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TITLE VI

GRANT APPLICATION

FY 2022-2025

PROJECT NARRATIVE

**includes Acronym List & Table of Contents**

European Union Center

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

*European Union Center - University of Illinois*

**Acronyms Guide**

|  |  |  |  |
| --- | --- | --- | --- |
| **AA/EOE** | Affirmative Action/Equal Opportunity | **IAGE** | Illinois Abroad and Global Exchange |
|  | Employer | **IDEALS** | Illinois Digital Environment for Access to |
| **ACES** | College of Agricultural, Consumer & |  | Learning & Scholarship |
|  | Environmental Sciences | **IFLIP** | Intensive Foreign Language Instruction |
| **ACTFL** | American Council on the Teaching of Foreign |  | Program |
|  | Languages | **IGI** | Illinois Global Institute |
| **ADA** | American with Disabilities Act | **IIP** | Illinois International Programs |
| **AHS** | College of Applied Health Sciences | **IL** | Illinois |
| **ALKEC** | ALK Evaluation & Consulting | **ILR** | Interagency Language Roundtable |
| **AP1** | Absolute Priority 1 | **IOC** | International Outreach Council |
| **AP2** | Absolute Priority 2 | **iSchool** | School of Information Sciences |
| **ARL** | Association of Research Libraries | **ISRL** | International Studies Research Lab |
| **ATLAS** | Applied Technologies for Learning in the Arts | **L2** | Second Language |
|  | & Sciences | **LAS** | College of Liberal Arts & Sciences |
| **AY** | Academic Year | **LCTL** | Less Commonly Taught Language |
| **BA** | Bachelor of Arts | **LER** | Labor & Employment Relations |
| **BCS** | Bosnian-Croatian-Serbian | **MA** | Master of Arts |
| **BTAA** | Big Ten Academic Alliance | **MAEUS** | Master of Arts in European Union Studies |
| **BUS** | College of Business | **MBA** | Master of Business Administration |
| **CAP** | Council of Academic Professionals | **MEP** | Member of European Parliament |
| **CAS** | Center for African Studies | **MIIIE** | Midwest Institute for International & |
| **CC** | Community Colleges |  | Intercultural Education |
| **CGS** | Center for Global Studies | **MS** | Master of Science |
| **CEAPS** | Center for East Asian & Pacific Studies | **MSI** | Minority-Serving Institution |
| **CITL** | Center for Innovation in Teaching and Learning | **NGO** | Non-Governmental Organization |
| **CLACS** | Center for Latin American & Caribbean Studies | **NRC** | National Resource Center |
| **CLIC** | Center for Language Instruction and | **OMSA** | Office of Minority Student Affairs |
|  | Coordination | **OPI** | Oral Proficiency Interview |
| **CLC** | College of Lake County | **OUR** | Office of Undergraduate Research |
| **CoEd** | College of Education | **PB** | Performance-based |
| **COIL** | Collaborative Online International Learning | **PTIS** | Program in Translation & Interpreting Studies |
| **CPP1** | NRC Competitive Preference Priority 1 | **REEEC** | Russian, East European, & Eurasian Center |
| **CS** | Computer Science | **RSO** | Registered Student Organization |
| **CSAMES** | Center for South Asian & Middle Eastern | **SA** | Study Abroad |
| **DoEd** | StudiesU.S. Department of Education | **SILMW** | Summer Institute for Languages of the Muslim World |
| **DRES** | Disability Resources & Educational Services | **SLATE** | Second Language Acquisition & Teacher |
| **EFC** | Expected Family Contribution |  | Education |
| **ENG** | College of Engineering | **SLCL** | School of Literatures, Cultures & Linguistics |
| **EU** | European Union | **SocW** | Social Work |
| **EUC** | European Union Center | **STEM** | Science, Technology, Engineering & Math |
| **EPI** | English Proficiency Interview | **TA** | Teaching Assistant |
| **FAA** | College of Fine + Applied Arts | **TED** | Transatlantic Educators Dialogue |
| **FAFSA** | Free Application for Federal Student Aid | **TOP** | Targets of Opportunity |
| **FLAC** | Foreign Languages Across the Curriculum | **UG** | Undergraduate |
| **FLAS** | Foreign Language & Area Studies | **UIC** | University of Illinois at Chicago |
| **FLAS CPP1** | FLAS Competitive Preference Priority 1 | **UIUC** | University of Illinois at Urbana-Champaign |
| **FLAS CPP2** | FLAS Competitive Preference Priority 2 | **UL** | University Library |
| **FTE** | Full Time Equivalent | **URM** | Underrepresented Minority |
| **FY** | Fiscal Year | **UN** | United Nations |
| **GA** | Graduate Assistant | **US** | United States |
| **HEED** | Higher Education Excellence in Diversity | **VPIAGS** | Vice Provost for International Affairs & Global |
| **HS** | High School |  | Strategies |
| **HTE** | Half Time Equivalent | **VR** | Virtual Reality |

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*European Union Center – University of Illinois* NRC/FLAS (FY2022) *Project Narrative*

# COMMITMENT TO THE SUBJECT AREA ON WHICH THE CENTER FOCUSES

*-- Please refer to the attached budget when reviewing this section for detailed descriptions of each activity, including partners and NRC priorities addressed.*

* 1. **Institutional Support.** The University of Illinois (UIUC), a preeminent public research university, is a leader in international education. The institution supports 10 area studies

centers, including four National Resource Centers (NRCs). The European Union Center (EUC) is part of the Illinois Global Institute (IGI), which is home to the area centers at UIUC. IGI supports the center’s efforts to foster research and instructional collaboration between UIUC and other institutions in the Midwest, around the country, and internationally. Our center collaborates with the other IGI centers to offer students and faculty opportunities for training and research on area-specific topics and their global articulations. IGI Executive Director reports to the Dean of the College of Liberal Arts and Sciences (LAS) and to the provost, in recognition of UIUC’s investment in our mission. UIUC is also home to a School of Literatures, Cultures & Linguistics (SLCL) that organizes six foreign language departments, regularly providing instruction in 35 languages. SLCL collaborates with EUC through its departments and through programs such as the Foreign Language Teacher Education program, the Intensive Foreign Language Instruction Program (IFLIP), and the Program in Translation & Interpreting Studies (PTIS). Despite the

well-known challenges of the last few years, UIUC continues to invest in EUC and the other area

centers thanks to the institution’s financial health and its commitment to Area Studies.

**Table A.1. EUC University Support 2020-21**

## Institutional Support for Center

|  |  |  |
| --- | --- | --- |
| **Activity** | **Amount** | **Notes** |
| **1. Center Operations** | **$450,432** |  |
| **2. IGI Operations** | **$2,100,000** |  |
| **3. Teaching Staff** | **$11,364,106** |  |
| **4. Library Resources** | **$2,000,000** |  |
| **5. International Linkages** | **$970,461** |  |
| **6. Outreach Activities** | **$114,512** |  |
| **7. Student Support** | **$6,995,051** | **Figure supplied is pre- pandemic, 2018-19** |
| **Total** | **$20,758,852** |  |

**Operations.** Campus funding for international engagement is strong and support for EUC alone totals over

$450,000 per year. It covers operating expenses and part/whole salaries for the Director, Associate Director, Outreach & Foreign Language & Area Studies (FLAS)

Coordinator, Academic Programs Coordinator/Advisor, Western European Studies

Librarian, and Office Manager. IGI provides additional resources to EUC, including support staff for business operations, HR, grants management, and administration of international institutional agreements. The Office of the Provost provides IGI’s budget. IGI personnel include a full-time Executive Director, Senior Business Operations Manager, Accounting Associate, HR Associate, Communications Coordinator, Office Support Associate, and a Fellowship Coordinator. Each of these offices supports the Area Centers exclusively.

* + 1. **Support for Faculty and Teaching.** UIUC is a Research I institution with a strong international presence. Over 22% of UIUC’s 3,029 faculty are directly involved in international studies. 160 EUC faculty associates teach European area studies and language courses (Appendix A & C). UIUC provided over $11 million in European area-related teaching staff salaries in AY20-21 (Sec. C), including EUC’s academic programs, e.g. the first Master of Arts in European Union Studies (MAEUS) in the US. UIUC invests in an international curriculum for its students from the sciences to Less-Commonly Taught Languages (LCTLs); it supports the work of tenure-track and specialized faculty and encourages international collaboration as factors in the promotion and advancement of their careers; it recognizes excellence in teaching as fundamental for the promotion and tenure of its faculty; it provides multiple awards for excellence in teaching, and monitors quality in teaching through a rigorous review process.

**A.1.C Library Resources.** The UIUC Library (UL) is the third-largest research library in the US (according to 2020 ARL statistics) and provides more than $2 million per year for acquisition and library staff to support its European collection (Sec. F). The library’s collections and the expertise of its staff as well as faculty in the #1 ranked MS in Library and Information Sciences program at the School of Information Sciences (iSchool) make UIUC a destination for international scholars and for American researchers and students at all levels. EUC works with the Western European Language Librarian, who sits on EUCs Executive Committee, to create Lib guides and specialized tools to facilitate bibliographic research for students and faculty.

**A.1.D Linkages Abroad.** UIUC has 400+ active inter-institutional agreements with foreign institutions in 60+ countries (130 with 20 European countries), supporting collaborative research and mobility programs. The award-winning Illinois International Programs (IIP provides legal, logistic and safety frameworks to establish collaborations with our international partners. EUC has been instrumental in establishing new partnerships and expanding existing ones, creating a common curriculum for UIUC students studying abroad, from Vienna, to Granada, to Stockholm. EUC collaborates with departments and IIP in monitoring the quality of these collaborations from students’ experiences to research. EUC works with campus leadership to expand and reinforce linkages abroad by maintaining contacts with European embassies and consulates, as well as with academic and civil society institutions in the EU. EUC Director sits on the advisory committee of IIP. During the COVID-19 pandemic, UIUC proved its commitment to international operations by preserving all the resources for international operations.

**A.1.E. Outreach.** As a land grant institution, UIUC is committed to public service. The Executive Associate Chancellor for Public Engagement, UIUC Extension, and Press Bureau all support EUC outreach in the community, state, and beyond. As an NRC, EUC regularly partners with public-facing campus centers and institutes such as the Humanities Research Institute, Center for Advanced Study, Krannert Center for the Arts, and New American Welcome Center. EUC establishes and develops relations with the consular corps, cultural institutes and community organizations through the Illini Center in Chicago. The University Foundation maintains records of the university’s alumni, regularly organizes outreach activities for its former students, fosters connections between current students and alumni, and encourages on-campus presentations on job and career opportunities by alumni. EUC also works with UIUC NRCs to administer and promote outreach ventures, especially through the International Outreach Council comprised of NRC Outreach Coordinators and campus officers.

**A.1.F. Student support.** In 2018-21, UIUC provided tuition/fee waivers to 33,069 graduate students totaling $580,136,359 and $360,000 in travel support, and in 2020-21, UIUC provided

tuition waivers to 24,560 UG students totaling $60,218,098. In 2020-21, support to graduate students for research and teaching in European fields exceeded $6,345,000. In 2018-20, student support for study abroad was $13,173,932 ($6,153,519 for 2,212 students who went to Europe, out of 3,780 who studied abroad). IIP also manages $2 million in study abroad endowment funds. The Office of National and Int’l Scholarships Program assists students in obtaining scholarships such as Fulbright, Marshall, and Gates. Since 2013, 30 students received Fulbright to study in the EU. UIUC is regularly one of the top 15 institutions for student Fulbright awards. ***Student Support (FLAS)*.** In 2018-21 UIUC waived tuition/fees for FLAS fellows ($216,471).

# QUALITY OF THE CENTER’S LANGUAGE INSTRUCTIONAL PROGRAM

* 1. **Language Instruction and Enrollments.** UIUC is a regional hub for foreign language education. It provides regular instruction in more than 35 languages from all world regions,

including 17 European languages, 14 of which are LCTLs of European Union (EU) member/candidate countries and regional/minority LCTLs (Table B.1).

The programs in French and German have recently held prestigious awards to support instruction (Center of Excellence and DAAD). Western European LCTL strengths include Italian, Swedish, and Portuguese. The Department of Linguistics brings together top scholars in linguistics with a LCTL Program and applied training in language acquisition. UIUC also

**Table B.1. European Languages & Enrollments, 2020-21**

|  |  |  |  |
| --- | --- | --- | --- |
| **Language** | **Lvl** | **Instructors** | **Enrollments** |
| **UG Grad** |
| **Spanish** | 4+ | 21 Fac.; 41 TAs | 3028 | 63 |
| **French** 4+ 9 Fac.; 17 TAs | 714 | 90 |
| **German** | 4+ | 11 Fac.; 8 TAs | 412 | 70 |
| **Italian** | 4+ | 6 Fac.; 7 TAs | 248 | 49 |
| **Arabic** | 4+ | 3 Fac.; 4 TAs | 164 | 38 |
| **Portuguese** | 4 | 2 Fac.; 1 TA | 50 | 17 |
| **Polish** | 4 | 1 Fac.; 1 TA | 45 | 2 |
| **Turkish** | 4 | 2 Fac.; 1 TA | 16 | 3 |
| **Hebrew** | 3 | 1 Fac. | 17 | 1 |
| **BCS** | 3 | 2 Fac.; 1 TA | 18 | 4 |
| **Czech** | 3 | 2 Fac. | 1 | 1 |
| **Greek** | 3 | 1 Fac. | 19 | 1 |
| **Swedish** | 3 | 2 Fac. | 10 | 8 |
| **Ukrainian** | 3 | 1 Fac.; 1 TA | 2 | 8 |
| **Basque** | 1 | 1 TA | 3 | 1 |
| **Catalan** | 1 | 1 TA |  |  |
| *\*Catalan was offered during 2018-19.* |

cooperates with the Big Ten Academic Alliance (BTAA) Course-Share to allow students to take courses in European LCTLs and to expand LCTL instruction in highly advanced levels. In 2020- 21 BTAA provided access to 160+ LCTL courses in 41 languages through Course-Share.

Thanks to UIUC institutional support and NRC funds, some LCTLs increased enrollments during the 2018-22 cycle. Bosnian-Croatian-Serbian (BCS), Hebrew, Polish, Portuguese, and Ukrainian saw an overall 20.3% increase (Table B.1). In all, UIUC offered 177 courses in EU languages in 2020-21, with a total enrollment of 4,762 undergraduates (UG) and 364 grad students, including 733 enrolled in LCTL courses (Appendix A), without including LCTLs classes offered by UIUC centers abroad and independent studies in collaboration with IGI. During academic breaks, IFLIP offers Western European languages, open to community members. Partnerships with language education programs in Urbana-Champaign and Chicago offer continuing education opportunities. In 2009, Linguistics launched the intensive Summer Institute for Languages of the Muslim World (SILMW), whose offerings include advanced instruction in six LCTLs, including Arabic and Turkish, which are minority languages of Western Europe. In 2020 the program attracted 137 students (up 95.6% from 2017), including 22 advanced high school (HS) students and 11 FLAS fellows. EUC Summer FLAS Fellows regularly take SILMW classes for the study of LCTLs of the southern European region. In 2008, with seed funding from EUC/NRC, UIUC established the successful Program in Translation & Interpreting Studies (PTIS). PTIS offers an MA in Translation & Interpreting, with specializations in Translation for the Professions, Literary Translation, and Conference & Community Interpreting, as well as an UG and grad Certificate and minor. PTIS faculty have expertise in 10 European languages. For its 2022-26 NRC grant, EUC plans to expand its state- wide K-12 translation competition, collaborating with PTIS on concurrent programming to promote careers in translation. UIUC recognizes the strategic importance of LCTLs; students can take advanced classes in Portuguese, Hebrew, Arabic, and Italian. Moreover, UIUC approved the creation of courses in business Portuguese and Arabic to serve a larger students’ constituency.

