

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

National Resource Centers and Foreign Language and Area Studies Fellowships

CFDA # 84.015A

PR/Award # P015A180063

Grants.gov Tracking#: GRANT12659159

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180063

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. Disclosure Of Lobbying Activities (SF-LLL)	e10
5. ED GEPA427 Form	e11
<i>Attachment - 1 (1235-JDewulf IES UCB GEPA Section 427 Descrp)</i>	e12
6. Grants.gov Lobbying Form	e16
7. Dept of Education Supplemental Information for SF-424	e17
8. ED Abstract Narrative Form	e18
<i>Attachment - 1 (1236-JDewulf IES UCB Title VI FLAS Project Abstract Final 6212018)</i>	e19
9. Project Narrative Form	e20
<i>Attachment - 1 (1234-JDewulf IES UCB Title VI Project Narrative 6212018 Final)</i>	e21
10. Other Narrative Form	e71
<i>Attachment - 1 (1237-JDewulf UCB IES Other Attachments 6212018)</i>	e72
11. Budget Narrative Form	e73
<i>Attachment - 1 (1238-JDewulf UCB IES Budget and Budget Narrative Final 6212018 (2))</i>	e74

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: [1237-JDewulf UCB IES Other Attachments 6212018.pdf](#)

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/22/2018"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text" value="California"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="The Regents of the University of California"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="94-6002123"/>	* c. Organizational DUNS: <input type="text" value="1247267250000"/>	
d. Address:		
* Street1:	<input type="text" value="Sponsored Projects Office, University of California"/>	
Street2:	<input type="text" value="1608 Fourth Street, Suite 220"/>	
* City:	<input type="text" value="Berkeley"/>	
County/Parish:	<input type="text" value="Choose State..."/>	
* State:	<input type="text" value="CA: California"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="94710-5940"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="Institute of European Studies"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name:	<input type="text" value="Jessie"/>
Middle Name: <input type="text"/>		
* Last Name:	<input type="text" value="Brown"/>	
Suffix: <input type="text"/>		
Title:	<input type="text" value="Contracts and Grants Officer"/>	
Organizational Affiliation: <input type="text" value="Sponsored Projects Office"/>		
* Telephone Number: <input type="text" value="510-642-8120"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="jwbrown@berkeley.edu"/>		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

*** 12. Funding Opportunity Number:**

ED-GRANTS-052518-001

* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

National Resource Centers Program and Foreign Language and Area Studies Fellowships Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="509,860.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="509,860.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

The Regents of the University of California

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	129,611.00	135,871.00	136,497.00	129,154.00		531,133.00
2. Fringe Benefits	47,010.00	49,369.00	49,470.00	46,380.00		192,229.00
3. Travel	16,500.00	16,500.00	16,500.00	16,500.00		66,000.00
4. Equipment						
5. Supplies	10,000.00	10,000.00	10,000.00	10,000.00		40,000.00
6. Contractual						
7. Construction						
8. Other	46,750.00	37,900.00	37,250.00	47,850.00		169,750.00
9. Total Direct Costs (lines 1-8)	249,871.00	249,640.00	249,717.00	249,884.00		999,112.00
10. Indirect Costs*	19,990.00	19,971.00	19,977.00	19,991.00		79,929.00
11. Training Stipends	240,000.00	225,000.00	225,000.00	225,000.00		915,000.00
12. Total Costs (lines 9-11)	509,861.00	494,611.00	494,694.00	494,875.00		1,994,041.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2011 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS

The Indirect Cost Rate is 57.00%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00%.

PR/Award # P015A180063

Name of Institution/Organization The Regents of the University of California	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
---	---	--

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Jessie Brown</p>	<p>TITLE</p> <p>Sponsored Projects Officer Associate Director</p>
<p>APPLICANT ORGANIZATION</p> <p>The Regents of the University of California</p>	<p>DATE SUBMITTED</p> <p>06/22/2018</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="DOES US Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>
--	---

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only: Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1235-JDewulf IES UCB GEPA Section 427 Desc	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------

University of California's Policies and Procedures on Equitable Access

Pursuant to GEPA 427

The University of California, Berkeley (and the overarching UC system) has many policies and regulations in place to comply with all applicable federal, state, and local laws and regulations, as well as to meet the University commitment to positive values of equal opportunity, access, and a climate free from all forms of harassment, exploitation, or intimidation. These are summarized nicely in the following quote:

