoc. of Research Libraries (ARL), the Research Libraries Group; the Center for Research Libraries, Online Computer Library Center, Assoc. of Southeast Research Libraries (ASERL) and the Florida Academic Library Services Cooperative (FALSC). These organizations promote equitable access to and effective use of recorded knowledge to support teaching, research and community service. Their catalogs record a vast bibliographic universe and UF has full borrowing privileges. As a member of RapidILL, 24- hour interlibrary loan services, UF enjoys reciprocal agreements with other ARL libraries. UF also participates in consortia purchases of databases through ASERL and FALSC granting access to tens of thousands of journals through online databases including, ABC-CLIO, ABI/Inform, Cambridge Abstracts, EBSCO, EIU, Gale, ISI, JSTOR, LexisNexis, ProQuest, Readex, SAGE, and Wilson.

UF is committed to providing comprehensive resources and services for academia and the

community at large. The library’s catalog is accessible online and proprietary databases can be

consulted remotely. All 7 libraries maintain reference services, including on weekends, by telephone, email and a chat service. UF also participates in Florida’s “Ask a Librarian” Virtual Reference Service allowing patrons to interact with specialists in real-time and by email.

# IMPACT AND EVALUATION

**G1. Impact on the University, Community, Region, and Nation**: The Center’s mandate and central goal is to facilitate the spread of European area and language expertise across a wide array of audiences on and off campus. The tangible impact of CES programs and activities is evident across UF, the region, and nation, with new efforts aimed at expanding that impact by increasing the number and diversity of participants in CES activities (Section I). UF has more than 56,000 students from every state and 5,919 international students from 136 countries, making it among the largest, most diverse universities in the country. The successful development of academic resources and programs aimed at improving both the quantity and quality of ES-related educational opportunities at UF supports the growth of FL and area studies expertise far beyond UF’s and Florida’s borders.

***University Impact***. In the last 4 years more than **80 new area studies and language courses** have been created by CES efforts and funding. During this same period, new program related faculty hires in Education, Statistics, English, History, Political Science, Anthropology,

Urban and Regional Planning, and Philosophy among others further supported the growth of CES certificates, degrees, and programs. The impact of CES on the creation, expansion and improvement of Europe-related educational opportunities at UF has been impressive both in terms outputs and long-term outcomes. Between 2018-2021 nearly **6,500 students** were enrolled in EUS, ECE, and

IS-Eur courses, 471 students completed CES sponsored LCTL courses, 187 students graduated with the IS-Eur degree, and 46 students completed CES minors and certificates (117 are *currently* enrolled in IS-EUR and 23 in CES degrees). CES has also funded ES instruction at **local and regional CC** (CP1) though 9 course enhancement awards to add new ES content to courses.

CES sponsorship of on-campus academic workshops, conferences, and guest speaker series supports the development of research networks and collaboration between UF faculty with scholars at the national and international level. Through **55** research and course grants, **155** guest speakers, **35** on campus or virtual seminars and workshops faculty and graduate students from **80** departments and **7** colleges have been given new opportunities to develop their Europe-related teaching and research (AP1). In turn, CES program faculty have won campus, national, and international recognition, in addition to publishing numerous journal articles and books (Criteria E).

***Community, Regional, and National Impact.*** CES provides a wide range of cultural and educational opportunities, including public talks, film screenings, and cultural festivals that serve the **Gainesville community** and **nearby counties**. Between 2018 and 2022, CES sponsored or co- sponsored 282 talks and panels, 42 film screenings, art exhibits, festivals, 34 info sessions, and 10 conferences, attracting13,490 attendees in all (Table H.1). In response to COVID-19, CES adapted quickly to move events online so that programming continued. Attesting to the importance of K-12 outreach CES hosted 1,373 attendees at 35 events designed for the K-12 community (AP2). CES created targeted programming for underserved communities, including seniors, veterans, and other underrepresented groups through 29 events that reached 1,276 participants. Moreover, CES supported nearly 60 ES themed events by other UF units reaching an additional 2,918 participants.

The **regional and national** impact of CES is derived directly through partnerships and the provision of significant online resources available to everyone. CES was one of only four

organizations selected by the Atlantic Council (AC), partnering with the Delegation of the EU to the US, to host focus groups on the transatlantic relationship and contribute to the AC’s international **EU-US Future Forum**. CES also partnered with the **University of Puerto Rico** (UPR) to sponsor guest speakers and offer short courses on Europe for UPR students (CP1). The Center’s online resources have grown significantly over the last 4 years including new programs targeting **K-12**

**teachers** and **LTCL learners**, as well as specialized programming for **scholars** and the **public**. **Online professionalization programs for K-12 teachers** have expanded to include the new **Educators in Residence** (EiR) program initiated in 2019 (AP2). EiR provides teachers with focused, faculty-led ES webinars on a range of contemporary topics and facilitates the creation and dissemination of new ES teaching modules. In its two cycles, the program has sponsored teachers in 8 states ranging from Massachusetts to Arizona. The new K-12 **Euro Bookclub** (EBC) fosters discussions of contemporary ES issues through close readings of a text. As a result of these efforts, CES has been selected to present at the Int’l Education Assoc. Conference (attended by more than 10,000 educators) on best practices for collaboration with K-12 to internationalize the curriculum. **K-12 online resources** also include a library of teaching modules and mini-lessons on ES topics.