SLCL constantly monitors the quality of language instruction through a rigorous peer-review process and through accurate supervision of all levels of instruction. The language coordinators of LCTL departments establish best practices to assess progress, and EUC contributes to the ongoing integration of best practices in second language (L2) acquisition by providing resources

for workshops and trainings. EUC also organizes events to bring new students to language study. In 2020 EUC, in collaboration with SLCL designed a new, UG-oriented interactive workshop, “Turn Your Passion for Languages into a Career.” The workshop attracted 52 attendees in 2020 and 64 in 2021. In 2022-26, EUC will continue to expand its efforts to increase enrollment in LCTLs, strengthening our excellent collaboration with the Office of Minority Student Affairs (OMSA) to encourage more underserved students to study languages.

* 1. **Levels of Language Training.** UIUC students must demonstrate proficiency in a non- primary language to graduate in many majors, and all UIUC students have opportunities to develop advanced language skills in 13 EU official or regional and minority languages; 8 are taught at the 4th-year level or above (Table B.1). Students may pursue UG, MA, and PhD degrees in all major European languages and Translation Studies and UG minors in many European languages and literatures. UG students wishing to obtain teaching certification in foreign languages, including LCTLs, do so by working with their home language department and the College of Education (CoEd)’s Curriculum and Instruction program. The Second Language Acquisition and Teacher Education (SLATE) program, a multidisciplinary collaboration between the CoEd and LAS, offers a certificate to students committed to teaching L2 acquisition in French, German, Scandinavian, Yiddish, Spanish, Portuguese, and Italian.
		1. **Content-Based Courses Taught in Foreign Languages in Multiple Disciplines.** In addition to programs that encourage students to combine language and area studies/professional training (Table D), UIUC offers many content-based courses taught in European

languages. These include: two-semester, advanced UG-grad level sequence on French and German business and economy; courses on business Spanish, Italian, Portuguese; courses on Spanish in the Professions (e.g., education, entrepreneurship, law/law enforcement, social services); and Arabic business courses (developed with EUC support). Other courses include essential language components, e.g. the UG political science course “Politics of the EU.” Similarly, students enrolled in the interdisciplinary EU language policy course (developed with EUC support), “Language & Minorities in Europe,” write multilingual entries for the EUC-

sponsored blog *Linguis Europae*. PTIS offers advanced content-based courses, including “Translation in International Organizations,” which draw from faculty’s professional experience. Faculty conducts disciplinary instruction in area languages as independent studies and mentored research, especially for FLAS fellows, using literary texts, primary and secondary sources, policy documents, and cultural materials in LCTLs. Students in EUC academic programs and European degrees/minors/certificates use original sources in multiple languages in their papers and theses.

UIUC is a leader in degrees pairing computer science (CS) with LAS programs, including the CS+Linguistics degree, nationally recognized for computational and computer-mediated

learning expertise and teaching dialectic LCTLs. EUC is investing NRC resources in 2022-26 in developing research and new pedagogical approaches in the uses of computing, languages, and linguistics (see “Uses of AI for Inclusive Online Interactions: Making the Internet Safer” and “Development of a Certificate in Computer-Assisted Language Learning”).

* 1. **Language Faculty.** UIUC is rigorous in selecting its language faculty. All faculty and instructors involved in language teaching must possess native equivalent command of the language taught and an appropriate university degree. Table B.1 shows the number of faculty and TAs available for each language. UIUC has 64 full-time faculty in European language departments and 23 faculty in LCTLs. Recognizing the importance of specialized faculty, UIUC has implemented policies to recruit, promote and retain specialized faculty; European language departments invest in Teaching Faculty, as proven by the efficacy of retention policies on specialized faculty that are comparable to those of tenure track faculty. Despite the complexity created by the COVID-19 pandemic, UIUC retained or substituted its Teaching Faculty in the languages. EUC/NRC has invested in the retention of highly qualified specialized faculty by providing resources to facilitate their pedagogical research. Teaching Professors can advance from the Assistant to the Full Professor level through a rigorous peer review process focusing on the quality of their teaching and innovative contribution to language pedagogy. Faculty are recruited nationally and internationally through a rigorous review process and receive mentors, teaching observation reports and students’ and department’s evaluations to assure the quality of

teaching. EUC plays an active role in the recruitment of language faculty, provides resources to facilitate the effectiveness of their classes, and offers a platform where new pedagogical and research ideas in language instruction can attract national and international attention.

* + 1. **Language Pedagogy Training in Performance-Based (PB) Teaching.** PB instruction is an integral part of UIUC’s language curriculum, and faculty and TAs are trained in this field. All language departments have one or more faculty with expertise in L2 acquisition who supervise the language program. TAs are required to possess advanced command of the language and enroll in mandatory annual workshops to train in language teaching methodology, including PB methods, curriculum development and assessment, and proficiency guidelines ,such as those from the American Council on the Teaching of Foreign Languages (ACTFL) and Interagency Language Roundtable (ILR). They are required to attend a pedagogy course where language program coordinators observe them several times and issue written and oral evaluations. During weekly departmental meetings they discuss lesson plans, instructional goals, and recent publications on language learning and teaching. SLCL is a nationally prominent center of research on L2 acquisition, focusing on PB pedagogy, evaluation, and LCTL testing. To strengthen institutional capacity in LCTL instruction, UIUC has provided a formal LCTL Program for close to a decade. Housed in Linguistics, the program offers instruction in 8 languages, including the Eastern Mediterranean languages of Arabic, Modern Greek, and Turkish, and supports communicative proficiency-based language teaching. The program also serves as a campus hub for LCTL-related activities, organizing film series and discussion tables. The program director is assisted by a team of 7 lecturers and 7 TAs. To enhance PB language pedagogy, evaluation/testing, EUC and UIUC NRCs have supported the UIUC LCTL Program, which ensures compliance with US LCTL proficiency standards. Teaching faculty from SLCL and the LCTL Program collaborate with EUC to strengthen language teaching at UIUC through language pedagogy training workshops, opportunities for professional development (ACTFL/Oral Proficiency Interview [OPI] workshops), and promoting language programs across campus and beyond via outreach to K-12 language teachers and the community. In the 2018-22

cycle, UIUC NRCs experimented with central coordination for investing in instructor capacity to conduct OPIs and to enhance instruments for testing listening, reading, and writing proficiency in LCTLs. In 2022-26, EUC and UIUC NRCs will support many LCTL Program initiatives through close collaboration with individual departments and language coordinators (see Table I.1.b). This ground-up approach has yielded interesting proposals for 2022-26, the work from which will be shared in a Year 4 workshop to enhance cross-language discussion, and include outside secondary and post-secondary instructors (also CC and MSI) from our region. EUC, with UIUC NRCs, will also continue to make available professional development funds for ongoing attendance of outside conferences and workshops, such as those offered by ACTFL on curricular ideas for advancing proficiency levels, writing activities and assessment, and language assessment tools and methods. These ongoing investments in the professional development of UIUC language staff will result in new instruments, expanded institutional capacity in proficiency testing, and further integration of proficiency assessment into the curricula.

* 1. **Quality of the Language Program.** All language courses are conducted exclusively in the target language by qualified faculty and instructors, and curricula are regularly reviewed for quality. EUC helps improve students’ experience by offering them opportunities for linguistic engagement outside of their classrooms. Through the evaluations of FLAS students, EUC aids the quality control of the language programs. By offering highly competitive course development resources, EUC helps promoting cutting-edge language instruction, from research on virtual reality (VR) and L2 instruction to virtual classrooms with European students.
		1. **Performance-Based (PB) Instruction.** UIUC language instruction has long followed PB methodologies. Required textbooks are tied to proficiency assessment standards and incorporate a strong cultural component. Oral language production emphasizes open-ended communicative learning, stressing listening and small-group activities that focus on meaning rather than form. Writing practice includes a variety of registers. Authentic materials engage students in written and spoken language usage embedded in relevant cultural contexts. Placement and proficiency tests are regularly used to place students into appropriate courses. As of last cycle, regular

assessment of FLAS fellows’ proficiency levels began as part of the NRCs’ proficiency program. UIUC language departments’ capacity to conduct proficiency testing, with new instruments and qualified testers, will continue to grow with added EUC’s funding in the coming four years.

* + 1. **Adequacy of Resources.** UIUC has state-of-the-art resources for language teaching and learning. SLCL is a nationally distinguished center of research on L2 language acquisition, focusing on PB pedagogy, evaluation, and LCTL testing. Faculty members in six departments conduct instruction and research in L2 acquisition and pedagogy. Drawing on its internationally recognized leadership in computer and information sciences, UIUC employs advanced web- based courseware in instruction and evaluation, most developed here. Linguistics is internationally recognized for strong computer-mediated learning expertise. Linguistics laboratory facilities include Second Language Acquisition & Bilingualism, Phonetics & Phonology, and Electrophysiology & Language Processing. These facilities, along with a Linguistics Research Room and a library support faculty, improve the cognitive, linguistic and psycholinguistic aspects of L2 acquisition and bilingualism in LCTL grad and UG students. The Phonetics & Phonology Lab supports linguistics research and teaching, and the interdisciplinary Beckman Institute hosts the Computational Linguistics Lab for research on natural language, speech processing, and theoretical language models, including LCTLs. EU languages are at the forefront of these efforts. UIUC’s Applied Technologies for Learning in the Arts & Sciences (ATLAS) assists language instructors with using VR to simulate real-life situations where students practice speaking and listening skills.
		2. **Language Proficiency Requirements.** All UIUC UGs must have proficiency at the third semester level. Table D lists programs that require more than this general graduation

requisite. To ensure that acquisition, UIUC’s language programs use PB methods to assess student performance. Reading and writing proficiency are assessed through achievement tests, essays, and content-based writing exercises; oral proficiency is measured through ACTFL-based oral interviews twice per semester. By integrating training and proficiency evaluation into the LCTL curricula, EUC-supported programs train students to reach the ILR/ACTFL advanced

proficiency levels, with the objective of fostering ILR level-2 fluency among students with 4 years of UG language training and 2+, 3, or even 3+ proficiency at the 5th year and beyond (data from recent FLAS Fellows confirm this goal is being met). For grad and professional training, acquisition of functional language skills at the advanced level (ILR 2, 2+, 3) with concomitant cultural literacy is a cross-disciplinary priority. Ensuring integration of language instruction and interdisciplinary regional perspectives is a key EUC curriculum and programming goal. Data from the past three years on FLAS Fellows and their peers document significant student language progress. Across all UIUC LCTLs, 84% of students tested gained at least one ACTFL sublevel, and 35% rose by one ILR level. In 2022-26, EUC, w/ UIUC NRCs, will continue supporting language staff to further develop capacity to conduct formal evaluation as well as instruments for testing listening/reading/writing proficiency in LCTLs.

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

* 1. **Quality/Extent of Courses in Variety of Disciplines.** UIUC offers 600+ courses with at least 25% European content in 58 disciplines, including 231 courses in professional schools (Appendix A, Sec. D). Core EU studies courses make the EU approachable for students, complementing more specialized offerings in the social sciences. EUC developed a course on EU Smart Cities where international faculty teaches the intersection between technology and cities. EUC also offers a grad/UG class on the European Parliament that feature former members as speakers. Our Grad Minor encourages students to consider global careers. Our undergraduate certificate, planned for 2022-26, provide students with an understanding of historical processes and cultural differences and the ability to use quantitative methods.
		1. **Availability of European Courses in Professional Schools.** Appendix A lists courses with content on Europe available in 11 of UIUC's professional schools, including Applied Health Sciences (AHS), Engineering (ENG), Fine Arts (FAA), iSchool, and Social Work (SocW). To illustrate, the College of Agricultural, Consumer, and Environmental Sciences (ACES) offers 38 European courses, such as a course on commodity risk management in Europe that involves a seminar at the University of Paris-Dauphine. Business, CoEd and Law respectively offer 30, 21

and 19 courses with European content, including a Business in the EU course that was developed with EUC support and one on EU trade law.

* 1. **Interdisciplinary Courses.** A significant strength and distinctive feature of EUC is its diverse faculty (Appendix C), reflected in the history of center leadership, with the seven directors having served from four different colleges. UIUC houses seven high-profile campus- wide interdisciplinary research units, offering 112 minors, certificates, and concentrations in interdisciplinary area studies (46 grad, 66 UG in European Studies; for a full list see Sec D, Table D). UIUC offered 600+ courses with at least 25% European content in AY 20-21; 87 cross-listed. Of those 87 courses, 47 were UG, 20 were grad and 20 were advanced UG/grad courses. Faculty co-teach through regular initiatives and projects, including the integration of visiting faculty into courses particularly through growing interest in Collaborative Online International Learning (COIL)/virtual exchange (see Sec D.3), a trend that EUC proposes to support in 2022-26. Since 1998, EUC has secured grants from particularly the Erasmus program to develop team-taught interdisciplinary courses on the Mediterranean, Eastern Europe, and

Transatlantic Relations. EUC’s approach to its own graduate programs (MAEUS, 5-year BA/MA in EU Studies, and grad minor in EU Studies) is designed to engage students and faculty from different fields in common questions of policy, institutions, and governance. Of EURO rubric courses, 7 are cross-listed with 12 different departments.

* 1. **Adequacy of Faculty.** 350+ UIUC instructors in 59 depts teach 600+ courses with at least 25% European content. EUC has 160 affiliated faculty (Appendices A & C).
		1. **Pedagogy Training for Instructional Assistants.** All TAs attend the mandatory Graduate Academy for College Teaching workshops conducted twice yearly by the Center for Innovation in Teaching and Learning (CITL). These workshops offer pedagogical sessions and practical training on foundational teaching, discipline-specific approaches, and language, culture, and diversity. Microteaching sessions provide TAs with opportunities to practice teaching skills. In FY 2021, 853 TAs attended one of the two pre-semester programs. Most depts require further training. To assist international TAs with their English Proficiency Interview (EPI – an Oral

English Assessment), CITL offer a series of workshops throughout the year. CITL offers certificates in Advanced Graduate Teacher; Foundations of Teaching; Teacher Scholar; Technology-Enhanced Teaching; and Citizen Scholar. Ninety-four teaching certificates were awarded in May 2021. In summers 2020 and 2021 UIUC offered stipends for graduate instructors to join faculty in a one-month Summer Teaching Institute on transitioning to mostly online instruction. See Sec B for additional foreign language training for language TAs.