"The University of California, in accordance with applicable Federal and State Law, does not discriminate on the basis of race, color, national origin, religion, sex (including sexual harassment), gender identity, pregnancy/childbirth and medical conditions related thereto, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. This nondiscrimination policy covers student admission, access, and treatment in University programs and activities. It also covers faculty (Senate and non-Senate) and staff in their employment." (*From Nondiscrimination Policies and Procedures, <https://ophd.berkeley.edu/policies-and-procedures>*)

University of California's Policies and Procedures

Student-Related Matters

The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities. The campuses of the University of California include comprehensive and holistic admissions criteria, and all campuses maintain pro-active retention programs targeting underrepresented minorities. Campuses also support various initiatives to help schools and communities foster a college-going culture and to make a measurable difference in student achievement with strategic, sustained academic support. In sum, the University of California places a strong emphasis on being ethnically diverse while also promoting actions intended to better teach, prepare, support and increase the probability of higher education success for students from all ethnic and socio-economic backgrounds.

Program Accessibility

No qualified individual with a disability shall be denied, on the basis of that disability, the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any of the University's programs, services, or activities because University facilities are inaccessible to, or unusable by, individuals with disabilities. The University must make its programs, services, and activities accessible to and usable by any qualified individual with a disability, unless doing so would result in a fundamental alteration to the nature of its programs, services, and activities, or would result in undue financial and administrative burdens.

Employment Practices

The University prohibits discrimination against any person employed; seeking employment; or applying for or engaged in a paid or unpaid internship or training program leading to employment with the University of California on the basis of race, color, national origin, religion, sex, gender, gender expression, gender identity, gender transition status, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services, including protected veterans. This policy applies to all employment practices, including recruitment, selection, promotion, transfer, merit increase, salary, training and development, demotion, and separation.

In addition, the University prohibits harassment based on the above protected characteristics of an employee, applicant, paid or unpaid intern, volunteer, person participating in a program leading to employment, or person providing services pursuant to a contract. If the harassment is sexual in nature, the University's Sexual Violence and Sexual Harassment (SVSH) policy will apply. Local SVSH resource information can be found at <http://sexualviolence.universityofcalifornia.edu/get-help/index.html>. This policy is intended to be consistent with applicable state and federal laws and University policies.

In conformance with federal regulations, written affirmative action plans will be prepared and maintained by each campus of the University, by the Lawrence Berkeley National Laboratory, by the Office of the President, and by the Division of Agriculture and Natural Resources. Such plans will be reviewed and approved by the Office of the President and the Office of the General Counsel before they are officially promulgated. In conformance with federal regulations, written affirmative action plans will be prepared and maintained by each campus of the University, by the Lawrence Berkeley National Laboratory, by the Office of the President, and by the Division of Agriculture and Natural Resources. Such plans will be reviewed and approved by the Office of the President and the Office of the General Counsel before they are officially promulgated.

UC Berkeley Statement

Reasonable Accommodations for Individuals with Disabilities

It is the responsibility of each department on the Berkeley campus to provide reasonable accommodations to disabled staff, faculty, students, and members of the public participating in departmental programs. Accordingly, the University must: 1) assist campus departments with determining whether reasonable accommodations may be needed; 2) provide procedures for campus departments to obtain technical assistance and centralized review so they may respond promptly and effectively to requests for accommodations; and 3) provide guidelines and information about funding reasonable accommodations.

Equity, Inclusion and Diversity

UC Berkeley's commitment related to the GEPA 427 intent is probably most noticeable in the Division of Equity and Inclusion (E&I). E&I is headed by the Vice Chancellor of Equity & Inclusion, Oscar Dubon, and provides leadership, accountability and inspiration to the campus in integrating equity, inclusion, and diversity into all aspects of university life. Their Campus Climate, Community Engagement & Transformation unit was created to "transform the campus experience for all students, staff, faculty and administration at UC Berkeley, focusing on reshaping and influencing policies and practices that increase opportunities, advance social justice and create equitable experiences for all groups, with a special focus on marginalized and underserved populations." This encompasses student, staff, and faculty diversity initiatives as well as a data collection and reporting effort. The following excerpt from the strategic plan provides a good framework of what UC Berkeley aims to do:

The Pathway to Excellence, Berkeley's Strategic Plan for Equity, Inclusion, and Diversity, renews the campus's commitment to California, and to the world, to provide fair treatment, access, opportunity, and advancement for all. This is a commitment that lies at the heart of Berkeley's mission as a public university, and is a continuation of the campus's longtime role in advancing principles and policies for a democratic society. California's uniquely diverse demographics, combined with Berkeley's authentic desire to serve and learn from every sector of society, offers the University a chance to craft new models of institutional change. Our goal is to transform UC Berkeley into an equitable and inclusive academy of the highest caliber – one that fully honors the diversity of our students, faculty and staff, expands possibilities for those from underserved backgrounds and communities, and creates new fields of inquiry, knowledge, and exploration, with global reach and implications.