New online resources for **European LCTLs** include **1st year online courses** for Hungarian, Polish and Turkish with beginning Czech and **2nd year sequences** to be added shortly (Criteria B and I). **G2. Development of Area Expertise**: Perhaps the most valuable contribution and impact of CES is its graduates. Students who have focused their studies on European language and area studies leave UF better prepared to enter an increasingly global environment in which Europe plays a critical role. In the last 5 years, more than 225 students have completed the IS-Eur major and 55 completed a CES degree. In addition, between 2017-2019 nearly 75 students enhanced their Europe-related expertise through participation in a CES SA program, 20 of whom completed an internship. More than 2,600 students have completed CES sponsored FL and area studies courses. Nearly 30 students have participated in the Center’s new **professional development course** to introduce students to careers with international focus, and particularly careers in federal government, non-profit, and academia (AP1). An additional 177 students have engaged with representatives from Department of State, USAID, and Department of Justice and others as a result of CES career development events.

Among the more than 400 CES degree and SA alumni surveyed, nearly 30% continued to

**post-graduate study.** In addition, approximately 15% have completed or are enrolled in law school, and 8% are pursuing or have completed other professional degrees such as MBA and MPIA. Among CES alumni in the workforce, nearly 20% are working in positions that utilize their FL and area expertise in the federal government, academia, NGOs and the private sector. CES alumni have taken a variety of career and service paths (Table G.1). CES maintains connections with alumni via regular surveys and regional events and encourages **networking** between alumni and current

students. The CES podcast, **Alumni Conversations**, highlights the career trajectories of former students and examines the ways in which ES contributed to their success.

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| **Table G.1 Undergraduate CES Degree Alumni (Recent Examples)** | | | |
| **Student** | **CES Degree** | **CES SA** | **Current Position** |
| Ena Barišić | ECES Cert. | UF-Prague | Sen. Analyst, Office Global Sanctions, Scotiabank |
| David Copeland | EU Minor | UF-Salzburg | Officer, United States Navy |
| Audrey Couprie | EU Minor | UF-Brussels | Press Officer, Int’l Federation for Human Rights |
| Holly Donaldson | ECES Minor | UF-Prague | Program Manager, National Democratic Institute |
| Greg Porumbescu | EU Minor | N/A | Asst. Professor, Rutgers School of Public Affairs |
| Irena Tsoustas | ECES Cert. | UF-Brussels | Grants Coord., International Rescue Committee |

At the **graduate student** level dozens of students pursue the CES G-MES certificate and enroll in CES language and area studies courses. More than 45 graduate students have increased their European FL and area expertise through CES funding (FLAS grants, course development grants, research and travel grants) since 2018, and an additional 42 graduate students have gained area and FL expertise through CES funded courses. The CES graduate student course development awards provide students with the opportunity to develop new courses, greatly enhancing their teaching portfolio before going on the academic job market. Grant winners have secured tenure- track and lecturer positions at Morehouse College, Minnesota State, University of Alabama, Texas Tech, and Oklahoma State. Graduate student research is featured at events such as the CES Lunch- time Symposium Series. CES events also facilitate networking opportunities for graduate students to learn about opportunities for MA and PhD students, including careers outside of academia. CES

activities have also served to increase area expertise through support for academic workshops

/conferences and new materials acquisitions (AP1).

**G3. Contribution to national needs and dissemination of information to the public.** CES actively works to provide information and training to a variety of audiences to meet national needs and to disseminate information to the public. CES will once again host **Project Global Officer** (PGO) - **Turkish** to provide high quality language and culture training to future military officers. **Foreign Language training** aligned with national needs is supported by CES, and has accounted for ~20% of all European FL enrollment since 2018. CES also provides significant resources to faculty, students, and the community on the **EU** and has created an impressive array of resources including recorded lectures, introductory lessons, and reading lists on various EU policies for university and CC faculty to use in the classroom. In total, recent EU resources have garnered 1,076 views. CES has expanded its collaborative network participating in the **Jean Monnet in the US** (#JMUS) network to provide topical EU talks and panels to meet academic and public interests.

Recent JMUS events include panels with members of German Federal Ministry of Finance, several European ambassadors, and business representatives.

CES also provides critical training to the **business community**. The Center creates and distributes printed and online materials and infographics with in-depth information on EU and Europe-wide economic ties to Florida and the USA. Through these efforts CES provides targeted information and lectures to local and state entrepreneurs to work effectively in a globalized economy. Given the increasing importance of **fintech, cryptocurrency, and blockchain technologies**, CES organized a panel on international perspectives on blockchain technologies at the North American Bitcoin Conference, reaching more than 2,400 people. CES has also launched the **business lightning virtual talks** program, in collaboration with other NRCs, on a range of international topics for professionals and reaching 54 attendees from 10 states. CES has also

expanded its online materials available to **K-12 educators**. CES launched the **Teaching the World** website, with other NRCs, as a hub for teachers seeking international content for the classroom. The site has received more than 4,000 hits since its launch in late 2020 (AP2). Lesson plans, mini language lessons, and craft activities with cultural explanations are available for download and advertised at K-12 conferences and on social media platforms. In addition, a growing number of **European Studies Because** videos highlighting the importance of Europe in non-traditional fields are publicly available on the **CES YouTube channel** (Criteria H).

**G4. Evaluation Plan**: One of the fundamental and ongoing tasks of CES is the development and implementation of evaluation tools that incorporate quantitative and qualitative data collection to insure effective measurements of both short-term ‘outputs,’ and longer-term ‘outcomes’ for the full range of CES programs and activities (Criteria I). The **Office of Institutional Assessment** and the **Office of Institutional Planning and Research** assist CES in evaluation and assessment activities. Regular program evaluation will be conducted in consultation with the UF College of Education Collaborative Assessment and Program Evaluation Services (CAPES), which provides specialized K-12 assessments and has extensive experience with grant-related evaluations and will provide guidance in developing evaluation tools to measure performance and impact.