* 1. **Depth of Specialized Course Coverage.** As detailed in Sec. D (Table D), 46 grad and 66 UG degrees, certificates, minors, and concentrations in European Studies offered in 10 colleges require in-depth regional and topical coverage. Of the 600+ courses with European content offered regularly, more than 300 specialized courses are at the advanced UG or grad level (Appendix A). We sponsor courses on international trade, security, informatics, international education, health, social work, and languages and cultures. The depth of coverage in professional schools is a notable UIUC strength that the EUC’s non-language instructional initiatives tap. EUC's proposed non-language instructional initiatives for the 2022-26 cycle support the ongoing integration of the study of Europe into established UIUC core fields such as political science, history, sociology, and law, and extend it into ACES, AHS, ENG, iSchool, and SocW.

# QUALITY OF CURRICULUM DESIGN

* + 1. **Incorporation of European Curriculum into UG Programs, Appropriateness of Requirements, High-Quality Training.** The 2020-21 *US News & World Report* ranked UIUC 15th among public universities in the nation, with 22 UG programs ranked within the top 20. UIUC offers 66 international degree, minor, certificate, and concentrations programs that integrate European content. Table D lists select programs with significant European content from 10 colleges and their requirements for area studies courses and language proficiency (Table D also includes grad and professional school programs, which will be detailed in D.1. B). UIUC offers 600+ courses that have European language or area studies content, and 150+ study abroad programs/courses in Europe, not including programs through external providers (Appendix

A). In 2020-21, 20,898 UG students were enrolled in 330 UG courses with European content

(Appendix A). As reported to DoEd, during 2018-21, 1,518 UGs graduated with a degree (major/minor) or certificate/concentration in European studies. In the next 2022-26 NRC cycle EUC plans to support a new undergraduate and graduate Certificate in Computer-Assisted Language Learning (Linguistics) and an undergraduate Certificate in Intercultural Competence (SLCL), and also add structure and purpose to existing options for undergraduates to engage with EUC by offering an undergraduate Certificate in European Studies.

**Table D. Degree/major/minor/certificate/concentrations w/European content | SA: Study Abroad; crs: courses**

*Language proficiency listed for programs requiring more than the 3rd-semester proficiency that applies to all UIUC UGs*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Degree/Minor/Certificate (\*) Undergraduate programs** | **Language Proficiency** | **Area Studies Course Requirements** |
| **ACES** | \*Int’l UG Minor with Area Specialization | Intermed. Low | 3–9 hrs: SA, area, or lang crs |
| \*UG Minor International Development Economics/Sustainability, Energy, and Environment | 18-19 hrs, Area crs – 12/Area crs – 3-4 |
| **BUS** | \*BS in Management – International Business | Area crs – 18 (incl. 15 hrs lang |
| Grad Minor/ Concentration in Corporate Governance & Int’l Bus. | Area crs – 12 hrs |
| **CoEd** | EdM, EdD, MA, PhD in Global Studies in Education, Diversity and Equity in Education | Area crs – 12-36 hrs |
| \*Grad/UG Certificate in Global Studies in Education, Diversity and Equity in Education, Human Resource Development (emphasis on International Education Admin & Leadership) | Area crs – 12 hrs |
| **ENG** | \*UG International Minor | Intermed. Low | 21 hrs (incl. 12 lang crs, 9 hrs area crs; SA or internship—4+ wks) |
| **FAA** | \*UG Minor in Music | Area crs – typically 11-12 hrs |
| \*BMUS in Musicology | Area crs – typically 20-24 hrs |
| MMUS, PhD in Musicology | Intermediate | Area crs – typically 8-32 hrs |
| **LAS** | **MA in EU Studies/\*5-year BA/MA in EU Studies** | Advanced | Area crs—36 hrs; opt. SA: incl. 8 hrs core EURO seminars |
| **Graduate Minor in EU Studies** | Intermed. Adv | Area crs—16 hrs: incl.8 hrs core EURO seminars |
| Graduate Minor in Global Studies | Area crs – 12 hrs |
| \*BA/UG Minor Global Studies(Europe focus), Global Markets and Society | Advanced/Advanced Low | Area crs—9 hrs min + 6 lang; SA—12 hrs/18-21 hrs;9 hrs min area |
| \*UG Certificate in Int’l Development Studies, Global Health | 15 hrs: area crs – 6 hrs |

|  |  |  |  |
| --- | --- | --- | --- |
|  | MA & PhD in French, German, Italian, Portuguese, Spanish | Adv-Superior | MA: min. 32 hrs total; PhD: min. 64-72 hrs total, at least 32 hrs in area of specialization (literature/linguistics) |
| \*BA/UG Minor in French/French Commercial Studies (BA only), Germanic Studies/German Business & Commercial Studies, Italian, Portuguese, Spanish,Scandinavian Studies | Adv-Superior/Intermediate- Advanced | 27-37 hrs (incl. Lit/lang/culture); incl. area crs / electives—12- 15hrs/16-22 hrs in dept. lang crs, incl. lit, culture, history |
| \*BA in the Teaching of French, German, or Spanish | Adv-Superior | 31-37 hrs (incl lit/lang/culture); incl. area crs—15 hrs; SA recommended |
| MA/PhD in Slavic Languages and Literatures | Advanced | lit & culture – 2-14 hrs |
| \*BA/UG Minor in Slavic Studies, with concentrations in Czech, Polish, S. Slavic, Ukrainian | Advanced/Intermediate | lit & culture—24 hrs/9 hrs |
| MA/Grad Minor in Russian, East European, Eurasian Studies (REEES), Balkan Studies (GM only) | Advanced/Intermediate | Area crs—38 hrs; electives 6/ Area crs—10-12 hrs |
| \*BA/UG Minor in REEES, RussianLanguage and Literature (Minor only) | Advanced/Intermediate | Area crs—24 hrs/12-15 hrs |
| \*UG Minor in Arabic Studies | Intermediate | Area crs – 6 hrs, 8 hrs lang |
| MA/Grad Minor in Translation & Interpreting Studies | ILR 3-4 (req.); ILR 2-3 (opt.2nd lang.)/Advanced | Translation crs—32 hrs/Translation crs—16 hrs |
| \*UG Certificate in Translation & Interpreting Studies | Advanced | Translation crs—21 hrs |
| MA in Comparative Literature | Advanced | Area crs – Typically 12 |
| \*BA Comp. Lit (World Literature Concentration/UG Minor in World Literature | Area crs – Typically27 hrs/Area crs – 18 hrs |
| \*UG Certificate in Global Security | 15 hrs: area crs – 6 hrs |
| \*BS in Earth, Society, and Environmental Sustainability/UG Minor in Earth, Society, & Environment | Area crs – typically 22- 26 hrs/Area crs- 18 hrs |
| \*BA/UG Minor in Gender and Women’s Studies | Area crs – 21 hrs/Area crs – 18 hrs |
| Grad certificate in Jewish Culture and Society or Holocaust, Genocide, and Memory Studies | Area crs – 8 hrs |
| \*BA in Interdisciplinary Studies (Jewish Studies Concentration)/UG Minor Jewish Culture and Society | Intermediate | Area crs – 18 hrs,26 hrs lang/Area crs – 18 hrs |
| PhD in Political Science, Sociology, History (Europe focus) | History: 2 LOTE | Area crs – typically 8-20 |
| \*BA/UG Minor in Political Science, Sociology, History (Europe focus) | Area crs – 36-42 hrs/15 hrs |

|  |  |  |  |
| --- | --- | --- | --- |
|  | MA, PhD in Anthropology (Sociocultural and Linguistic) | Advanced | Area crs – 8-32 hrs |
| \*BA in Anthropology (Sociocultural and Linguistic) (Europe Focus) | Area crs – 18-21 hrs |
| \*BA/UG Minor in Linguistics (Focus on European Languages) | Advanced | Area crs – 14 hrs, 8- 10 hrs lang/0-6 hrs |
| **OTHER** | **LAW, Labor & Employment Relations (LER) , MEDIA, SOCIAL WORK** |
| Int’l & Comp. Law concentration to LL.M degree (Law) | Area crs – typically 10-14 hrs |
| \*UG Certificate/UG Minor in Global Labor Studies (LER) | Area crs – 18 hrs/18 hrs: area crs – 6 hrs |
| \*UG Minor in Media and Cinema Studies (Media) | Area crs – 9-10 hrs |
| Gender Relations in Int’l Development Grad Minor (SocW) | Area crs – 8 hrs |

* + 1. **High-Quality Training Options for Graduate Students in a Variety of Disciplines & Professional Fields.** UIUC’s grad programs are highly selective, with an acceptance rate of less than 33%. More than 40 interdisciplinary grad and professional programs incorporate European content and require completion of significant area studies and language courses (Table D). As reported to DoEd, in 2018-21, 166 students graduated with professional and grad degrees (major/minor) or certificate/concentration in European studies. UIUC graduate programs consistently integrate area and international perspectives into the curriculum. UIUC’s top ranked engineering school offers an int’l minor, and ACES’s int’l minor includes many European course and study abroad options. CoEd has six different training options with European content. Students in Law, LER, Media, SocW, and FAA have the opportunity to study Europe through minors and concentrations. The EUC’s **MAEUS program**, the first of its kind in the US,

and **Graduate Minor in EU Studies** set the study of languages and cultures of Europe and the EU in contexts of regional and global governance. The MAEUS degree addresses national need in serving with two primary objectives: combining area studies with a professionally applicable degree and providing training for advanced grad study involving international policy, institutions, and governance, as well as language and area training. MAEUS requires advanced proficiency for LCTLs and advanced high proficiency in French, German or Spanish. The MAEUS core curriculum is part of an annual assessment plan that, in 2021, was among the 10% graduate programs to receive a letter of commendation for exemplary assessment from the Office

of the Vice Chancellor for Academic Affairs and Provost. Since 2012, 40 students have graduated from the program; all demonstrated superior or advanced proficiency in one European language and 31 achieved at least intermediate proficiency in a second. Fourteen students have graduated with the minor in EU Studies and 5 are currently enrolled, from diverse fields such as Education, Political Science, Business, European Languages, Music, Theater, Library and Information Science, Comparative Literature, Russian-Eastern European-Eurasian Studies, Linguistics, and Landscape Architecture. EUC uses FLAS fellowships to support language study, allowing grad students with a professional focus to achieve advanced proficiency in LCTLs.

**D.2. Academic and Career Advising.** UIUC students are assigned advisors specific to any of the 200+ UG programs they might choose. LAS alone features 100+ departmental academic advisers. EUC has its own such academic professional position for its graduate programs (a position made permanent in 2019). This position has helped the EUC pilot e-portfolios for MAEUS and interested FLAS students, a move that has been part of the implementation of mentoring guidelines for EUC graduate programs. All UIUC academic advisors receive annual training and professional development opportunities. UIUC has 13 career services offices across its colleges and schools, staffed by placement professionals who provide counseling and services on site and online. The Career Center served 8,028 students in AY 2020-21. OMSA provides career advising to URM students. EUC collaborates with other UIUC NRCs on career workshops, e.g. an IGI Career Day. Since 2020 EUC organizes online career salons with alumni, guest speakers, students and FLAS recipients. EUC also liaises with the European Commission, the US consular corps, and European companies and non-profits to place UG and MAEUS students interested in international careers in internships and mentoring opportunities.

**D.3. Opportunities and Participation in Research or Study Abroad.** Study Abroad (SA) is one of the most effective tools to equip students with international skills. UIUC academic programs, from Business to Engineering to the Humanities, structurally integrate SA in their curriculum. Illinois Abroad and Global Exchange (IAGE) coordinates and advises on best practices in the field. UG enrollment in SA is strong, with an UG pre-pandemic (2018-

19) participation rate of 30.3% before graduation, positioning UIUC in the top 20 institutions in the US awarding credit for SA. According to the 2021 Open Doors report, UIUC is ranked 15th among US institutions for the total number of SA students and 12th among PhD-granting institutions for mid-length and long-term study abroad rates. Despite the logistical and safety complications caused by COVID-19, UIUC continued its support for international operations through the pandemic, without recurring to furloughs or layoffs thanks to the solidity of its financial planning and cost structure in SA. UIUC offers 160+ SA programs/courses in Europe, not including programs through external providers (Appendix A). In 2018-20, 2,212 students went to Europe, receiving support of $5,821,559 (from this, approximately 50% were awarded to need-based students and 33% to URM). UIUC has numerous longstanding and well-attended programs in Europe that offer guided learning experiences in languages, culture, and professional areas. The Int’l Business Immersion Program in ACES offers targeted SA in Europe. Before the pandemic 40 short-term SA programs had been taught or were planned by UIUC faculty and integrated into diverse UIUC programs based in Europe (including Turkey and Israel) with 480 total participants. EUC itself has run its own faculty-led, team-taught graduate-level exchange with KU Leuven, and EUC Director has led courses abroad. EUC has also supported student activities that involve research and the application of knowledge to the practice of foreign relations: Model EU and Schuman Challenge. EUC catalyzed a critical and timely campus discussion, in early March 2020, about COIL/virtual exchange with its invitation of a national leader in the field to campus. EUC Associate Director has since maintained involved with a campus coordinating committee for Global Classrooms (COIL/virtual exchange) and has both trained and practiced in his own teaching. EUC maintains regular communication with LAS International Programs through common projects, hires, and campus service, yielding a steady flow of experiments through the COVID-19 pandemic, such as for retaining Europe-based instructors and offering virtual internships. The development of pre-departure virtual internships to facilitate and maximize the outcome of in person internships should allow UIUC students to take advantage of SA even more effectively with the return to normal SA operations.

**D.3.A. Study Abroad and Summer Programs at Other Institutions.** Nearly 25% of UIUC students study abroad annually through programs formally arranged and sponsored by other institutions. UIUC hosts the offices for the BTAA, a consortium of 14 Midwest universities, of which it is also a member. The BTAA International Research Program, suspended due to the pandemic, supports student research-based opportunities abroad. BTAA Course Share has provided remote access to 130+ LCTL and area courses. The Traveling Scholars Program enables PhD students to enroll for up to 2 semesters at a BTAA institution (offering over 100 LCTLs) without any added tuition.