Equitable Access and the Proposed Project under the National Resource Centers and Foreign Language and Area Studies Fellowships Programs

Under the grants from the US Department of Education Title VI National Resource Centers (NRC) and Foreign Language and Area Studies (FLAS) Fellowships Programs, we are proposing the types of activities outlined below.

Support for Area Studies Instruction

We propose to support and add to the area courses of instruction in our world area. In order to make these courses accessible to all qualified students at the university, we will work with the Disabled Students' Program (DSP) to ensure that all students with disabilities have equal access. DSP services include academic advising, academic accommodations, attendant referral, assistive technology, disability access services, disabled students grants, financial advising, housing services, priority enrollment, and a residence program. Immediate classroom services include note-takers, readers, sign language interpreters, real-time captioning, assistive listening devices, alternative media and proctoring services.

Except in the study of world areas to which they identify as heritage students, our area studies programs historically have had only a small percentage of underrepresented minority student populations, such as Black, Hispanic, and Native American. We will work with our partner

Minority Serving Institutions and community colleges in California to bring more attention to these programs for these students.

Support for Language Instruction

We propose to support and add to the courses of language instruction in our world area. The same services mentioned above under Area Studies Instruction apply to students enrolled in language courses. The Berkeley Language Center (BLC) also provides faculty and students with state-of-the-art learning facilities and equipment. With these facilities, students with learning disabilities are able to take advantage of different learning technologies and media as well as to put in any additional study time needed to become proficient in a language.

Public Outreach

We propose to support programs that reach out to the public, government officials, and business representatives to better inform these constituencies about issues in our world area relevant to them. In order to accommodate individuals who may have special accessibility needs, we will consult with the campus Disability Access Services, which provides information and assistance to the campus community and individuals with disabilities who require access to participate in University sponsored non-course related programs or activities. We will also schedule events in wheelchair accessible buildings and rooms. We will place an accessibility contact statement on all publicity, including print ads, web pages, flyers, etc. The statement will provide an event contact and information about how to request accommodations such as sign language interpreting and real-time captioning. We will also provide alternative media for visually impaired attendees, such as voice recording of the program, when requested in advance. For web access issues, we will work with a campus group that helps web administrators and developers make their sites more accessible for all.

K-14 Outreach

We propose to provide projects that include K-12 teacher and community college instructor training activities on the world area of our institute. In order to accommodate individuals who may have special accessibility needs, we will provide the services stated above in the Public Outreach section. Many of the services described in the Area Studies Instruction and Language Instruction sections are also suitable for assisting disabled teachers who come to our teacher training programs. In order to reach out to historically underserved minority populations, we will work with our partner community colleges in California to engage these instructors with our teacher training programs.

Foreign Language and Area Studies Fellowships

We propose to provide fellowships to eligible students to become proficient in the languages of our world area, particularly less commonly taught languages. The same services mentioned above under Language Instruction and Area Studies Instruction apply to students receiving these fellowships as they are required to enroll in language and international and area studies courses.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
<input style="width: 100%;" type="text" value="The Regents of the University of California"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Jessie"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Brown"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Sponsored Projects Officer Associate Director"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Jessie Brown"/>	* DATE: <input style="width: 150px;" type="text" value="06/22/2018"/>

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Jeroen	<input type="text"/>	Dewulf	<input type="text"/>

Address:

Street1:	The Regents of the University of California
Street2:	207 Moses Hall
City:	Berkeley
County:	Alameda
State:	CA: California
Zip Code:	94720-2316
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="510-6642-9904"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
----------------------	---	--	--

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Grant Application for the Fiscal Years 2018-2022
NATIONAL RESOURCE CENTERS PROGRAM: WESTERN EUROPE
INSTITUTE OF EUROPEAN STUDIES
UNIVERSITY OF CALIFORNIA BERKELEY