CES utilizes course enrollments, course and program evaluations, targeted exit and alumni surveys, post-event evaluations from attendees/speakers, as well as quantitative data on website and social media initiatives, such as K-12 resources and podcasts, to assess and improve courses, programs, and activities (Table G.2). The expansion of online programming due to the pandemic has greatly enhanced the ability to assess audience engagement, satisfaction, and solicit feedback in an efficient and effective manner and CES will continue to use post-event online surveys for virtual activities. To obtain a more comprehensive and objective assessment of impact, annual **external evaluations** are conducted to assess ES and FL programs of CES on a rotating basis. Evaluators

meet with students (graduate and UG) and faculty involved in CES programs, as well as campus administration to fully assess the impact of CES programs and initiatives and provide suggestions for improvement. CES will continue this practice and integrate the resulting suggested changes as it has in the past. In addition, beginning in fall 2022 CES intends to host focus groups to provide

targeted analysis of CES programs from students, educators, and community partners (Criteria I).

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| **Table G.2 Evaluation Activities Summary** | | | | |
| Data Collection and Analysis Plan |  | Evaluation Method | | Addresses NRC Project Goals 1-5 |
|  |  | s=survey, x=other method | |
| **Activities for NRC Evaluation** | Eval. Freq. per year | Primary Data | Secondary Data |
| Public outreach events (films, exhibits, fairs) | all | x |  | 2,3 |
| CES-directed K12 initiatives | all | s |  | 1,2,3 |
| Collaborative-NRC K12 & CC initiatives | all | x |  | 1,2,3,5 |
| LCTL & FL instruction, development, professionalization | all | x,s |  | 1,2,3,4 |
| European area studies talks, conferences, series | all | s |  | 2,3 |
| Career development talks & series | all | x,s |  | 1,2,3 |
| Business outreach talks | all | x,s |  | 1,2 |
| Course development & enhancement - UF & MSI/CC | 2 | s |  | 1,2 |
| Course develop. & travel/research grants Grad Students | all | s |  | 1,2,3 |
| Travel, Research, & working group grants - UF Faculty | all | x,s |  | 1,2,3,5 |
| FLAC course development - UF Faculty & Grad Students | 1 | s |  | 1,2,3,4 |
| Regional & National Education Conferences | 4 | x |  | 1,5 |
| Library Acquisitions | 1 |  | x | 2,3 |
| Student & alumni surveys | 2 | s | x | 1,2,3,5 |
| Online presence (websites, newsletter, social media) | 2 | x,s | x | 2,3 |
| *Activities in each category will be assessed to determine if the project goals (Criteria I) are being met* | | | | |

In addition to CES-sponsored assessment tools, there are a wide range of mandated evaluative processes in place to insure regular assessment of CES faculty and staff. The online *Bluera* system is the primary mechanism for student evaluation of courses and faculty. Bluera offers comprehensive analysis of department performance compared to college and university medians, and CES consistently performs above the median. Faculty are also encouraged to participate in mid- term student evaluations to address potential course issues that arise and make adjustments. All UF faculty receive annual written performance reports and participate in an annual survey evaluating the Director. CES staff meet with the Director on a quarterly basis to discuss performance through the newly designed human resources protocol, *UF Engaged*.

**G5. Provisions to Guarantee Equal Access**: UF has a long tradition of promoting diversity among its faculty and students. To increase diversity at all levels, UF created the **Office of the Chief Diversity Officer** to provide leadership for the university’s coordinated model for inclusion, diversity, and access. In recent years there has been an increase in the percentage of under- represented groups among UF’s student body, which in 2020 rose to 41% of all students. Women are in the majority across most of the campus, including UF Professional schools, where they

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| **Table G.3 Diversity at UF** | | | | |
| **Group** | **UG** | **G** | **Prof.** | **Total** |
| Minority | 45% | 39% | 29% | 41% |
| Women | 56% | 53% | 63% | 56% |
| 1st Gen | 13% | NA | NA | 9% |
| 40+ | 126 | 1,311 | 438 | 1,875 |

represent more than 63% of all students (Table G.3). UF actively supports historically disadvantaged students through many programs, including a **First-Generation**

**Student Success web-portal** that provides a myriad of services designed for 1st-gen students, such as grant and mentorship opportunities, scholarship assistance academic counseling, tutoring, and career guidance. The mission of the **Multicultural and Diversity Affairs** (MCDA) department is to empower diverse communities and advocate for an inclusive campus. MCDA houses the offices of Black Affairs, Hispanic Latino Affairs, and LGBTQ+ Affairs among others and coordinates the UF **Multicultural Mentor Program**, matching 1st year UG students with faculty mentors.

The **Graduate School’s Office of Graduate Diversity Initiatives** (OGDI) is dedicated to recruitment and retention of underrepresented **graduate students**. OGDI coordinates the BOE Summer Fellowship to support newly enrolled, underrepresented PhD students. UF also participates in statewide and national programs, including the FAMU Feeder Program, Florida Department of Education College Reach-Out Program, the McKnight Doctoral Fellowship for African American and Hispanic students, and the McNair Scholars program, all of which provide financial and/or mentoring assistance. UF’s commitment to inclusion and diversity extends to **faculty and staff** (Criteria E) and the HR office offers a ‘Diversity and Inclusion’ course for all faculty with required additional diversity training for those serving on search committees.