# QUALITY OF STAFF RESOURCES

* 1. **Qualifications of Teaching Faculty and Professional Staff.** A preeminent faculty of 3,029 and professional staff of 3,786 propel UIUC academic programs to be ranked among the global best. In FY2020, UIUC scholars were awarded nearly $813 million in external grants, and UIUC ranks #1 in the US for total National Science Foundation awards. Distinguished UIUC faculty include Nobel laureates (23), MacArthur Genius winners (2), Pulitzer Prize winners (27), Fulbright Scholars (70), Guggenheim Fellows (40), as well as members of the American Academy of Arts and Sciences (46), American Association for the Advancement of Science (95), and National Academy of Engineering (37). 110+ interdisciplinary research centers and institutes ensure ample venues for cross-collaboration. A majority of the 160 interdisciplinary faculty affiliated with EUC (Appendix C) are recognized as superior teachers and researchers in European/EU studies. In 2018-21, EUC’s affiliate faculty took part in an estimated 700 media interviews, gave 900+ conference presentations, and authored 100+ books, as reported to DoEd.
		1. **Professional Development Opportunities.** The Office of the Provost offers many internal grants. Before the COVID-19 pandemic the Scholars’ Travel Fund, Research Board, Hewlett Int’l Research Grants and Illinois Program for Research in the Humanities provided $3 million annually for int’l research and travel. The Office of the Provost supports college-based professional development programs on teaching effectiveness. An excellent example of a college-level initiative is the ACES Global Academy, which brings faculty together for a year-

long seminar on international topics to help faculty integrate international collaborations into their research and teaching. Strategic development of academic professional staff is supported in part from input provided by the campus-wide Council of Academic Professionals (CAP). EUC faculty access these opportunities to enhance their extensive overseas experience and international skills (Appendix C). Using funding from Title VI and other grants, EUC holds competitions for Faculty Conference Participation, Course Development Grants, and seed grants to advance research collaborations and opportunities for students.

* + 1. **Commitment to Teaching, Supervision, and Advising of Students.** EUC faculty teach 3-4 courses per year and advise all levels of students (20-25% time on instruction/advising). In 2020-21, 85 EUC faculty (or over 50%) were on the *UIUC List of Teachers ranked as Excellent*. In 2018-22, EUC core graduate seminars, undergraduate courses, special topics, and other cross- listed courses have involved 20 instructors from various departments. Faculty members from across campus have served as MAEUS thesis advisors and committee members, and the EUC Curriculum Committee includes senior faculty with leadership experience. The EUC Associate Director oversees EUC’s academic programs as Director of Graduate Studies. The Academic Programs Coordinator serves as academic advisor, incorporating individually tailored guidance for integrating curricular and co-curricular opportunities into students’ degrees and career plans; the academic coordinator also performs annual reviews of progress toward graduation and works with the EUC Associate Director to mentor for professional opportunities such as conferences, internships, and job placement (in collaboration with UIUC Career Center) (Sec D.2).
	1. **Adequacy of Center Staffing and Oversight.** With generous support from UIUC, the EUC is well staffed to carry out its mission and programs. **Emanuel Rota, *Director*** (50% admin, 50% teaching/research), Associate Professor of Italian, History, and Jewish Studies, holds a PhD in History from U. California at Berkeley. His teaching and scholarship draw on the fields of European Intellectual History, Nationalism and European Integration, and Fascism and Anti- Semitism in Europe. He has published books and articles nationally and internationally and is the PI for several International collaboration projects funded by the EU and the French Government.

Dr. Rota provides executive leadership and supervision, liaises with faculty across the colleges to develop events and new initiatives, teaches and leads the center in pursuit of new grants, and represents EUC to the UIUC administration and external institutions. Dr. Rota’s work as director is enhanced by service on several strategic campus committees, including Advisory Committee to the Vice Provost for International Relations, LAS Curriculum Committee, and University Subcommittee on Sexual Misconduct. He has been a member of the SLCL Executive Committee, as well as of the LAS and University Education Abroad Policy Committees.

|  |
| --- |
| **Table E.2. EUC Staff** |
| Director | 50% FTE |
| Associate Director | 100% |
| Academic Coordinatorab | 50% |
| Outreach Coordinatorb | 100% |
| EU Studies Librarian | 100% |
| Office Manager | 100% |
| Outreach GAb | 25% |
| Library GAb | 25% |
| Evaluation GAb | 25% |
| A Position temporarily reduced in 2021 to allow staff member tocomplete dissertation |
| B Indicates some Title VI support |

**Jonathan Larson, *Associate Director & Director of Graduate***

***Studies****,* is a scholar-administrator widely published on issues of language, international education, and area studies. He holds a PhD in Linguistic and Sociocultural Anthropology from the U of Michigan. Dr. Larson oversees EUC operations, coordinates grant reporting and program development for US DoE and EU, supervises staff, and oversees EUC’s communications. **Lucas Henry, *Coordinator of Academic Programs*** (50% Teaching;

50% Admin)*,* is an expert on the role of the EU Commission in the promotion of music festivals and events in Europe. He manages the daily operation of the EUC’s MAEUS, 5-year BA/MA in EU Studies and Grad Minor in EU Studies. **Sydney Lazarus, *Outreach* & *FLAS Coordinator***, holds an MA in REEEC and worked in Europe with the Peace Corps. She coordinates EUC outreach events, and is actively engaged with Chicago consular corps, civic organizations, secondary schools, and regional universities and Community Colleges (CC) and Minority- Serving Institutions (MSI). She also serves as EUC FLAS Coordinator and is a former FLAS recipient. **Paula Carns, *EU Studies Librarian*** is Librarian and Associate Professor. Dr. Carns received an MS in Library and Information Science and PhD in Art History from UIUC. Her specialization is European languages, literature and culture. She has served in numerous leadership roles in the European Studies Section of the Association of College and Research

Libraries. She develops research tools and coordinates library resources on the EU for students, faculty and the public. A EUC office manager and IGI staff (sec. A.1.A) provide other support.

* + 1. **Executive Committee and Campus-Wide Representation in Program Oversight.** EUC operations and programming are overseen by an Executive Committee

composed of 10 faculty members from ACES, CoEd, LAS, SocW, and the Library (Appendix C). They meet regularly as mandated by EUC by-laws to oversee and advise the Center. EUC reports to the Senior Associate Dean of LAS for budget, personnel, and oversight of EUC academic programs; oversight includes regular meetings and written annual reports. As noted in Sec A.1.A., EUC reports to the Provost through IGI.

* 1. **Nondiscriminatory Employment Practices and Diversity.** UIUC is an Affirmative Action/Equal Opportunity Employment (AA/EOE) employer with a comprehensive set of nondiscrimination standards and a system to monitor compliance. UIUC actively recruits URM faculty, staff, and students (Sec G.5). Percentage of URM tenure track faculty has steadily increased from 11.2% in 2016 to 15% in 2021. Among EUC’s affiliate faculty, 18.6% are URM. The % of women tenured faculty increased from 25% in 2011 to 34% in 2021. The Office of the Provost plans funding of up to 15 additional Targets of Opportunity (TOP) hires through 2022-

23. UIUC conforms to AA/EOE standards by all contractual partners. EUC is bound by these policies and makes every effort to attract the most qualified participants irrespective of race, creed, gender, age, generation in college, or disability, while striving for diversity.

# STRENGTH OF THE LIBRARY

* + 1. **Strength of Holdings.** The UL is the second largest public academic research library in the US with over 14 million volumes with 24 million items and materials in all formats, languages, and subjects. This includes 9 million microforms, 270,000 print serials, 200,000 electronic serials, over 1.8 million electronic books, 600,000 physical or digital media materials, millions of pages of manuscript materials, and 629,000 maps. These extensive collections support scholarship and research in all disciplines, with 6+ million volumes in support of International and Area Studies (IAS) and 4+ million volumes supporting EU studies. During FY

2021 alone, the UL cataloged items in 45 different formats and in 156 different languages. A significant portion of these additions was in European languages such as German (4,151), French (2,921), Italian (1,371), Spanish (4,946), and Portuguese (1,648), The UL is an official depository for EU, US, UN and Canadian government documents, and houses substantial collections from international and intergovernmental organizations such as the World Bank.

* + 1. **Institutional Support.** UL has a materials budget of $19+ million, and spends $4.5+ million on international studies materials, including books, media, and electronic databases. An additional $400,000 is available for librarians and support staff directly involved in Western European studies, which includes the purchase, cataloging, and maintenance of materials. In addition to technical services support, a tenured professor from UL is responsible for reference, collections, instruction and outreach activities on Western Europe and its related languages.

**F.2. Cooperative Agreements, Online Databases, Access.** UL has been a leader in open access and cooperation among libraries and institutions for over 35 years. It has shown leadership in BTAA with reciprocal agreements that augment the UIUC collection and provides faculty and students with preferential access to 80+ million volumes. UL also forms the basis for the statewide, shared catalog, I-Share. A consortium of 90 libraries in IL that includes academic, public and community college libraries, I-Share provides a seamless extension of the online catalog throughout the State. UL is ranked 9th globally in interlibrary lending, and 7th among American Research Libraries (ARL) in the U.S. Circulation for FY17 was 350,000+ items, not including access to electronic books held, which numbered 468,413, nor over 30,000 electronic journals; ranks 2nd for BTAA libraries, and 8th for ARL libraries in circulation. To further support students, teachers and community members, the Library Gateway provides discovery of all its resources, which faculty and students in EU Studies greatly appreciate and depend upon. UL is also a founding member of HathiTrust, a partnership of academic institutions offering digital access to millions of items in the public domain. Electronic resources for UIUC campus, K-12 teachers, community colleges and the general public are available through the EU Library Portal supported by the UL. A unique activity of UL in conjunction with EUC is the development of the

summer Int’l Studies Research Lab (ISRL) that brings CC instructors to UIUC to support research in collections. The results of this lab are added to the Illinois Digital Environment for Access to Learning and Scholarship (IDEALS) depository to assist educators in bringing EU- related curricular materials into the classroom. EUC and UL have partnered on the development of highly successful Lib guides (see Table F.2), which saw 52,490 accesses during 2018-21.

**Table F.2. EUC Lib Guide Views Over Time (Sept. 2018 – Oct. 2021)**



The UL is deeply committed to diversity, equity, inclusion and access (DEIA) and in the past 4 years, has strengthened its efforts in these areas. In 2021 the UL formed its first DEIA taskforce and hired its first DEIA director with the aim to making its recruitment, collection development and management, and outreach to the campus and local community more diverse and inclusive. The UL has made great strides in hiring URM candidates and in 2021 the percentage of URMs hired in tenure-track faculty positions was 16.4%, 4.5% above most other campus departments.

# IMPACT AND EVALUATION

* 1. **Impact of Activities on the University, Community, Region, and the Nation.** EUC activities have a major impact locally, nationally, and internationally. This impact is demonstrated by the range of academic and training programs offered, enrollments in Europe- related courses and LCTLs (Appendix A), grad placement data, participation rates in EUC- sponsored events, and usage of Center resources. ***Training programs/enrollments.*** EUC helps American students to remain globally. EUC promotes advanced-level LCTL language instruction. EUC organizes mentoring opportunities for students to present occupational

opportunities that require international skills. It connects faculty, students, and community members with potential international partners. It provides a community of interests that facilitates the development of synergies. It encourages a plurality of perspectives by encouraging a pragmatic approach to best practices in areas such as technology, health and disability, environmental and social sustainability, security, and migration. Since 2003, EUC has awarded 83% (335 of 405) of FLAS fellowships to students studying LCTLs, with 85% (50 of 59) since 2018, and will continue prioritizing LCTLs in FLAS awards in 2022-26. (Sec. C.7). Thanks to NRC’s support and an effective use of resources, UIUC’s European LCTLs are robust, especially in advanced levels, and are increasing for some languages (Sec. B.1 and Appendix A for details on language course enrollments). Students’ interest in EURO courses encourages EUC to propose structuring curricular and co-curricular learning in a new European Studies Certificate during the 2022-26 cycle. Data on graduates, as reported to DoEd, offer a measure of our regional/national impact. As will be detailed in Sec. H, in 2018-21, 1,525 UG students graduated with a European degree, major, minor, or certificate (up 335 from 2014-17); 149 received European Master’s degrees and PhDs (see Table D for full list of European degrees, majors, minors, certificates across colleges including professional programs). ***Participation in EUC events/Usage of resources.*** EUC activities address national needs through events targeted at students, faculty, and the general public on contemporary Europe and transatlantic issues. As Table H.1 in Section H shows, nearly 2,000 people participated in EUC events in 2020-21, and our resources are widely used, including library resources. Our library guides have been viewed 32,000+ times (see also Table F.2).

* 1. **Student Placement in National Need.** As Figure G.2.A shows, nearly a quarter of EUC’s recent MAEUS and FLAS alumni work in federal, state, and local government, with significant percentages in business, education, non-profits, and other sectors of national need (see also Table G.2 for examples of recent job placements). EUC’s graduate programs prepare students for professional and government careers through training in European foreign languages and area

studies. Our FLAS students go on to government service, make contributions to US global economic competitiveness, and train other students for careers of impact in foreign

affairs. Recently, four students have graduated with joint MAEUS and MBA

**Figure G.2.A. EUC Alumni Career Placement, 2018-21**

degrees, one student with a joint MAEUS and Law JD degree, and two with dual degrees in MAEUS and Information Sciences (Table C.6). Career development opportunities for Center graduate students have included

internships at the US State Dept. and at the State of Illinois West European Trade Office in Brussels. More than half of the EUC’s graduate students held internships, many of which have been in sectors of national need (see Figure G.2.B). Many others obtained advanced cultural and language proficiency thanks to active participation in our FLAS activities. EUC, in collaboration with UIUC NRCs and Career Services, organizes multiple annual career workshops with representatives holding diverse perspectives from the Peace Corps, US Dept. of State, UN, CIA,

**Figure G.2.B. Internships Held by MAEUS Students, By Sector**



NGOs as well as FLAS alumni and diplomats in residence to encourage students to enter fields of national need and show the importance

of language skills in careers. EUC faculty affiliates utilize their networks, including with government agencies and researchers in Europe,

to help students in the transition from the university to early stages of their careers (Sec. D.2). EUC also supports experiential learning opportunities that engage students with real-life problems in international affairs (e.g. Model EU and Schuman Challenge), and offers targeted

advising and mentoring on internships, online collaborations, and travel opportunities that give students both an inside look into such careers and practical experience toward entering them. **Table G.2. MAEUS & FLAS Student Placement in Areas of National Need: Select Recent Examples**

|  |  |
| --- | --- |
| **Sector** | **Job Placements** |
|  | EU Desk Officer, US Dept of State; Officer, U.S. Air Force; Staff Assistant, Office of US |
| **US federal,** | Senator Tammy Duckworth; Attorney, California Department of Insurance; Analyst, US Government |
| **state, local** | Accountability Office; Subcontract Manager, Sandia National Laboratories (US Dept of Energy), |
| **government;** | Program Assistant, Argonne National Laboratory (US Dept of Energy); US Digital Service; Chief |
| **US military** | Performance Analyst, Chicago Police Department; Planning Director, City of Los Angeles; Urban |
|  | Planner, Fairfax County Government; Middle School Science Teacher, Chicago Public Schools |
| **Private Sector** | Chief Marketing Officer, TayCo Brace Inc.; Computational Linguist, Google; Director of Partnerships, Dashboard.Earth; Innovation and Product Manager, Euronovate Group; Data Analyst, XY Planning Network; Compliance Analyst, McMaster-Carr; Senior Content Manager – North America, IG Group; Financial Advisor, Edward Jones; Software Engineer, Amazon Web Services |
| **Higher Education** | Director of International Projects Office, U. of Wisconsin – Madison; Associate Director of Financial Aid and Academic Advising, U. of Chicago; Assistant Director of International Constituent Engagement, U. of Illinois, Urbana-Champaign; Director of International Admissions and Recruitment, Middle Tennessee State University; Library Assessment Coordinator, Utah State U.; National Admissions Advisor, Colorado Technical University |
| **Other (NGOs)** | Grants Coordinator, Crisis Center for South Surburbia; Benefits Coordinator, Casa Marianella; Database Specialist, PATH Crisis Center; Economic Empowerment Manager, Int’l Rescue Committee |

* 1. **Activities (Including FLAS) that Address National Needs, Generate/Disseminate Information.** To help dissemination, EUC organizes lectures and conferences that provide a forum for a wide range of views that generate debate and address areas of national need in EU/US policy: such as foreign relations and transatlantic security, migration, technology, and sustainability. Annual outreach activities open to the public have included talks by representatives from the US Dept. of State and other federal agencies; European embassy and consular corps members; professionals from EU Commission, EU Delegation, and European Parliament, and representatives of international NGOs working with Europe. The EUC’s reach extends beyond our campus and into our communities, with featured events in Illinois (IL) cities such as Chicago, Peoria, and Springfield, where we have collaborated with World Affairs Council chapters and civic and educational organizations. Events have been streamed live or recorded and shared through our website. EUC’s outreach programs proved nimble at the onset of the pandemic: the center reached 1,000+ people from half a dozen online events in April-May 2020 when it was the single most visible center of programming on campus (see Table G.3.A).