The Institute of European Studies (IES) is requesting Comprehensive NRC and FLAS support to achieve 6 goals over the next four years: 1) expand knowledge of Western Europe through a research and outreach program entitled “Global Europe” that analyzes Europe and European policies in connection with other world areas; 2) expand enrollment in European LCTLs with special focus on the priority languages Portuguese and Turkish; 3) train greater numbers of future US leaders/teachers with European expertise and advanced levels of language proficiency through the expansion of a Designated Emphasis in European Studies for Ph.D. students; 4) strengthen the library’s European Studies holdings, in particular in LCTLs; 5) train greater numbers of K-12 teachers through continued support for existing programs and new initiatives: a) partnering with UCB’s Graduate School of Education to provide new training workshops and professional development opportunities; b) partnering with the Hearst Museum and the Pacific Film Archive to improve the use of artifacts and film in pedagogy; 6) and create a sustained and mutually beneficial collaboration with a Minority Serving Institution by co-developing with Community College faculty, tailored programming for faculty and students of the Peralta Community College district. The focus on “Global Europe” promises to convene diverse perspectives on European Studies critical to intellectual innovation. These joint activities will increase the number of experts and citizens who are knowledgeable about Western Europe, the many challenges the EU is currently facing, and/or who have mastered a West European language, particularly Portuguese and other LCTLs. We also focus on training in Turkish, the language of an EU Candidate country, a NATO member, and an important minority language in Western Europe. In 2014-2018 IES enhanced the teaching of Turkish at UC Berkeley, and we aim to strengthen it further in collaboration with the NRC at UCB’s Department for Near-Eastern Studies (NES). Our proposed program is cost-effective: The University provides strong support, and we have partnered with 10 other NRCs to share the costs of both K-14 teacher training and subsequent evaluation of those programs. We emphasize the training of and collaboration with underserved populations; that emphasis is infused throughout the narrative—from the Transfer Alliance fellowship program for community college students seeking to research abroad, to FLAS awards that prioritize qualified applicants with financial need, to our work with the underserved Portuguese Community in CA, to Online Course Construction designed to expand access to rich ES offerings to CCs throughout California. Through pursuit of current and planned activities, evaluation and adjustment, IES at UCB will remain one of the few West European NRCs in the US offering *all* of the following: **knowledge transfer** between ES programs and CC/MSIs in California; **teacher training** and professional development in ES at all levels; **training of increasing numbers of students in all of the major languages and societies of Western Europe** at the highest academic level, including rare LCTLs; **the strongest program in California in studies and language training of Portuguese**; training in Advanced Turkish, and a rigorous teacher training program in collaboration with UCB School of Education. Title VI funding enables IES to leverage its resources to preserve and greatly enhance the quality of Berkeley’s European Studies programs and to fulfill its mission as an innovative study and training center on Western Europe and the European Union in their global context in the years to come.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

To add more Project Narrative File attachments, please use the attachment buttons below.

The University of California, Berkeley (UCB) has a large intellectual and financial commitment to European Studies (ES). Western European languages, culture, political economy and history are top fields of study and ES is infused throughout the UCB mission. Beginning with the work of Ernst B. Haas in the 1950s, UCB is one of the nation's leading centers of Europe-related research and one of 10 US universities chosen by the EU as a Jean Monnet Center of Excellence in EU Studies (JMCE) in 2015. UCB annually graduates an average of 2,000 undergraduate majors and PhDs in ES fields. Collaborations with European institutions have grown in number and complexity, and the highest levels of UCB's administration have signed numerous agreements with institutions in all EU member states. This commitment translates into significant resources for ES at Berkeley, including a faculty that spans multiple departments and professional schools.

A. Program Planning and Budget. The Institute of European Studies at the University of California, Berkeley (UCB) seeks funding from the U.S. Department of Education for activities under the rubric of its research, outreach and teacher training program in ES for 2018-2022, "Global Europe." With the foundational successes of the "Global Europe" program achieved with its 2014-2018 National Resource Center (NRC) grant, the Institute of European Studies (IES) proposes to expand and diffuse knowledge of ES by inviting the next generation of students and scholars to grapple with diverse perspectives on European topics in order to develop the capacity for global and transatlantic dialogue and cooperation. **A1. Major Activities for Which We Seek Funding. 1. Research workshops, colloquia, symposia, public conferences, and lectures.** In collaboration with IES' ten country programs, the Jean Monnet Center of Excellence in EU Studies (JMCE), other global area NRCs, and a wide range of research and teaching units at UCB, IES will engage five interdisciplinary faculty clusters to expand and