# OUTREACH ACTIVITIES

In 2018 CES implemented a plan designed to increase K-12 outreach, expand participation in CES events, and broaden the diversity of perspectives in ES programming (AP1). These efforts have achieved significant results, particularly with regard to teacher training programs, which have increased from 3 to 12 (resulting in a ten-fold increase in impact), and overall event participation (Table H.1) (AP2). To generate debate and present a wide range of views, CES hosted strategically designed panels with multiple experts on topics such as immigration, European security, Covid-19 and retrospectives on 1989 (AP1). Interest in European topics remained strong with almost 500 events and over 13,000 attendees through talks, panels, and collaborations with a broad variety of partners, including professional schools and non-traditional units, such as WCB, LCL, The Harn, CoA, CJS, CLAS, and CALS. Virtual events increased the regional, national, and international reach of CES as evidenced by the more than 150 international and 430 non-UF attendees.

**H1a. K-12 Outreach**: To create meaningful K-12 outreach programs, CES sought input from K- 12 educators at the local, regional, and national level and assessed how to align CES resources and expertise with needs. In response, CES launched “**CES Connections,**” a monthly news-letter specifically tailored for the K-12 community, and 2 new educator training programs (AP2), **Euro Bookclub** and **Educators in Residence** (Criteria G). CES also continued its 2-week **Language Teacher Summer Institute** (LTSI), focusing on FL pedagogy and technology in the classroom

with over 40 teachers from 8 states participating since 2018. CES has also focused on the expansion of **online K-12 resources** to reach broader national audiences**.** In addition to the publicly available lesson plans/modules created by EiR and LTSI educators, CES created a variety of online resources accessible via its website (Criteria G). **Collaborations with other NRCs** help to expand impact and increase efficiency, thus CES, along with several other NRCs, launched the **Teaching the World website** for NRC-sponsored K-12 resources accessible by K-12 educators nationally (Criteria G).

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| **Table H.1: Summary Outreach Statistics (AY 2018- January 2022)** | | |
| **Category & Description (Attendance = Total Attendance for All Years)** | **# Events** | **Attendance/Impact** |
| K-12 Workshops for Teachers (LTSI, TIPSS, EnR, EB) | 12 | 375/22,500\* |
| K-12 Information Sessions - Students & Teachers - Campus Fairs & Visits | 11 | 488 |
| K-12 Outreach Events - Wall Mural, Classroom Presentations, etc. | 12 | 510 |
| Academic, Study Abroad, & Foreign Language Program Outreach Sessions | 63 | 1,949 |
| Undergrad activities, conferences, and outreach, including CCs (Model EU, SF Fairs, student clubs, UPR talks, undergraduate presentations) | 23 | 814 |
| Career & Professional Development Talks & Symposia - Grads & Undergrads (i.e. Career Development Series, Lunchtime Symposium) | 32 | 639 |
| Academic Conferences & Symposia with National & International Participants (i.e. Jean Monnet series, WWII, Prague Spring, EU Cultural Policy, etc.) | 10 | 484 |
| CES Invited Lectures, Faculty Symposia, & Other Supported Academic Activities | 282 | 3,116 |
| General Outreach to Public & Business (Film Screenings, Museum Nights, festivals, emerging technology community, NABC, etc.) | 42 | 5,115 |
| Social Media Posts (CES events on YouTube, Soundcloud, TikTok) | 1,943 | 18,071\*\* |
| Social Media - followers & subscribers (newsletter, Instagram, Twitter, etc.) | NA | 4,132 |
| **Totals** | **487\*\*\*** | **13,490/51,818** |
| \* Based on estimate of each teacher attending the workshop interacting with 60 students per year | | |
| \*\* Total number of views & engagements, \*\*\* Does not include social media posts | | |

Collaborations with NRCs also included K-12 conferences and workshops at the regional and national level, resulting in exhibitions at the National Council for the Social Studies, the Florida Council for the Social Studies, and **Florida Globally Connected**, reaching 85 educators**.**

Participation in these events raised CES’s regional and national profile, increasing its ability to reach diverse audiences for current and future programs. CES continued to **collaborate with UF CoE** and other UF NRCs on courses and faculty development. In addition to the well-established pre-service course, “Global Studies for Educators” (EDG4930), CES provided resources for the course, “Early Childhood Children’s Lit” (LAE6407). In this course UF and regional CC education students were provided with regionally themed children’s books and met with the authors and developed K-12 lesson plans related to the books for posting on UF NRC websites (CP1).

**Programs for K-12 students** have increased as well. Between 2019-2021, CES provided ES mini lessons in 8 classrooms, directly reaching over 380 elementary school students. CES presented at local high schools and met with statewide precollegiate STEM students to discuss professional development and the importance of intercultural competence. In addition, nearly 30 local high school students participated in the **34th Street Art Wall** mural competitions and students

toured the CES sponsored **Pictures of Resistance: The Wartime Photography of Jewish Partisan Faye Schulman exhibit** at the Gainesville Fine Arts Association (GFAA).