**Table G.3.A: Online Event Attendance April-May 2020**

|  |  |  |  |
| --- | --- | --- | --- |
| **Event** | **Attendees** | **Event** | **Attendees** |
| Living through the Plague Lecture Series: “The Black Death: What We Know Now" | 241 | Trolls at Play: Teaching Propaganda, Media Manipulation and Election Interference through Role-play | 73 |
| Living through the Plague Lecture Series:“Reading Contagion through Boccaccio’s Decameron” | 218 | Living through the Plague Lecture Series:"Plague, Politics, and Napoleonic Propaganda c. 1800" | 152 |
| Conversation with Anthony Gardner, U.S. Ambassador to the EU 2014-17 | 99 | Global Views of COVID-19: Special Session of the Transatlantic EducatorsDialogue | 90 |
| Living through the Plague Lecture Series: “Life After [the Black] Death” | 212 | Reopening Schools & Universities in the COVID-19 Crisis: What Will It Take? | 155 |

K-16 and CC/MSI activities have also become only more robust. EUC sponsored or co- sponsored 217 outreach activities over the three academic years of 2018-21, with participation of 11,799 individuals (Sec I). Since 2018 our annual EU Studies Conferences, dedicated to university instructors, grad students and CC/MSI instructors, have attracted 330+ participants; our Int’l Studies Research Lab (ISRL) launched in 2017, provided training to 66 CC/MSI colleagues from 14 different states (25 participants focused on Europe and created online curriculum materials-total 4,731 downloads, Jan 2022). In 2018-21 our K-12 training programs involved 500+ teachers, with an estimated impact on 75,000 students each year (assuming 150 students per teacher annually) who were given the opportunity to learn about the EU. 2,237 people receive our e-Weekly newsletter. EUC’s redesigned website, which launched in Feb.

2020, receives 1,500 unique visitors per month. We pursue an active social media strategy to increase visibility and impact of activities, track social media stats, and improve practices accordingly. EUC has posted nearly 900 blog articles since 2011, attracting 883,000+ total page views (432,000+ page views on sub-blogs, including a multilingual sub-blog, *Linguis Europae*. EUC has 1,625 Facebook followers; 1,250 Twitter followers; and 500+ Instagram followers. In March 2020 we launched a new and accessible video library with 30+ event recordings. The video library is consistently one of the top 10 most visited pages on the EUC website. EUC graduate students have contributed to the generation and dissemination of new information about Europe and the EU. IDEALS has counted 47,109 total downloads of just 37 MAEUS theses

since 2012. EUC students also co-researched and co-authored an e-book on transatlantic relations for pedagogical use that has been available since Fall 2019.

|  |  |  |
| --- | --- | --- |
|  | FLAS Fellowships | # of students studying **LCTLs** |
|  | **Total** | **AY** | **SU** | **AY & SU**(% of total) | **AY (**% of total AY) |
| 2018-22 | 59 | 43 | 16 | 50 (85%) | 36 (84%) |
| 2003-18 | 346 | 220 | 126 | 285 (82%) | 178 (81%) |
| TOTAL | 405 | 263 | 142 | 335 (83%) | 214 (81%) |

**Table G.3.B. FLAS Fellowships Addressing National Need**

As noted in Sec G.2, FLAS fellowships awarded by EUC have also served to prepare and place students in languages (see Table G.3.B) and careers addressing national needs. Of the 91% of tracked

FLAS alumni who graduated, 27% work in higher education, 32% in private sector for profit, 8% in government (local, state, federal, military) and international organizations, and 5% in private sector non-profit.

* 1. **Evaluation Plan**. The long-running joint evaluation plan of UIUC NRCs has created common procedures for the collection of data and outcomes and uses standardized reporting to create a central database. Joint evaluation has proven cost effective, increased collaboration, impact, and evaluation capacity across all UIUC NRCs, and helped the centers advocate for institutional support. This joint evaluation will be enhanced during the 2022-26 cycle. The evaluation approach proposed is *comprehensive* and *goal-oriented*, providing ongoing *formative information* to guide program improvement efforts and *summative information* to assess annual progress toward EUC objectives and addressing Title VI priorities. The plan involves longitudinal tracking, which allows for standardized assessment of long-term impact on Title VI priority target groups. The evaluation employs quantitative measures (surveys, language and content testing, enrollment, graduation and employment data) and qualitative measures (interviews, focus groups, document review) to assess trends, measure changes from baseline, and show the role of EUC (and collective NRCs) in addressing Title VI priorities at UIUC, Midwest, and national levels. This evaluation plan also has elements unique to EUC, related to its priorities and activities. EUC and UIUC NRC staff share in the responsibility for data collection, analysis, and interpretation. The following proposed programs will be prioritized for external evaluation during FY22-26: 1) FLAS programs, 2) the Parkland College Global

Education Initiative, and 3) the UIUC CoEd iGlobal program. These activities incorporate area studies training, expertise, and exposure that are representative of UIUC NRCs and reflect Title VI priorities. More information about evaluation objectives and their relationship with Title VI priorities can be found in Table G.4.A. UIUC NRCs will work with ALK Evaluation & Consulting (ALKEC), a higher education consulting startup based in the Midwest. UIUC NRCs have previously worked with large firms to conduct external evaluations of Title VI-funded programming. The choice of ALKEC is intended to evaluate specifically for NRC needs, including offering recommendations for adjustments in approach for the short-, medium-, or long-term. More information can be found in Appendix C. At this time, no administrative, supervisory, academic, or budgetary relationship exists between UIUC NRCs and ALKEC. The evaluation activities outlined in this section will be performed by ALKEC, which is independent of, and not responsible for, the administration of the programs evaluated. EUC leadership and Executive Committee, LCTL Coordinators, CoEd and LAS faculty, CC/MSI and K-12 project participants, and OMSA are actively involved in evaluation and reporting. Table G.4.A lists questions aligned with Title VI priorities, and sample indicators; Table G.4.B lists instruments planned for 2022-26, measuring success in addressing Title VI priorities and achievements.

**Table G.4.A. Evaluation Plan: *AP1*** *Absolute Priority 1;* ***AP2*** *Absolute Priority 2;* ***CPP1*** *Competitive Preference*

|  |  |
| --- | --- |
| **Evaluation Questions** | **Sample Indicators** |
| **(A) Do EUC’s language & area studies curricula address national needs and produce language specialists & experts?*****\*Priority addressed: AP1*** | 1. Increased offering of LCTLs, especially advanced language classes, and area studies courses.
2. Increased course offerings with European content, especially in LAS and professional schools.
3. Increased placement of graduates, especially FLAS Fellows and MAEUS & 5- year BA/MA in EU Studies students, in fields of national need, including higher education, government services and professional fields.
 |
| **(B) Are the EUC’s language instructional programs and area studies curricula of high quality?****\**Priority addressed: AP1*** | 1. Satisfactory student “Instructor and Course Evaluation System (ICES)” ratings.
2. Pass rates on language proficiency exams, including FLAS fellows.
3. Increase in number of FLAS applications, and maintenance of current high LCTL rate.
4. Increased enrolment in existing and proposed certificate, minor and degree progs
5. Number of internship placements with int’l employers and study abroad rates.
 |

|  |  |
| --- | --- |
| **(C) Does the Center have short- and long-term impact on UIUC undergraduate, graduate, and professional training programs?****\**Priority addressed: AP1*** | 1. See Sample Indicators in (A) and (B).
2. Number of professional courses & programs with area studies content.
3. Increased enrollment in LCTLs, area studies, MAEUS and 5-year BA/MA in EU Studies and other related degree programs, especially in professional schools.
4. Increased # of graduates with area studies and language proficiencies.
5. Increased # of courses with professional schools, leading to curricular changes.
6. Increased total attendance at events w/UIUC NRCs and units on curriculum/program development.
7. Increased use of Europe-related library guides and resources.
8. Increased use by students of international linkages.
 |
| **(D) Does the EUC’s programming provide a forum for diverse perspectives and demonstrate a significant regional and national impact on business, media, and****the general public?*****\*Priorities addressed: AP1*** | 1. Event attendance numbers, diversity and participation satisfaction.
2. Broadening and deepening of partnership with non-UIUC organizations, businesses, and media.
3. Number of views of archived website resources such as videos and blogs.
4. Increased unique visitors to active website resources.
5. Increased media coverage (e.g. # newspaper, web, radio, television articles).
 |
| **(E) Does the EUC have a significant regional and national impact on pre-service and in-service K-12 teachers and post-secondary educators through its****collaborative programming with CoEd and LAS?**\****Priorities addressed: AP2*** | 1. Number and diversity of K-12 teachers at training workshops and K-16 teachers and students at other outreach events.
2. Participation satisfaction and ratings of usefulness.
3. Number and diversity of students impacted by teacher training workshops.
4. Follow-up surveys of educators to determine long-term impact and change.
5. Extent to which K-12 adopt curricula, online courses, and other materials.
6. Number of EUC faculty and professional schools engaged in outreach.
7. Increased collaboration with other institutions of higher education (e.g. joint events, programs, course development).
 |
| **(F) Does the EUC’s collaborative programming with partner CC/MSIs contribute to integration of European content into their curriculum****\**Priorities addressed: CPP1*** | 1. Increased offering of and enrollments in Parkland CC courses with European content; increased enrollment in Coll. of Lake County NRC-supported curriculum.
2. Number and diversity of faculty and librarians participating in ISRL and the proposed CC/MSI Librarian Partnership & Professional Development.
3. Number and diversity of new curriculum materials created and disseminated through ISRL, UIUC Library and Parkland CC’s online depositories.
 |
| **(G) Does the Center provide equal access and treatment to eligible project participants that are members of underrepresented groups?**\****Priorities addressed: AP1*** | 1. Maintain current diversity in staff hiring process and demographics.
2. Number and diversity in student recruitment, enrollment, retention, graduation, & placement
3. Increased diversity in participant demographics.
4. Increase in internship/study abroad placement for underrepresented groups.
5. Increased diversity in FLAS awardees.
6. Increased participation in events from populations with disabilities in response to EUC adjustments in accessibility.
 |
| **Table G.4.B. Joint NRC Evaluation Instruments** |

|  |  |
| --- | --- |
| **Developed and Validated:**1. Summer FLAS Fellow Survey
2. Academic Year FLAS Survey
3. FLAS Alumni Survey
4. Shared T6 FLAS database
5. LCTL Student Survey
6. ISRL pre/post-survey NRC Impact
 | **Planned:**1. Additional instruments to demonstrate improved accessibility of events
2. Evaluation for FLAS Fellows, Alumni, and others; observation, mid-semester and final evaluation surveys for new courses.
3. Instruments to measure classroom usage, implementation, and impact of pre- service/in-service teacher training programs
4. CoEd and LAS faculty facilitator interviews, pre- and in-service teacher focus groups
5. Parkland CC faculty instructor focus group
6. CoEd iGlobal student satisfaction surveys and focus groups
 |

The EUC Director, Executive Committee, and Curriculum Committee along with staff will use evaluation findings to assess annual progress and ensure its programs remain responsive to student, faculty, university, and public needs as well as to changing world events.

**G.4.A. Use of Evaluation for Improvement.** In 2022-26, EUC will continue to review the many offerings of SLCL as part of detailed evaluation, especially the reach and impact of LCTL performance-based teaching and professionalization initiatives; the Mediterranean Studies program; and a new initiative for joint programming related to intercultural competence. Regular evaluation of outreach activities such as ISRL, EUC’s K-12 Summer Curriculum Workshop, and the K-12 Transatlantic Educators Dialogue (TED) have produced insights

that EUC has used to reconfigure these programs’ structure, promotion, funding, and outcomes. Examples of adjustments to the TED program are reflected in the 2022-26 proposal, such as changing the TED Alumni program to one structured as TED Fellows, and more consistently communicating to K-16 educators that our programs offer different points in a

pathway for their development. EUC also uses surveys and small group interviews in improving existing student-centered events and planning new initiatives, such as a career series for UG students focused on government and international careers that launched in 2021. EUC’s comprehensive longitudinal study of FLAS awardees and MAEUS students will continue in 2022-26, gathering insight into suggestions for improvement, and impact of FLAS on career plans. Starting in February 2021 the team of EUC began to intensify its use of student demographic data to target outreach to campus offices that support underrepresented populations, such as Bruce D. Nesbitt African American Cultural Center, Asian American Cultural Center, La

Casa Cultural Latina, Native American House, and Chez Veterans Center. This has led to events showcasing Europe’s diversity, fellowship promotion (FLAS), and encouragement to add international, area, and language study to an undergraduate degree to broaden career options (speaker series “Transatlantic Challenges to Social Justice” proposed with the Office of Diversity & Social Justice Education for our 2022-26 NRC grant). As noted in Section D on Curriculum Design, one measure of how methodical evaluation is part of the EUC’s culture is the letter of commendation it received from the Office of the Vice Chancellor for Academic Affairs in 2021. The center has used its annual assessment tools as well as student surveys, focus group discussions, and exit interviews with participants in our graduate programs (MAEUS and graduate minor) to improve curricular and co-curricular offerings. For example, since early 2020 we have revised core EUC graduate courses to both engage a more disciplinarily diverse student population and provide clearer scaffolding of capstone graduate work (thesis or non-thesis option), expanded and diversified our graduate community with better targeted promotion of our graduate minor, implemented new center mentoring guidelines, piloted the use of e-portfolios in a course to help graduate and advanced undergraduate career placements, and developed a new internship course to incentivize and structure the growing availability of virtual internships.