diffuse knowledge of ES as it pertains to “Global Europe.” The cluster on *Europe and the Future of Trade and Investment* assesses Europe’s role in the creation of a new international economic architecture. The second focuses on *EU-California Collaboration* to study cross-border threats. A third focuses on *A New Security Architecture for Europe* in order to explore Europe’s role in NATO and challenges faced by a resurgent Russia. The fourth, *Globalization and Governance*, examines how global forces impact transatlantic relations and EU governance and, in turn, how EU policy and its governance model affect other parts of the world. The final cluster, *Europe’s Languages, Cultures and History in Global Dialogue*, looks at how global connections affect European languages, cultures, and politics from both a contemporary and historical perspective. Funds devoted to activities connected to these themes will support research, undergraduate (UG) education through participation in the Claremont-UC ES conference and the UCB annual undergraduate research conference on the EU, professional development workshops and conferences for teachers, the wide diffusion of research findings and the use of these materials in teacher training, strengthening ES at UCB among K-12 teachers and at the Peralta Colleges, a Community College (CC) and Minority Serving Institution (MSI). We will use NRC resources effectively by leveraging them through joint funding and outreach with UCB professional schools, external and internal NRCs, and multiple UCB Depts. Table A.1 lists activities in these clusters in more detail:

Table A.1			
Global Europe	Conferences and Workshops	Personnel	Joint Funding
Research and Activity Cluster			
Europe and the Future of Trade and Investment	Globalization and Transatlantic Trade Wars (Yrs 1,2), Transatlantic Divergences in Global Financial Regulation (Yr 2), Intl. Role of the Euro (Yr 3), The EU and the US in the WTO (Yr 4)	V. Aggarwal P.Gourinchas B.Eichengreen	Institute for East Asian Studies; JMCE; Clausen Center for International Business and Policy; JMCE

<i>EU-California Collaboration and “Best Practices”</i>	The German Model of Vocational Training in the US and California (Yr. 1), Artificial Intelligence and The Future of Work (Yr. 2), Understanding GDPR and its impact on Silicon Valley (Yrs. 3-4), EU and US views on the #Metoo Movement (Yr. 4)	A. Newsome J. Zysman D. Oppenheimer	Georgetown University; Institute for Research on Labor and Employment; Berkeley Law; JMCE;
<i>A New Security Architecture for Europe</i>	EU and US responses to Russia and the Ukraine Crisis (Yr. 1), NATO Expansion (Yr. 2), Transatlantic Approaches to the Global Commons (Yrs. 2-3), The Arctic (Yrs. 3-4)	A. Newsome E. Walker M. Mattes	ISEEES U. of Illinois EUCE; Boston University; Inland University Norway
<i>Globalization and Governance</i>	Transatlantic Approaches to Migration and Employment (Yrs. 1-2), Ethical and Legal Challenges of Global Migration Flows (Yrs. 1-2), Immigrant Integration in the EU and US, The Refugee Crisis (Yr. 3), Globalization and EU Governance (Yrs. 1-4)	P. Martin, I. Bloemraad C. Ansell K. Linos A. Newsome	JMCE, Berkeley Law, University of Haifa, Israel; Center for German and European Studies, Porto Alegre, Brazil
<i>Europe’s Languages, Cultures and History in Global Dialogue</i>	Moving Europe (Yr. 1), The European-Caribbean Connection (Yr. 2), The Legacy of Transatlantic Slave Trade (Yrs. 3-4)	D. Göktürk J. Guilbault S. Small	German Music African American Studies

2. Activities to increase enrollment in Less Commonly Taught Languages (LCTLs). UCB’s Spanish, French, Italian, and German course offerings are highly developed, sustainable, and have long been an important national resource. Thanks to federal funding for our LCTLs, UCB is also one of the few universities in the nation offering a Ph.D. program in Celtic Studies, Portuguese Studies, Scandinavian Studies and Dutch Studies. The Language Departments (Depts.) support many European LCTLs. Therefore, in addition to support for Catalan, we request funding to increase the importance of UCB’s language program on the basis of four goals: a) **expanding the study LCTLs to underserved students** by building partnerships with CCs and MSIs (Peralta Colleges). Considering the increasing importance of Portuguese globally and the large presence of underserved Portuguese-speaking minorities in California, we are requesting funding for students from these CCs and MSIs to complete supervised research projects as participants in the annual Center for Portuguese Studies (CPS) Study Abroad Programs (CPP1); b) **strengthening the foundation of new LCTLs** at UCB, in particular