**H1b. Post-Secondary Education**: Since Fall 2018 CES sponsored more than 200 talks, panels workshops, and symposia with a combined attendance of over 9,700. Through strategic outreach and expanded use of virtual platforms, CES increased the average event attendance from 27 to 50 during this period. The involvement of language and area studies faculty, as well as faculty from the professional schools and non-traditional fields, greatly enhanced CES efforts. Academic talks and symposia covered a range of topics from multiple perspectives, including European LGBTQ+

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| **Table H.2: Outreach Events by Discipline** | | | | |
| **Speakers’ Field** | **18-19** | **19-20** | **20-21** | **F-21** |
| Agri & Life Sci. | 4 | 0 | 3 | 1 |
| Area Studies | 3 | 2 | 11 | 1 |
| Arts | 7 | 10 | 3 | 1 |
| Business | 1 | 1 | 9 | 2 |
| Communications | 3 | 2 | 2 | 1 |
| Design & Construct. | 2 | 0 | 1 | 4 |
| Education | 3 | 2 | 1 | 3 |
| Government | 1 | 2 | 14 | 5 |
| Humanities | 27 | 15 | 16 | 2 |
| Lang. & Lit. | 10 | 4 | 6 | 4 |
| Professional Schools | 2 | 0 | 14 | 4 |
| Social Sciences | 50 | 34 | 56 | 20 |
| STEM | 5 | 0 | 5 | 6 |
| **Total** | **118** | **72** | **141** | **54** |

Activism, European Populism, and Russian political rhetoric (AP1). To emphasize the importance of ES in a global setting faculty from non-traditional fields and professional schools discussed topics such as ‘CERN and international perspectives in Physics,’ ‘European financial regulation,’ and ‘EU

agricultural policies’ among others. These efforts, together with the **European Studies Because**

series, resulted in collaborations with 56 on- campus and 68 off-campus partners. (Table H.2). CES was also able to leverage faculty support for **CC & MSI** outreach initiatives (CP1).

UF faculty assisted with guest speakers and provided annual intensive mini courses on ES topics to the UPR, with more than 160 participants between 2019 and 2021. CES also arranged for UF faculty lectures and presentations at other collaborative CC and MSI workshops and conferences such as the CC educator workshop “Globalizing the Future” for faculty from the 9 institutional members of the **International Studies Consortium of Georgia** and the **Global Symposium on NRC, CC, and MSI Collaboration**. CES also regularly participates in language and international

day events at regional CCs to share information on CES language and area studies opportunities and to connect prospective students with CES faculty (CP1).

**H1c. Business, Media, and the General Public**: CES focused on expanding business outreach at the local, regional, and national levels through partnerships with other institutions and by addressing the growing interest in fintech, blockchain technology, and cryptocurrency. A 6-part **business lightning talk series** on **global supply chains** created in partnership with the University of Minnesota, University of Washington, Duke and UNC attracted more than 50 members of the business community. CES also hosted virtual talks on **European FinTech Platforms** and **Project Management of Global Megaprojects** to national and international audiences, while at the local level faculty met with local business leaders at community events, such as **BarCamp** and with UF MBA students. Public outreach events, such as film screenings and art exhibits, were also utilized to connect with the business community. In spring 2022, as part of the JMCE, CES will launch a new **EU Public Forum** series collaborating with local businesses to host events on food security, the transatlantic relationship, and women in business. The new initiative will create networks between state and local businesses and non-profits with European counterparts.

Events for the **public** included film screenings, art exhibits, talks, and cultural festivals. CES film screenings drew over 600 attendees across the greater Gainesville community and the GFAA noted a marked increase in visitors as a result of the CES and JSC sponsored **Faye Schulman exhibit.** UF faculty provided 22 talks to nearly 900 attendees for the **Institute for Learning in Retirement** series. The Center also participated in well-attended art festivals and displayed artwork created by high school students in the annual wall mural contest and co-sponsored 3 European- themed Museum Nights with 2,024 community and UF attendees.

The Center has developed a substantial national and international presence through expanded use of social media. Videos on the CES YouTube channel had nearly 5,000 views and

followers on all CES social media have increased significantly since 2018 (Facebook 25%, Twitter 225%, and Instagram 394%). The CES social media portfolio also includes Soundcloud and TikTok with informational clips about Europe with over 18,000 views to date. CES faculty also engaged in national and international media, including interviews with Der Tagesspiegel, the BBC, and the Voice of America. Across all audiences, CES expanded its outreach efforts numerically and in terms of breadth and reach. Outreach programming is informed by strategically curated themes, pro- active collaboration with other NRCs, active assessment, and a deliberate blend of virtual and in- person programming to ensure maximum impact at the local, national, and international levels.

Table H3 provides a summary of the 27 events scheduled for Spring and Summer 2022.

|  |  |
| --- | --- |
| **Table H.3: February 2022 – July 2022 Planned Outreach Events** | |
| **Category & Description** | **# Events** |
| K-12 Workshops for Teachers (LTSI, TIPSS, EiR, EB) | 7 |
| K-12 Outreach Events - Wall Mural, Classroom Presentations, etc. | 2 |
| Academic, Study Abroad, & Foreign Language Program Outreach Sessions | 1 |
| Academic Conferences & Symposia w/ National & Int’l Participants - Reset Populism Conference | 1 |
| CES Invited Lectures, Faculty Symposia, & Other Supported Academic Activities | 10 |
| General Outreach to Public & Business (Film Screenings, Viva Europe, Lightning Talks, etc.) | 6 |
| **Total** | **27** |

# PROGRAM PLANNING AND BUDGET

CES is dedicated to promoting the core goals of the Title VI NRC program, including excellence in academic research and teaching and effective programmatic outreach activities that embody diverse perspectives and increase European language and area studies expertise across different audiences (AP1). CES programs are developed specifically to assist graduate and UG students in attaining FL competency (especially at the intermediate and advanced levels), as well as area studies expertise, and to support increased research and teaching on European topics among UF faculty from a variety of disciplines (Criteria B, C & E). CES works with CCs and MSIs in Florida and beyond to provide opportunities for faculty training to increase the availability of ES programs to students at these institutions (CP1, H1b). CES also provides innovative online resources and training programs to K- 12 teachers from across the country to provide quality Europe-related instruction to their students

(AP2, H1a). CES outreach programming provides resources, information, and training on European topics to the broader community, businesses, and the media to foster an informed public (H1c).