* 1. **Equal Access for Members of Underrepresented Groups**. UIUC serves a diverse state and region. In 2021, UIUC received the Higher Education Excellence in Diversity (HEED) Award for outstanding commitment to inclusion, the ninth year UIUC has been recognized by HEED. In 2021, 15% of tenure track faculty at the assistant level identified as URM, indicative of a growing trend. Through UIUC’s ‘Inclusive Illinois’ program, efforts to recruit, retain, and provide career placement for URM students have been substantially augmented; diversity recruitment of faculty has also been a priority through the Provost-funded Target of Opportunity hiring program. In 2018-21, UIUC provided over $290 million in fellowships and assistantships to support URM grad students. UIUC ranks #1 for most students of color among top-ranked Midwest universities (*NCES*), and #2 in the country among public universities for number of international students (Open Doors). Campus resources dedicated to recruiting, retaining, and

funding URM students and promoting diversity include the Office of Inclusion and Intercultural Relations, OMSA, President’s Award Program, Illinois Promise Program, LENS Diversity Certificate Program, LGBT Resource Center, Chez Veterans Center, and the Osher Lifelong Learning Institute. EUC has worked directly with OMSA and Chez Veterans Center to encourage more underrepresented students to study LCTLs and apply for FLAS. On the campus level, programming supporting URM students impact every college. Notable examples include a Support of Underrepresented Groups in Engineering program, a Multicultural Library Collections exhibit and educational resources for the Division of Disability Resources & Educational Services. UIUC is also a global leader in serving students with disabilities. In FY 2021, Disability Resources and Educational Services (DRES) awarded $497,000 in tuition waivers, student awards and scholarships to students with disabilities. DRES has worldwide recognition for providing state-of-the art services for students with a range of physical and mental disabilities, including EUC students. UIUC’s Beckwith Residential Support Services received the 2012 Barrier-Free America Award from Paralyzed Veterans of America; the first university to receive this award. EUC has established a collaboration with the UIC Disability and Human Development Program in 2022-26.

# OUTREACH ACTIVITIES

Outreach is a key component of UIUC’s land-grant mission. Since 2018 EUC has successfully organized or co-sponsored 595+ outreach activities that have reached 52,750+ people, excluding audiences reached by social media livestreams and event recordings. EUC faculty affiliates frequently contribute in many ways to these crucial activities, whether speaking at a workshop offered by our partner MIIE, judging for our K12 translation competition, addressing teachers in our Summer Curriculum Workshop, or co-organizing events with NGOs and artists to connect with non-academic audiences. Our communications strategy is robust, thanks to the creative diligence of our team led by our outreach coordinator. We partner with a wide array

of UIUC and non-UIUC organizations, including CoEd and LAS units, Chicago’s consular

corps, the EU Delegation to the US, Chicago World Affairs Councils, Illinois Humanities in Chicago, the Atlantic Council in D.C, and the MIIIE consortium of CCs. EUC also collaborates with other UIUC NRCs and their Int’l Outreach Council (IOC) through monthly meetings

to support extensive joint activities and institutional collaboration. EUC’s outreach work has been supported by other external grants, such as the EU’s “Getting to Know Europe” grant

(€300,000), contributing

to a broad portfolio of offerings and experience. Our Jean Monnet Center of Excellence grants from the EU (€300K/each) have

also supported outreach in IL. EUC collaborates with the network of Jean Monnet centers in the US on common projects.

**Figure H.1. Attendance at Events Primarily Organized by EUC**



* + 1. **K–12 Outreach.** EUC, on its own or in collaboration with IGI, CoEd and LAS offers

a variety of K-12 programs for teachers and students with the goal of creating pathways for the inclusion of international awareness and skills into students’ learning and development (Table H.1.A). EUC will continue its successful activities and introduce new ones in 2022-26 (Sec I.1.C). A signature K-12 program is TED, co-created with CoEd staff and reaching 500+ teachers since 2010. TED offers a space for US and European teachers to meet and develop curricular innovations and collaborations. Another high impact K-12 program is the IL Global Scholar Certificate, seeded by EUC in 2015 and now expanded to 76 schools. It is aligned with the Common Core Standards’ 21st Century Skills and was *codified into state law* by the IL State Board of Education in 2017. Teachers trained in workshops engage students on EU policies and the certificate awards merit, on the state transcript, to IL HS students who attain global competence through coursework, globally/European-focused service learning, and a capstone project. Other impactful teacher training programs include EUC’s Summer Curriculum

Workshop and rotating opportunities that take K-12 teachers to Europe. EUC also organizes annual competitions for HS students to engage teachers and students (e.g., IL Translation Competition), and helps coordinates the Euro Challenge simulation for the Midwest region. The EUC collaborates with PTIS from SLCL on concurrent programming with the Translation Competition to promote careers in translation to high school and early undergraduate

students. We also support LCTL training for HS students and participate in teacher conferences and school fairs. Our K-12 experience has drawn the attention of outside partners, most recently a project directed by an educator from Ireland funded by Erasmus+, who has invited us to join the project’s advisory board. Collectively our 2018-21 programs involved 500+ teachers, impacting approximately 75,000 students annually (assuming 150 students per teacher per year) **Table H.1.A Selected K-12 Outreach Activities of EUC 2018-22**

|  |
| --- |
| *Target Audience:* **ESS**=Elementary/Secondary School Students; **K12**=K-12 Teachers; **PST**= Pre-service teachers |
| *Impact*: **Local**=50 sq. miles; **Regional**=Illinois & Midwest; **National**=US |
| **Activity** | **Audience | Impact** *(Attendance -**annually)* | **Description** | **Collaborating UIUC units/professional schools/ faculty & Partners** |
| Transatlantic Educators Dialogue*since 2010 & continuing* | K-12 |National *(70;**12-15 states)* | Engage US/EU K-12 teachers online to develop curricula on EU/EU-US relations; awarded best practice outreach on the EU in 2012; reached 300+ K-12 educators in the US | CoEd; European Commission e-Twinning |
| Illinois Global Scholar Certificate: Teacher Training Workshops & Student Summits *seeded by EUC in 2016 & continuing* | ESS, K12 |Regional*(40-45**schools; 200 students)* | Awards merit, on the state transcript, to HS students attaining global competency through coursework, service learning, capstone project.Teachers trained to engage students on EU, incl. teaching LCTLs.Codified into IL state law in 2016 as Public Act 99-0780. | CoEd; UIUC NRCs; |
| SummerCurriculum Workshop on Europe and the EU *since 2005 & redesigned* | K-12, PST,CC | National *(20-25)* | Teacher training, curriculum development, continuing education credit on teaching theEU. Topics vary. Redesigned format will include online & on-campus training | CoEd, EUC faculty experts |
| Study Tour to Europe w/Pitt*2015-22* | K-12 |Regional*(1 IL**teacher)* | 5-day tour to Brussels to study EU institutions and policies. Participants: K-12 teachers and CC/MSI faculty. | U of Pitt; EU Delegation in D.C; |

|  |  |  |  |
| --- | --- | --- | --- |
| Euro Challenge Midwest HS competition/training *since 2009 & continuing* | ESS; K-12 |Regional*(15-17**teams)* | Competition for HS students, teacher training/curriculum workshop; EUC organizes and is the sole NRC involved in the Midwest | EU Delegation; Working in Support of Ed.; Chicago Fed |
| IL Translation Competition*since 2011 & redesigned* | ESS; K-12 |Regional*(25 schools)* | Promote European language study in HSs; campus day incl. teacher training, translationcareers talks/presentations | UIUC CTS; LAS; European Commission |
| Summer Intensive Arabic Program for HS Students*since 2016 & continuing* | ESS |National *(10 students)* | Provides language training to HS students; 2-week intensive Elementary Arabic. Students can earn college credits. Residential. | SILMW; LAS, SLCL |
| Champaign Co. Head Start*since 2014* | ESS |Local *(40 students)* | Low income/early learner entry into EU/language learning | CoEd, UIUC NRC REEEC |

* + 1. **Post–Secondary.** Working with 160 affiliated faculty, EUC regularly supports interdisciplinary conferences, workshops, and lectures on European and transatlantic topics to enhance study and research of the region. We also support training workshops for CC faculty and librarians, and exchange, professional development, and career programs for students. EUC will continue organizing these successful activities and introduce new ones in 2022-26. The

center works to support initiatives in both urban areas such as Chicago or St. Louis and in underserved areas in our state and region. We are pleased to expand activities with CC/MSI faculty in our 2022-26 NRC proposal. (Sec. I.2.C & I.2.D).

**Table H.1.B. Selected POST-SECONDARY Outreach Activities of EUC 2018-22**

|  |
| --- |
| *Target Audience*: **CC**=Community College; **MSI**=Minority Serving Institutions; **UIUC**= UIUC faculty & students; **P**=Public; **M**=Media |
| *Impact*: **Local**=50 sq. miles; **Regional**=Illinois & Adjacent States; **National**=US |
| **Activity** | **Audience | Impact |** *(Attendanc e- annually)* | **Description** | **Collaborating UIUC units, faculty & partners** |
| Annual Illinois EU Studies Conference *since 2003 & continuing* | UIUC |Regional | National *(70-200)* | Increase research/teaching on EU; features expert keynotes, panels, research presentations, curriculum workshops | EUC/Regional/Nationa l Faculty; |
| EUC Lecture Series*since 2003 & continuing* | UIUC, P |Local *(75/l ecture)* | EUC Lecture Series on timely European and transatlantic policy issues (8-10/yr) | UIUC/regional faculty; UIUC NRCs |
| Roundtables featuring European diplomats, | P, M,B, UIUC |Regional | Topics: Euro & refugee crises; Trade & Investment; Freedom of Speech; EU/US Elections, Immigration; webcasts (4-6/yr) | UIUC faculty; Chicago Consular Corps |

|  |  |  |  |
| --- | --- | --- | --- |
| politicians & leading scholars | *(60 - 120)* |  |  |
| Midwest Institute (MIIIE) Summer Workshops for CC/MSI teachers*since 1998 & continuing* | CC, MSI |National vi a web *(50)* | Develop/disseminate curricula on EU; highlighted as best practice in CC/MSI outreach by DoEd | MIIIE; Parkland CC; MSI UIUC Chicago; U IUC NRCs |
| Parkland CC:Development of Int’l& Area Studies in Social Science Courses*since 2016 & continuing* | CC, MSI |National*(25-30**faculty)* | Build EU-focused curricula in courses at Parkland CC; reaches other CCs through training symposia/online depository | ParklandCollege; UIUC NRCs; CoEd |
| International Studies Research Lab (ISRL) CC Development*since 2016 & continuing* | CC,MSI |National *(6**0)* | Provide training to expand EU-focused curricula at CCs; disseminate online | UIUC NRCs/Library; MIIIE |
| Model EU*since 2015 & continuing* | UIUC |Local, Regional | UIUC student team, competes in regional intercollegiate tournaments; EUC mentors | U. Indiana, U.Pitt, LAS Pol. Science |
| Schuman Challenge | UIUC,National | UIUC student team, competes in national tournament; EUC mentors | EU Delegation to US; LAS Pol. Science |
| UIUC Student Fairs; Study Abroad Majors/Minors; career fairs*since 2003 & continuing* | UIUC |Local *(10,0**00+)* | Provides students with information on EUC academic and outreach programs, courses, resources, including FLAS | UIUC Study Abroad & Career Services Offices; UIUC NRCs |
| International Careers Series*since 2003 & continuing* | UIUC, CC, MSIRegional (*80)* | Promote careers in areas of national need; CC/MSI students also participate | UIUC NRCs; Career Center |
| **\*See Table I.1.C below for additional events also open to post-secondary audiences** |

* + 1. **Business, Media, and the Public.** EUC organizes diverse activities for professional communities and the public designed to produce a significant regional and national impact. EUC leverages these activities and introduces new ones in 2022-26 (Table I.1.C & I.1.D) to serve our general communities and promote international skills with parents, business leaders and employers. Events are open to the public, available on social media livestreams

and recordings posted to our website for national impact; some have also been broadcast on public radio or television. EUC’s signature public outreach event is the annual **EU Day**,

which brings European ambassadors and leaders to campus to interact with faculty, students, and the public. Chicago-based consuls general from EU countries regularly participate. Other high impact EUC public/business/media outreach programs include EU Day of the Arts; Consular Corps Roundtables; lectures featuring European political experts and expert representatives from

different fields; and Chicago EU Film Festival. EUC’s website (featuring archived lecture videos), social media presence (Facebook, Twitter, blog, weekly e-newsletter), and listservs (2,200+ subscribers) reflect our commitment to expanding and increasing both awareness

of European and international affairs and interest in the study of languages and cultures, and promotes use of the Center’s resources for students, faculty, K-12 educators, media, and the

general public (Sec G.3: web/social media stats).

**Table H.1.C Selected BUSINESS, MEDIA, GENERAL PUBLIC Outreach Activities of EUC 2018-22**

|  |
| --- |
| Target Audience: **ESS**=Elementary/Secondary School Students; **K12**=K-12 Teachers; **CC**=Community College; **MSI**=Minority Serving Institutions; **UI**=UI faculty & students; **B**=Business; **M**=Media; **P**=Public |
| Impact: **Local**=50 sq. miles; **Regional**=Illinois & Adjacent States; **National**=US |
| **Activity** | **Audience | Impact |***(Attendance-annually)* | **Description** | **Collaborating****UIUC units/faculty & Partners** |
| Annual EU Day *since 2001 & continuing* | P; also UIUC, B, M, CC, MSI, K-12, ESS |Regional*(100-200)* | Signature event: keynote address by an EU Ambassador or leading figure; roundtables w/ Chicago Consular Corps; wide-range public, business,media outreach. Available online and archived video. | Various European embassies; Chicago Consular corps; local media |
| Roundtables featuring European diplomats, politicians & leading scholars | P, M, B, UIUC |Regional*(100 - 200)* | 4-6/yr. Topics: Euro & refugee crises; Trade & Investment; Freedom of Speech; EU/US Elections, Immigration;archived videos | UIUC faculty; Chicago Consular Corps; EUDelegation; Association of Former Members of the European Parliament |
| Chicago European Union Film Festival *since 2015 & continuing* | P, M | Regional *(5000+)* | The largest festival inN. America showcasing films originating in the EU. Screens 60+ films representing all EU members. | Gene Siskel Film Ctr; UIUC faculty |
| European Movie Nights | P, UIUC | local *(150)* | Focuses on films in LCTLs | LAS, SLCL, LCTL program |
| Annual Joint Area Centers Speaker Series and Symposia*since 2003 & continuing* | UIUC, P, K-12, CC |Regional *(125-150)* | Focuses on topics of broad interest to the campus & public. Recent topics: Transitional Justice, Water,Revolutions, Global Health | UIUC NRCs; other campus units |
| **\*See Table H.1.B above for additional events that are also open to public** |

# PROGRAM PLANNING AND BUDGET

*-- Please refer to the attached budget when reviewing this section for detailed descriptions of each activity, including partners and NRC priorities addressed.*

Since its establishment in 1998, EUC’s proposals have been recognized by national and international awards, including grants from DoEd, such as Title VI, and from the European

Commission, such as the Jean Monnet Center of Excellence, a dual designation held by only five EU Centers in the US. Our deliverables-oriented approach includes the development of plans and timelines to identify problems, correct and achieve our objectives. Our experienced team is one of our best resources and we rely on timely communication to plan, execute, and verify the quality of our initiatives and invest resources appropriately and efficiently.