**I1. Development Plan & Timeline:** The activities discussed below (I2), in the budget narrative and summarized in Appendix 4 are designed to build upon existing strengths and expand the Center’s impact in line with the absolute and competitive priorities of the NRC program. CES initiatives and project goals were developed following a comprehensive review of CES contributions to ES to maximize impact and efficiency, while ensuring feasibility. This assessment utilized external reviewer reports, as well as an analysis of areas of possible improvement conducted in collaboration with stakeholders from on and off campus**.** Based on this review **5 core project goals** (PG) have been established to structure the design and focus of program activities. These include: (PG1) **expanding resources and opportunities for professionalization** (students, faculty, staff, K-12 teachers), (PG2) **broadening the reach of CES initiatives** (geographically and thematically), (PG3) **increasing representation in CES activities** (underrepresented groups, histories, and experiences), (PG4) **expanding support for new LCTL related resources and research**, and (PG5) **growing CES collaborative networks** (regional MSI/CCs and NRCs/CIBERS at UF and nationally). These PGs will be supported by continued commitment to ongoing priorities such as expanding the **development of student expertise** and **improving assessment** and evaluation tools. New initiatives in support of these program goals will build on existing strengths to create a more comprehensive European Studies program capable of serving UF, the region and the country.

Specific program activities developed to support these PGs are organized around the AY calendar and distributed across semesters with attention to **maximizing participation** and **ensuring feasibility**. Activities targeting the on-campus community are concentrated in the fall and spring to facilitate high levels of faculty and student engagement. Outreach events are scheduled to best align with the availability of the targeted audiences, thus K-12 intensive training programs (LTSI) occur

in summer, while others (EiR and Euro Book Club) utilize weekends and evenings year-round. Similarly, outreach events targeting specific audiences (business lightning talks, film festivals, Viva Europe), are scheduled on evenings and weekends to encourage broad participation.

CES will also make **effective use of virtual formats**. Though the shift to an online format due to the pandemic was unexpected, experience over the past 2 years has demonstrated that when well implemented this format provides valuable benefits including reduced costs, significantly broader geographic reach, and increased accessibility for events that can be recorded and made available on the CES YouTube channel. Moreover, to maximize the benefits of **in-person activities** given their greater cost, all guests invited to UF will stay for longer to allow them to engage in multiple activities with diverse audiences. All invited speakers will participate in *at least 3 events* such as, academic presentations aimed at a scholarly audience (primarily faculty and graduate students), off-campus events designed for the public, K-12 or business community, undergraduate and/or graduate engagement including class lectures, professionalization seminar or meeting with a student club, collaboration and network development focusing particularly on engaging junior faculty. A **timeline** of planned activities is provided in Appendix 5.

**I2. Qualities and Purpose of Planned Activities**: All proposed activities target one or more of the 5 core PGs described above, and future programming is discussed in the context of these project goals. To enhance programmatic coherence, many annual activities and priorities within course development and enhancement calls are connected to annual themes. These include: **(Post) Crisis Europe** (year 1), **Less Commonly Taught Europe** (Year 2), **Innovative Europe: Technology and Change** (year 3), and **Transatlantic Relations: Visions of the Other** (year 4).

The first 3 project goals are conceived of as *comprehensive guidelines* meaning that they are integrated, to the extent possible, across all planned activities. For this reason, these goals are nearly omnipresent and often overlapping, though there are also activities that specifically target them. The

creation of **professionalization opportunities and resources (PG1)** applies primarily to 3 different audiences, faculty and staff (UF and at MSI and CC partners), students (graduate and UG) and K-12 teachers & students. For faculty and graduate students planned activities will provide resources to improve teaching through new **course development and enhancement grants** (UF, MSI/CC) and targeted training opportunities including funding for participation in **pedagogy focused workshops and conferences** (UF, MSI/CC, staff). Support for research is available through **collaborative ES working group grants** (UF faculty) and **research materials and travel grants** (UF faculty and graduate students). Students will benefit directly from the **career development speaker series** and **UF alumni talks (AP1)**, which target both graduate and UG audiences, as well the continuation of the **CES Research Fellows and Internship** programs (UG). In addition, CES will continue to provide 1-credit courses within its **EU Studies in Practice** initiative for UG and graduate students.

An additional set of activities focuses on providing professional development to K-12 teachers and CC faculty. Foremost among these are the 3 virtual training programs developed by CES, **Educators in Residence**, the **Euro Bookclub** and the **Language Teaching Summer Institute**. Both the EiR and EBC are new initiatives created in response to the pandemic. Following discussions with participating K-12 teachers these programs have been revised to include a **K-12 teacher training facilitator** who will work with EiR and EBC presenters to improve the relevance of the materials and participate in webinars to facilitate teacher engagement. Topics for each iteration of EiR will have at least one presentation reflecting the annual theme. Additional resources for K-12 professional development include **grants for course module development**, support for participation in a variety of **curriculum focused study tour, workshops, and conferences** (also open to CC faculty) developed in collaboration with other NRCs, and regional CCs (PG5, AP2).

The effort to **expand the thematic and geographic reach** (PG2) of CES is embedded in the design of nearly all on and off-campus activities. The goal of reaching beyond the traditional ES

fields of art, history, language and literature, and political science is ongoing, and the planned activities mark an expansion of these efforts rather than a fully new initiative. Based on previous experience and feedback from stakeholders across campus and the community CES has included a **priority for non-traditional fields** in all grant calls, and will continue to do for all ongoing and new initiatives. Collaboration with the other UF NRCs on speakers’ series on big data and AI, as well as the inclusion of an annual theme on innovation and technology in Europe also reflect this priority. The **European Studies Because** (ESB) series is dedicated to working with units from across UF to invite speakers from non-traditional fields to highlight the relevance of ES studies to students and faculty in STEM and beyond. The thematic expansion and focus on **non-traditional fields** is also an essential component in K-12 teacher training programs and CC conferences through the inclusion of topics such as women in science, European food, and sustainable development.

CES will increase its geographic impact through the expansion of **virtual events** and creation of new **online resources**, and the development of **new collaborative networks** (PG5). Approximately 50% of all planned events and activities will be designed from the outset to be delivered virtually, including synchronous events recorded to create an online depository available for global asynchronous access. This not only reduces costs (I3), but more critically, significantly increases the number and diversity of both audience and speakers (AP1). The EiR, EBC and LTSI teacher training programs are all online and recruitment will be national in all cases. Additionally, all outcomes from these programs will be added to existing online teaching resources. The geographic reach of the Center will also increase through the **expansion of online LCTL learning** (PG4). This will significantly improve access to FL training in LCTLs nationally, increasing the availability of options to acquire intermediate fluency to a much wider audience.

Outreach to the public will also be impacted by the geographic and thematic expansion of CES programming. Activities intended to reach the public and encourage exploration of ES by new

audiences include the **Viva Europe** cultural festival, which includes European musical and theatrical performances, European foods, and presentations by UF ES clubs. The CES **annual film series** also involves collaboration with local business, which serve as venues, assist in advertising and help CES reach new audiences. Attendees are provided with hand-outs regarding the historical or cultural significance of the film and introductions by UF faculty. CES will also work with the GFAA to host two **ES photography/art exhibits**. The first, planned for late 2023 will be a showing of the photos from the ‘Afropean: Adventures in Black Europe exhibit’ (PG3). The second, in 2025, will also focus on an under-represented aspect of Europe, TBD in collaboration with GFAA.

In addition to expanding the reach of planned activities thematically and geographically, CES will focus on **increasing representation** (PG3) to ensure that **diverse histories and perspectives** are incorporated into planned activities (AP1). Underrepresentation is broadly defined to include ethnic minorities, as well as any group whose story is frequently overlooked or marginalized in ES. While there are targeted events (Afropean) and an annual theme (Less Commonly Taught Europe) that will center on PG3, the goal is to ensure that representation is increased across all events/activities. Thus, within grant calls priority will be given to proposals focusing on an underrepresented aspect of ES. Similarly, participants and topics within speakers’ series (thematic, ESB, career, alumni, etc.) will be developed with expanding representation in mind. One aspect of this is the ‘**Seeing Yourself in Europe’** program which is integrated into the career and alumni talks. This program provides speakers from diverse backgrounds (POC, LGBTQ, disabled) who can speak to their experience working, studying and living in Europe. Representation and understanding more about the diversity of Europe will also be a key element of both the EiR and EBC programs to ensure that these perspectives can be integrated into future lesson plans. CES will also work with the library to focus future purchases on expanding representation both in terms of authors and subjects to broaden the current collection.

A central goal of CES is to improve the quality, quantity, and accessibility of LCTL training. To this end PG4 focuses on increasing LCTL resources and research. This includes limited support for the **Polish Studies** position (DoE 25%, UF 75%). In addition, CES will expand **online LCTL** courses to include **2nd year sequences** for Czech, Hungarian, Polish and Turkish CES will ensure that anyone who wishes to study these languages will be able to obtain training through the intermediate level. Opportunities will also exist for other LCTLs to create online courses through an annual open call. These online LCTL courses will be available to UF residential students, all Florida State University students, UF Online students and through the distance education program to anyone, anywhere, wishing to pursue LCTL training. In addition, CES will support the development of **4 Foreign Language across the Curriculum** (FLAC) courses each year.

Additional support for PG4 focuses on **training LCTL and other FL teachers**. CES will host two **ACTFL on-campus proficiency training workshops** for UF and regional CC/MSI language instructors (at least 50% LCTL). Annual **professional development workshops** for UF LCTL instructors will focus on shared pedagogical challenges (testing, heritage learners) and will include speakers from UF and invited experts. The **LTSI program** offers K-12 and CC FL teachers a chance to explore technology in the FL classroom (AP2, CP1). UF is also providing a 1-semester professional leave to its Hungarian instructor for the development of new **online Hungarian teaching resources** and UF & DoE funds will be used to improve resources at the **Language Lab**.