**Table I. EU Center Project Objectives in Support of Teaching, Research, Outreach, and Evaluation**

|  |  |
| --- | --- |
| **Teaching** | Administer MA in EU Studies (MAEUS); 5-year BA/MA in EU Studies; Graduate Minor in EU Studies; Develop Undergraduate Certificate in European Studies. Develop Erasmus Mundus Joint Master Degree with European partner universities funded by the EU and integrated into EUC's graduate programs, particularly MAEUS. Increase diversity of students who take European language and area studies courses. |
| Support teaching the wide portfolio of European LCTLs that exists at UIUC in a targeted manner; support ongoing professional development in best practices for UIUC LCTL instructors. |
| Support development of new UG Certificate in Intercultural Competence and Certificate in Computer- Assisted Language Learning. |
| Expand courses with European and EU content throughout the curriculum, particularly in the sciences and professional degree programs, including high-impact learning such as study abroad that is integrated into students’ on-campus learning and development, virtual exchange and virtual internships, simulations, int’l service-learning, and Foreign Languages Across the Curriculum (FLAC) offerings. |
| **Research** | Expand online library resources on EU to faculty, students, K-16 educators, and the community |
| Support research on new initiatives across colleges: Comparative Law Across the Atlantic; Mediterranean Studies Workshop and the Eastern Mediterranean Initiative; Uses of Artificial Intelligence for Inclusive Online Interactions; Infodemic and Information Literacy: Transatlantic Conversations; Disability, Race, and Inclusion in Europe, partnering with College of Engineering, LAS,College of Law, iSchool, UIC College of Applied Health Sciences |
| Organize annual international research symposia/conferences and lecture series, such as the Illinois EU Studies Conference, on research themes above, in collaboration with LAS, College of Law, Engineering, and other UIUC NRCs. |
| **Outreach** | Expand and diversify partners who incorporate European/EU and LCTL content in K-12 and CC/MSI curriculum through training. Collaborate with partner CC/MSIs to organize faculty professional development programs, including Midwest Institute for Int’l & Intercultural Education (MIIIE, a consortium of CC/MSIs) Summer Workshops; Int’l Studies Research Lab (ISRL) for CC Development & CC/MSI Librarian Partnership Initiative; College of Lake County Non-Violence Virtual Curriculum & Programming |
| Provide, with CoEd, innovative pre- & in-service teacher training programs at all levels, suchas Transatlantic Educators Dialogue; IL Global Scholar Certificate; and iGlobal; and curriculum development workshops. |
| Diversify audiences reached by language/area studies training programs for K-12 teachers and students by offering new entry-points and incentives for participation. |
| Diversify participation in international careers workshop series for UIUC and partner CC/MSI students to encourage government service in areas of national need. |
| Stage high impact events (e.g., EU Day) to promote public, business and media engagement with EU country representatives in ambassadorial and consular corps, Members of the European Parliament andEuropean media. |
| **Evaluation** | Carry out evaluation of Center K-12 teacher training & CC programs to assess long-term impact. |
| Carry out evaluation of EUC impact on programs in targeted departments. |

|  |  |
| --- | --- |
|  | Collaborate with other UIUC NRCs to carry out joint evaluation of outreach programs, surveys of FLAS fellows and alumni, LCTL language students, faculty. |
| Increase participation in a regional community of practice based at UIUC for ongoing exchange of best practices in LCTL and other language pedagogy and evaluation of proficiency. |

* 1. **Timeline and Demonstrated Progress Toward Strengthened Program.** For the development plan, timeline, and how proposed activities contribute to a strengthened program, please see tables above and detailed budget. EUC meets regularly with its project participants and evaluation team (Sec. G) to ensure project plan stays on track and goals are met.
		1. **Effective Use of Resources.** Title VI support has enabled EUC to mobilize its extensive campus and external resources for Western European studies. As in the past, teaching initiatives and program development from Title VI funds will be institutionalized as part of the curricula of UIUC and our institutional partners. EUC also coordinates with other UIUC NRCs for effective use of funds and staff time. As evidenced in the budget, activities are delivered via collaborations with multiple campus and external partners (including four UIUC NRCs, 11 Colleges, several CC/MSIs), pooling financial and staff resources that make them cost effective and sustainable while ensuring a platform for diverse perspectives and debate. IGI and EUC effectively discuss with the campus leadership to secure the continuity and visibility of our successful initiatives.
		2. **Language Curriculum.** Central to EUC’s mission is training future professionals and teachers well-versed in European Studies, EU–US relations, and European languages. We will strengthen UIUC’s instruction in LCTLs of EU member/candidate countries and languages widely spoken among European minorities and in the EU’s neighborhood through our structural collaboration with SLCL. These activities will strengthen UIUC LCTL offerings and professional development, increase supply of specialists, and serve national need. EUC

will continue to develop LCTL training programs for K-12 students and teachers, CC/MSI faculty, and UIUC LCTL instructors (Table I.1.B).

**Table I.1.B. Proposed LCTL Instruction and Language Development Activities**

|  |
| --- |
| * New Activity ■ Continuing/Enhanced Activity ■ Sustained w/o NRC support

*Priorities addressed*: **AP1** Absolute Priority 1; **AP2** Absolute Priority 2; **CPP1** Competitive Preference Priority 1; |
| **Activity | Description** | **Instructor/ faculty lead | Partners** | **YEAR** | **Budget line | Priorities** |
| **1** | **2** | **3** | **4** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **UIUC European Priority LCTLS: Modern Hebrew Instructor** (*Beg-Inter*); **Portuguese Instructor** (*Beg- Inter*); **Swedish Instructor** (*Beg-Inter*); *Adv.* Portuguese funded by UIUC | Jewish Studies, Spanish and Portuguese, Germanic, SLCL, LAS, UIUC NRCs |  |  |  |  | A.1.a; A.1.b; A.1.c |
| **Linguistic Justice for Language Teachers/Workshop** | French and Italian, |  |  |  |  |  | D.4; E.8.b; |
| **Series** | Spanish and Portuguese, | **AP2** |
|  | SLCL, LAS, K-14 |  |  |
|  | partners |  |
| **FLAC Global Perspectives for Intercultural Learning in Cross-Cultural Contexts;** co-funded with LASIP | LASIP; SLCL and other colleges |  |  |  |  | E.1.a |
| **Italian GSI** *(Beg*.); **Polish GSI** (*Beg.*); **Bosnian-Croatian Serbian GSI** (*Beg.*); *Intermed-Adv.* for all three funded by UIUC | French and Italian, Slavic, SLCL, LAS, REEEC |  |  |  |  | E.1.b; E.1.d; E.1.e |
| **Modern Greek GSI** (*Beg*.); *Intermed*. funded by UIUC | Classics, SLCL, LAS |  |  |  |  | E.1.c. |
| **FLAC Multilingual Landscapes in European Cities** -*German* | Webster | Germanic, SLCL, LAS |  |  |  |  | E.1.f; E.1.f.i |
| **FLAC North African Culture in Mediterranean Perspective: Language, Ethnicity, Migration, and Nation** – *Spanish, Arabic* | Calderwood | Spanish and Portuguese, SLCL, LAS |  |  |  |  | E.1.g |
| **FLAC Languages & Cultures of the Mediterranean** *- Italian, Modern Greek, French, Turkish, Arabic* | Derhemi | French and Italian, SLCL, LAS |  |  |  |  | E.1.h |
| **Development of a Multilingual Polish/Jewish Studies** | Underhill | UIC |  |  |  |  | E.1.i; **CPP1** |
| **Curriculum at UIC** – *Polish, Yiddish* | Department of Polish, |  |
|  | Russian, and Lithuanian |  |
|  | Studies |  |
| **Yalla NaTakallam Arabic Conversation Sessions with Refugees** | Saadah | SLCL LCTL Program; UIUC NRCs |  |  |  |  | E.1.j |
| **Development of a Certificate in Computer-Assisted Language-Learning** | Sadler | Linguistics; UIUC NRCs |  |  |  |  | E.1.k |
| **Course Development Grants for UIUC and CC/MSI faculty |** increase integration of languages into curriculum; use of language/area studies skills | Preference given to FLAC |  |  |  |  | E.1.l; E.5.h |**CPP1** |
| **European Language Film Series** (with special emphasis | French and Italian, |  |  |  |  | E.3.e |
| on LCTL and minority languages, including | Germanic, Classics, |  |
| Basque/Catalan) | Spanish and Portuguese, |  |
|  | SLCL |  |
| **IGI (Joint-Center)/SLCL Annual Conference on Intercultural Competence** | SLCL, UIUC NRCs |  |  |  |  | E.3.r; **AP2** |
| **Assessment needs analysis and professional development for instructors of EU languages** | Bowles | Spanish and Portuguese, Linguistics, UIUC NRCs |  |  |  |  | E.8.a |
| **New Approaches for Teaching Gender in German Language (UIC)** | Rott | UIC Department of Germanic Studies |  |  |  |  | E.8.c; **CPP1** |
| **LCTL Evaluation Trends and Best Practices: End of Grant Workshop** | SLCL, UIUC NRCs, K-16 partner institutions |  |  |  |  | E.8.d; **AP2, CPP1** |
| **Summer Institute for Languages of the Muslim World (SILMW) HS student LCTL program; DankHaus HS and community program; IFLIP HS and community program** (Arabic, French, Italian, Spanish, Turkish) | SLCL, K-16 partner institutions |  |  |  |  | E.8.e; E.8.f; E.8.g |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Int’l Studies Research Lab (ISRL) for CC Development |** includes training on LCPL instruction expansion | UI NRCs, Int’l/ Area Studies Lib. (IASL) |  |  |  |  | E.5.c | **CPP1** |

* + 1. **Non-Language Curriculum.** EUC requests support for non-language curricular and co- curricular development for its graduate programs, and to add significant Western European area and international content into UIUC courses offered in the sciences and professional schools, as well as in K-12 schools and CC/MSI institutions in our region (Table I.1.C).

**Table I.1.C. Proposed Non-Language Curricular Development Activities**

|  |
| --- |
| ■ = New Activity ■ = Continuing Activity ■ Sustained w/o NRC support | *Priorities addressed*: **AP1** Absolute Priority 1; **AP2** Absolute Priority 2; **CPP1** Competitive Preference Priority 1 |
|  | **YEAR** | **Budget line****|****Priorities** |
| **Activity | Description** | **Instructor/Faculty****lead | Partners** | **1** | **2** | **3** | **4** |
| **EU Studies Core Seminars and High-Impact Practice Advising (**Grad and UG) **|** EU Institutions and Governance;The EU in a Global Context; Virtual Internships; MAEUS and EU Studies Grad Minor; European Studies Certificate | Henry | Kourtikakis and other EUCaffiliate faculty | LAS |  |  |  |  | A.2.a | |
| **LAS and IAGE Faculty-Led Study Abroad** (UG) | LASIP, IAGE |  |  |  |  | C.1.a |
| **College of Engineering Faculty-Led Study Abroad** (UG) | Engineering, UIUC NRCs |  |  |  |  | C.1.b |
| **College of Education Faculty and Pre-Service Teacher Virtual Exchange with Charles University** | CoE, UIUC REEEC |  |  |  |  | C.1.c; **AP2** |
| **ACES Faculty-Led Study Abroad** (UG) | ACES |  |  |  |  |  | C.1.d |
| **Global Classrooms Pilot Projects in Virtual Exchange** (UG) | LASIP, IAGE |  |  |  |  |  | C.1.e |
| **International Institutions and Local Interests** (upper UG/graduate) | role of the Transatlantic and EU commitment to international institutional order | Dai | LAS |  |  |  |  | E.2.a |
| **Comparative Law Across the Atlantic;** includes events | Mazzone, Rowell | College of Law |  |  |  |  | E.2.b;E.2.b.i |
| **Uses of Artificial Intelligence for Inclusive Online Interactions: New Course including European Partners;** includes UG and G research and events | Chandrasekharan | Computer Science; Engineering |  |  |  |  | E.2.c |
| **College of Applied Health course development on tourism and international awareness** (UG and G) | Applied Health; UIUC NRCs |  |  |  |  | E.2.d |
| **Conversations with the European Parliament** (UG and G and events) | Larson |  |  |  |  | E.2.e |
| **Pop-Up Seminar-Workshops in Response to Emerging Topics and Events** (UG and G) | History and Sociology, LAS |  |  |  |  | E.2.f |
| **Languages of Intercultural Practice Across the Atlantic (Game Studies and Service-Learning Initiatives)** (UG) | Pintar, McDonald | iSchool and SocialWork, UIUC NRCs |  |  |  |  | E.2.g |
| **Eastern Mediterranean Initiative** (UG) | Ozcan | Linguistics; SLCL; UIUC NRCs |  |  |  |  | E.2.h |
| **Literary Representations of Everyday Life in Eastern Europe: Postcommunist Fiction** (UG) | Cooper | Slavic |  |  |  |  | E.2.i |
| **Ethnic and Minority Groups in Europe** (UG) | Schrag | LAS Global Studies |  |  |  |  | E.2.j; E.2.j.i |
| **EU Studies hybrid course: Politics of the EU** (UG) | Political Science |  |  |  |  |  |  | E.2.k |

* + 1. **Outreach Programs.** EUC has a demonstrated record of robust outreach in the 20+ years of its existence (Sec. H). Outreach will be crucial for students isolated by the pandemic.

UIUC NRCs, under the leadership of EUC and in partnership with DoEd, organized the first Area Studies Outreach Conference in Washington D.C. in 2016, bringing together 83 representatives from 100 NRCs that produced valuable insight into best strategies for engaging K-12 communities, CCs/MSIs, and the general public and meeting Title VI priorities. EUC requests funding for adapting existing programs to new, more inclusive needs and to launch new initiatives for K-12 community, CCs/MSIs, UIUC students/faculty, business, media, and the general public (Table I.1.D).