**Increasing collaboration** with other units on campus and off is also essential to improve the reach and increasing the impact of CES sponsored activities. The development of **on-campus linkages** will occur through efforts to increase the representativeness and thematic breadth of ES activities (PG2) and via structured collaboration through cross-regional thematic workshops and speakers’ programs with other UF NRCs, as well as other thematic centers such as CGIS, CHPS and CGSWS (also PG3). **Joint K-12** and **CC/MSI training workshops** (PG1, CP1) with other

campus NRCs also serve to strengthen institutional links between the centers. A special focus will be on increasing **off-campus cooperative networks**. In the **local community** this is accomplished through partnerships with associations and businesses for outreach initiatives. CES will also increase its relationships with **local and regional MSI and CCs** via course development grants and instructor training opportunities (PG1, CP1). On a **national level** CES will increase its collaboration through continuation of the **UPR mini courses** (CP1), and new collaborations with 8 CIBERs and 3 NRCs to continue the virtual **‘lightning talk’** series for businesses, and with UT Austin’s 5 NRCs and LASC and CAS at UF on an annual **internationalizing the curriculum workshop for CC/ MSI** instructors (PG1, CP1). Finally, CES will serve as the institutional home of the **Teaching the World Consortium** which includes 11 other centers from across the country.

Although improving **program assessment** is not a new PG, it is a critical component of ensuring the 5 PGs outlined above are achieved. The planned evaluation structure (Table G.2) utilizes existing and new resources. UF provides assessment support through the OIR and the course & faculty evaluation system (Criteria E). In addition, CES will work with CAPES to develop **new assessment tools** designed for specific audiences and to measure targeted impact goals. The consultant will also assist in the design and implementation of **focus groups** to gain deeper insights into the efficacy of key programs (Criteria G). For comprehensive reviews CES will invite **external evaluators** to UF to meet with stakeholders (on and off campus) and UF administrators each year, alternating between ES and language program specialists.

**I3. Costs of proposed activities**: The Budget Narrative provides details of costs associated with planned CES programs and activities, as well as the source of financing (NRC/UF). A total of

$914,615 is requested from Title VI to support these initiatives (excluding IDC), while UF is providing $1,244,973 including matching, CES staff and other *direct* support (details of all UF support to CES and ES programs across campus are provided in Table A.1). Because CLAS funds

all CES full-time staff, CES can utilize most grant resources in support of programmatic activities. This includes $175,205 (19%) to support LCTL instruction, $392,917 (43%) for area studies, and

$216,00 (24%) for targeted outreach to K-12, MSI/CC, and business communities. In contrast, just

$23,704 (2%) of Title VI funds are used to support CES staff, largely for professionalization activities. Overall, the proposed program effectively uses Title VI resources to supplement support from UF to expand the reach of CES activities in line with NRC absolute and competitive priorities. **I4. Long-term Impact**: The long-term impact of the proposed program will be substantial. Despite a high level of interest in ES across the campus (Criteria C & D), community and state (Criteria H), there is no other Europe focused NRC in the region. Due to its location, extensive resources and carefully developed initiatives, CES is well placed to fill this gap. Through its FL and area studies course development and enhancement initiatives, MSI/CC collaborations, K-12 training activities and other outreach initiatives CES will provide enduring resources and expertise in ES across a variety of audiences at UF, and across the state and region. By shifting many activities online CES will reach a substantially broader and more diverse range of participants for K-12 teacher training, LCTL courses and outreach events. Planned activities include the creation of significant teaching and learning resources available to audiences whenever they need them, and wherever they are.

In all CES plans to support the development of 60 new/enhanced courses including 12 online LCTLs, 16 FLACs, and 32 new/enhanced area studies courses (24 at UF and 8 at CCs/MSI). These courses will provide an important future resource for students interested in all aspects of European language and area studies. Similarly, increased efforts to create online K-12 training and teaching resources (LTSI, EiR, modules), as well as podcasts and videos of events ensures that the materials are available for future audiences. Finally, the focus on the creation of collaborative networks to provide resources to K-12 teachers, MSI and CC faculty and students, will result in significant impacts that endure long after the specific activity is over.

# COMPETITIVE PREFERENCE PRIORITY

CES activities fulfill both the absolute and the competitive priorities of the NRC program. In most cases there are multiple activities that support these priorities. The CES outreach plan provides many opportunities to the MSI/CC community, as detailed below in Table J.1 (Competitive Priority) as well as the Budget Narrative (Absolute Priorities). CES will target MSIs/CCs in its programming, course development, and teacher training initiatives to ensure broad participation among the MSI/CC community. Teacher training initiatives, such as LTSI, EiR, and EBC, and funding for participation in workshops, conferences, and SA, will integrate teachers into the broader academic community and keep them abreast of new ES research and language training pedagogy, whereas course enhancement awards will encourage interest in ES among the CC student body. CES staff and faculty will likewise continue to participate in CC events and conferences to network with faculty at these institutions and disseminate information about CES’s many educator resources, and also to directly engage with CC students so that they are aware of the plethora of ES courses and LCTL language courses at UF, as well as the numerous academic talks, lectures, and seminars.

|  |  |  |
| --- | --- | --- |
| **Table J.1 Competitive Preference Priority – NRC** | | |
| **Activity Description** | **Narrative** | **Budget** |
| Course Enhancement Grants to MSI/CCs | G1, I2 | A3 |
| Collaborations with UPR (MSI) | G1, H1b, I2 | C1, E2 |
| LTSI (CC) | H1a, I2 | A4, E2 |
| Brussels Study Tour (CC) | I2 | E2 |
| MSI/CC Internationalizing Curriculum Workshop | I2 | E2 |
| Educators in Residence (CC/MSI) | G1, H, I2 | E2 |
| Euro Bookclub (CC/MSI) | G1, H, I2 | D3, E2 |