**Table I.1.D. Proposed Outreach Activities (including collaborations with CCs/MSIs)**

|  |
| --- |
| * New Activity ■ Continuing/Enhanced Activity | *Priorities addressed*: **AP1** Absolute Priority 1; **AP2** Absolute Priority 2; **CPP1** Competitive Preference Priority 1
 |
| **Activity | Description** | **Personnel | Partners** | **YEAR** | **Budget line |****Priorities** |  |
| **1 2 3 4** |
| **Transatlantic Educators Dialogue** | engage US &EU K- 12 teachers online to develop curricula on EU/EU-US relations, with pathway for continuation in developing area training and intercultural competence, including opportunity for a physical exchange | CoEd; European Commission *e- Twinning* |  |  |  |  | E.6.a; E.6.b;E.6.c; E.6.e |**AP1; AP2** |  |
| **EUC K-12 Summer Curriculum Workshop** | teacher training on Europe and the EU | online/on campus; | EUC faculty (CoEd, LAS), |  |  |  |  | E.6.d **| AP2** | **K-12: Elementary & Secondary School Teachers & Students** |
| **Joint Area Centers K-12 Summer Curriculum Workshop Series for K-12 teachers** | UIUC NRCs; K-16 partners |  |  |  |  | E.6.f | **AP2** |
| **iGlobal pre-service teacher moderation of after school junior high virtual exchanges** | CoEd; UIUC NRCs |  |  |  |  | E.6.g | **AP2** |
| **Spurlock Middle School Artifact-Based Learning Project Expansion** | SpurlockMuseum; CoEd; UIUC NRCs |  |  |  |  | E.6.h | **AP2** |
| **Euro Challenge Midwest** | competition for HS students, teacher training | EU Delegation to US, WISE (NYC) |  |  |  |  | E.6.j **| AP2** |
| **IL Translation Competition |** promote European language study in HSs; campus day incl. teacher training, translation careers talks/presentations | Chicago Consular Corps; SLCL; PITS |  |  |  |  | E.6.k | **AP1; AP2** |
| **Illinois Global Scholar *Certificate*** | Teacher Workshops & Student Summits: Launched with EUC seed funding; signed into IL legislation, 2017; awards merit, on state transcript, to HS students who attain global competence through coursework, service learning, capstone project. Teachers trained engage students on Europe, incl. LCTLs | Regional teacher affiliates; UIUC NRCs |  |  |  |  | E.6.i | **AP2** |
| **Champaign Co. Head Start; Migrant Farm Worker Children|** low income/early learner entry into EU/lang. | CoEd, UI NRC REEEC |  |  |  |  | D5 | **AP2** |
| **Illinois EU Studies Conference** | Annual program for regional and national faculty and students; provide | EUC regional affiliates; Council |  |  |  |  | E.3.b | **C****Cs &** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| curriculum training and increase research/teaching on Europe and EU; high profile keynotes | for European Studies |  |  |  |  |  |  |
| **Parkland CC: Development of Int’l & Area Studies in Social Sciences** | Incl. integration of Europe and international perspectives into the curricula; expand to new faculty at Parkland/other CCs via symposia/online depository | Parkland; UIUC NRCs |  |  |  |  | E.5.a | **CPP1** |
| **International Seminar Series and Symposia on Disability, Race, and Inclusion in Europe at UIC** | UIC colleges |  |  |  |  | E.5.b | **CPP1** |
| **Int’l Studies Research Lab (ISRL) for CC Development** | support internationalization of CCs nationwide; for faculty, librarians, and administrators interested in expanding area studies/LCTL curricula and programming, and library collections; online curricula | Int’l & Area Studies Library (IASL), UI NRCs |  |  |  |  | E.5.d | **CPP1** |
| **CC/MSI Librarian Partnership & Professional Development Initiative** | continued program focuses on the needs of CC/MSI librarians in their efforts to support internationalizing curriculum at their institutions | IASL, Parkland, Network of IL Learning Resources in CommunityColleges (NILRC) |  |  |  |  | E.5.e | **CPP1** |
| **Midwest Institute for Int’l & Intercultural Education (MIIIE)** | Support for internationalization team at Mott CC and summer workshops to develop/disseminate curricula on Europe and the EU | MIIIE, UIUC NRCs |  |  |  |  | E.5.f | **CPP 1** |
| **CC/MSI Course development Initiatives |** 2 programs to increase EU studies/languages content: ***Coll. Of Lake County (CLC) Virtual Curriculum & Programming***; ***Harris-Stowe New Educational Paradigms for Europe- Africa Cultural Relations in the 21st Century*; *EU/European Studies and European Languages course******development grant to CC/MSI educators*** | UIUC NRCs,MIIIE, Parkland CC; CLC Center for Non-Violence (CLC) |  |  |  |  | E.5.c; E.5.g;E.5.h | **CPP1** |
| **Model EU |** participate in regional intercollegiate tournaments | U. Indiana, U. Pitt, LAS |  |  |  |  | C.1.f | **AP1** |
| **EU Day |** signature event, keynote by a European Ambassador or political figure; roundtables; public/business/media outreach | European Consular Corps, European Embassies |  |  |  |  | E.7.a; E.7.b;E.7.c | **AP1** | **General Public, Business, Media** |
| **Annual Chicago EU Film Festival** | features movies from each EU member, talks by European Consular Corp, UIUC or UIC faculty lead teacher training workshops | Gene Siskel Ctr, EU Nat’l Institutes of Culture Chicago |  |  |  |  | E.7.d | **AP2** |
| **Video archive of EUC events and interview |** archived on EUC website and blog for wider public dissemination | IGI and LAS Communications |  |  |  |  | D.6 |
| *\*In addition, all campus events are free and open to the public* |

* + 1. **Library.** To enhance this key component of our program and to facilitate access to materials on campus, nationally, and internationally, our center requests support

for the following:

**Table I.1.E. Library**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity | Objective** | **Partners** | **YEAR** | **Budget line | Priorities** |
| **1** | **2** | **3** | **4** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EU/European Studies Library Resources Developer**: develop Western European and EU-related library guides, particularly tied to upcoming EUC events and initiatives, conduct tutorials on specialized EU research materials (including sessions in K-12/CC teacher training workshops), support special library projects such as virtual book exhibits, assist with EUC other EUC outreach | LIS, UIUCLibrary |  |  |  |  | E.9.a |
| **Acquisitions** of books, periodicals, EU datasets, boosting research on Western Europe | UIUCLibrary |  |  |  |  | D.1 |
| **Library Special Projects**: Materials related to lib guides, exhibits, and K14 outreach | UIUCLibrary, Schools, CC/MSI |  |  |  |  | D.2 | CPP1 |

* + 1. **Evaluation.** To perform ongoing evaluation in coordination with other UIUC NRCs that matches the objectives of the NRC program, our center requests support for the following:

**Table I.1.F Evaluation**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity | Objective** | **Partners** | **YEAR** | **Budget line | Priorities** |
| **1** | **2** | **3** | **4** |
| **Joint Area Center Evaluation** to conduct and analyze all joint evaluation projects, including FLAS fellow and alumni surveys | ALKEC, UIUC NRCs |  |  |  |  | E.10.a |
| **Evaluation Graduate Assistant** including assisting with graduate program/FLAS job placement tracking |  |  |  |  |  | E.10.c |
| **LCTL Evaluation Trends and Best Practices: End of Grant Workshop** | SLCL, Ling., LAS |  |  |  |  | E.8.d |

* 1. **High Quality of Proposed Activities.** The COVID-19 pandemic created new challenges for students, teachers and researchers. We built our proposal through a conversation with our constituencies and the identification of high quality projects in line with students and researchers’ needs (Table I) that address NRC and FLAS absolute and competitive

priorities. Support is requested to further EUC’s impact, including enhancing teacher training and sustaining collaborations with CC/MSIs to ensure diverse perspectives and a wide range of views, and to encourage careers in areas of national need.

* 1. **Reasonableness of Costs.** Funding amounts requested are appropriate for achieving the specified objectives. Nominal support for Outreach Coordinator (2% of total) is requested for administrative purposes, while the remaining 98% of NRC budget request is in direct support of teaching, outreach and programming. We will continue to leverage UIUC’s institutional support (Table A.1), as well as EU funding to further strengthen teaching and programming in European

Studies on campus and outreach activities to K-12, CC/MSIs, and the public. Since becoming an NRC/FLAS center in 2003, EUC has also regularly used FLAS funding for additional FLAS awards through UIUC’s generous provision of tuition remission.

* 1. **Long-Term Impact on the University.** The proposed activities build on EUC strengths including EUC’s relationships with faculty across the colleges and integration of

teaching about Europe throughout the curriculum, as well as strong interest in developing tools to collaborate with European partners and preparing students for careers in areas of national need. Title VI funding for these activities is an investment in areas of national need, as students will enter careers in business, government, or education that require knowledge of European languages; EU social, economic, and legal conventions; and expertise in transatlantic

relations (reinforced by the administration of our graduate programs). The proposed curricular initiatives will enrich existing programs across eight colleges and schools, and support UG, grad, and professional training. NRC support at UIUC for professional development of LCTL and area instructors and public education about Europe and international affairs extends out

to foster area studies competencies in K-16 educators and maintain the UIUC’s standing as an innovative hub for research, teaching, and outreach involving Europe. Outcomes will be measured and evaluated to ensure program growth and maximum impact (Sec G).

# J. FLAS AWARDEE SELECTION PROCEDURES

EUC assigns priority to FLAS applicants who wish to study LCTLs at an advanced level, prepare for careers in fields of national need, with demonstrated financial need, and representing diverse fields and perspectives. Since 2003, EUC has awarded 83% (335/405) of FLAS fellowships to students studying LCTLs and 85% (50/59) since 2018 (Table G.3.B) and will continue prioritizing LCTLs in FLAS awards in 2022-26. During 2018-22, 84% (36/43) of AY fellowships were awarded to students studying LCTLS. Since 2003, EUC awarded 34 (10% of total) FLAS fellowships to professional school students, of which 25 were in LCTLs (74% of total professional school fellows). In 2022-26, in compliance with FLAS competitive priority 2

(Sec. J.2.B), EUC commits to awarding at least 25% of FLAS for LCTLs (given our record, it will likely be closer to 90%).

* + 1. **High Quality Selection Plan.** EUC’s FLAS program targets high achieving students in diverse fields through a high-quality advertisement, application, selection and award process that correspond to announced priorities.
		2. **FLAS Advertisement.** UIUC NRCs collaborate closely in advertising the FLAS program and have a joint web portal for information and application, managed by IGI and the Graduate College. It details selection criteria, application process, and FLAS priorities. We use social media and organize students’ events to advertise FLAS throughout the academic year. *In the fall*, EUC announces the availability of FLAS fellowships to EUC faculty and students, deans, dept. heads, directors of graduate and UG studies, language faculty, and units serving underrepresented students. Announcements appear on EUC and IGI websites and in EUC and campus-wide newsletters. UIUC NRCs also jointly hold FLAS informational workshops *in the fall* for students and dept. advisors. The application is linked from both the EUC and FLAS websites. Advisors and language instructors are encouraged to recruit applicants. Throughout the year, EUC highlights fellow and alumni profiles on the web and social media and connects FLAS alumni with students through career events.
		3. **Application Process.** Students apply online in January with an application that allows them to see all the resources available from UIUC NRCs at once, using a common portal managed by IGI and Graduate College staff. This streamlined process is efficient for students and increases FLAS visibility. Applicants submit a statement of purpose that explains their commitment to European studies and language learning, and how the FLAS training relates to their academic programs as well as long-term professional and public service goals; two letters of recommendation (one from a language instructor); transcripts; and an optional Free Application for Federal Student Aid (FAFSA) form to demonstrate financial need.
		4. **Selection Committee and Criteria.** In January, EUC forms two FLAS Selection Committees to review grad and UG applications, which are evaluated in separate pools as

per DoEd instructions. The committees include faculty from professional schools, foreign language depts, and social sciences. The EUC Director and FLAS Coordinator serve on both. Each year committee members rotate to assure diversity of perspectives. *In mid-*

*February* they receive evaluation criteria that follow FLAS guidelines and priorities. Evaluation criteria include academic standing and achievement, financial needs of the applicants, history of past awards, letters of recommendation, commitment to European studies and language learning, and relevance of the FLAS training to the applicant’s academic and professional goals, as outlined in a personal statement. Reviewers apply FLAS guidelines when initially ranking candidates with similar credentials and give priority to students pursuing LCTLs and professional careers in sectors of national need. Committee members individually review applicants prior to the selection committee meeting in early March. In this meeting, the committee reviews Expected Family Contribution (EFC) data from applicants’ FAFSA

reports. In evaluating two candidates with similar rankings, priority is given to the candidate with demonstrated financial need and potentially an underrepresented background for language and area study as demonstrated by their EFC. EUC FLAS Coordinator, in consultation with the center director, ensures that FLAS priorities are applied throughout the selection process.

* + 1. **Selection/Award Process Timetable.** The FLAS selection committees, comprised of EUC faculty and academic advisors, is formed in January (J.1.D). Applications are submitted through the online portal directly to EUC in early February (J.1.C). In early February, EUC FLAS coordinator compiles and shares applications with the selection committee*.* The committee members rank the applicants and meet *in early March* to discuss individual rankings and reach a consensus on the offers to be made. Award announcements, including alternates, are made via email, *in mid-March* to help recipients plan for the next academic year. Award letters contain details on FLAS post-award reporting and evaluation requirements. Awardees accept the fellowship *by April 15* in accordance with the Council of Graduate Schools’ resolution regarding grad scholars and fellows. Awardees must attend an individual advisory meeting with EUC FLAS Coordinator before beginning their FLAS programs. UIUC NRCs also hold a mandatory

informational meeting for AY and Summer FLAS fellows in May and August, respectively, to start to form a cohort by introducing them to each other and encouraging engagement with the EUC, remind them of DoEd requirements, including reporting and language evaluations, FLAS tracking survey, and campus resources for careers in areas of national need.

* + 1. **Awards Correspond to Priorities.** The selection criteria (J.1.D) results in awards corresponding to Title VI priorities and meeting the FLAS competitive priorities (Sec. J.2.A and J.2.B). Preference is given to students demonstrating financial need [FLAS Competitive Preference Priority 1]; studying LCTLs [FLAS Competitive Preference Priority 2]; indicating strong, substantiated interest in pursuing careers in government, higher education and other professional sectors of national need and representing diverse fields and perspectives [NRC Absolute Priority – AP1] (Sec. G.1 & G.2 for strong EUC track record of FLAS awarded to students studying LCTLs and placed in areas of national need).
		2. **FLAS Competitive Priority 1 (Preference to students with financial needs).** When awarding fellowships, EUC gives preference to students demonstrating financial need as indicated by the students’ EFC, as determined under part F of title IV of HEA. Students submit FAFSA as part of their FLAS application to demonstrate financial need and EUC will also obtain confirmation of the EFC from the UIUC Financial Aid Office (Sec. J.1.C; J.1.D; J.1.F).

**J.2.B FLAS Competitive Priority 2 (at least 25% of AY FLAS to LCTLs)** EUC already awards well over 25% of its AY FLAS to students studying LCTLs, having awarded 85% of FLAS fellowships for LCTLs since 2018 (see G.1), and will continue to do so in 2022-26.

## NRC Competitive Priority 1 (Collaborations with CC/MSIs). As detailed in

Sec I (Tables I.1.B, I.1.C & I.1.D) and Budget Sections E.1, E.5, & E.8, EUC will continue offering effective programs and introduce new projects with new partners (Harris-Stowe University in St. Louis and University of Illinois in Chicago, both MSIs) to help them bring new students into their curricula. We continue to work with partner Parkland CC on curriculum development; MIIIE on support of a team project and then curriculum workshops; ISRL; an elaborated CC/MSI Librarian Partnership program; a curricular initiative on non-violence and

social change with College of Lake County; and other curricular and training workshop to which instructors and community colleges will be encouraged to come. We are introducing a new collaboration with UIC Disability and Human Development program.