languages rarely taught at other U.S. universities. We request funding for Depts. to improve courses launched in 2014-2015 for new LCTLs, e.g. Icelandic, Yiddish c) **increasing enrollment by creating advanced courses in LCTLs**. While we will continue to stimulate undergraduate enrollment in LCTLs through new media and the employment of UGs as IES and LCTL peer ambassadors, we also request funding to provide foreign language teacher travel grants. These grants will stimulate language depts. to improve pedagogy and enhance outreach to diverse students for courses that privilege reading knowledge and new teaching methodologies in LCTLs. Faculty report that grad. students increasingly turn to government service as an alternative to teaching when they finish their studies; their mastery of a LCTL, particularly Portuguese and Turkish, increases the pool of language experts to meet national needs. Given the steady interest of UCB students in taking Beginning Turkish, currently already supported by the Dept. of Near Eastern Studies (NES), and the Advanced Turkish course launched by IES in 2014, IES will continue **Advanced Turkish at UCB**. Straddling both the European and Asian continents, Turkish is a strategic language of national need with inadequate coverage in the US. We will jointly support Advanced Turkish with NES because it is the language of an EU candidate country, a member of NATO, and a crucial nation for the EU's immigration policy. It is an official minority language in Cyprus and Greece, and a minority language in several W. European nations (Germany alone counts about 3 million Turkish speakers). IES is well positioned to support training in Turkish. IES' role in the interdisciplinary Berkeley International Migration Initiative (BIMI) led by UCB sociologist Irene Bloemraad and the "Moving Europe Project" on immigration and integration housed at the Dept. of German gives special attention to German-Turkish relations from a sociological as well as cultural and linguistic perspective. The UCB Library has a strong collection of Turkish materials, (Crit. E, p30). We request funding for

a 1/2 lecturer salary starting in AY 2018-19 (33%) to teach advanced Turkish, which was successful in attracting students between 2015-2018 at UCB. Lastly, we will d) **enhance the pedagogical skills of LCTL instructors** by supporting their participation in curriculum and pedagogy workshops and conferences for diverse student bodies and to create new language offerings in LCTLs (AP1, AP2). **3. Expansion of a Designated Emphasis (DE) in ES** for Ph.D. students designed in 2014 and launched in 2015 to increase enrollment in ES and build new cohorts of European experts at UCB. Table A.2 details the timeline for its implementation by 2022. DE Students form a grad student seminar and are required to write their dissertation on a Europe-related topic, become fluent in 2 European languages other than English, and spend a year conducting research in Europe, for which IES will offer fellowships on a competitive basis. D.E. students also under go professionalization as interns organizing the annual graduate student conference. Currently, UCB is one of the few universities in the world to have an ES degree at the Ph.D. level and provide a supply of new ES experts to serve national needs. **4. Library Support.** Acquisition funds are critical to the library because of the increasing availability of new materials in emerging areas of interest in “Global Europe” and its 5 themes discussed in Crit. D.1. We also request support for the **acquisition and cataloguing of books and digital materials in LCTLs**, particularly Portuguese and Turkish. **5. Training K-12 Educators-- Continuing activities.** The Berkeley NRCs have planned joint Summer Institutes with the UCB Office of Resources for International and Area Studies (ORIAS) for the next four years. These will target the K-12 teaching community and take into consideration new Common Core standards with themes aligned around Global Studies (AP2, CPP1). The topic for the 2018 Summer Institute was “Architecture: Space, Power and Community.” Future topics planned include “Body and Identity” (2019), “The World in Film” (2020), “The Little Ice Age: 1350-

1850” (2021) and “Propaganda” (2022). ORIAS will continue its World History Reading Groups and Humanities West teacher working groups throughout each year of the grant period. IES will hold its Portuguese teacher workshops, the Brussels Study Tour, and continue its K-14 Educator Workshop on the European Union. We request NRC funds to support organizing of these workshops and the attendance of 1-2 CC/MSI instructors at the annual Brussels study tour (see section below). Two K-12 training projects successfully launched in 2014 that we plan to continue in 2018-2022, respond to CPP2. First, the NRCs together will continue their partnership with the UCB California History and Social Science Project (CHSSP) to fund professional development workshops for high school teachers (CPP2). While UCB, by design of the California Master Plan, does not credential teachers through the GSE, we will partner with its largest teacher training program, CHSSP, to train teachers in international subject matter consistent with state standards (CPP2). In 2014-2018, CHSSP offered a series (3) of one-day workshops each year for the first three years of the grant, including a scholar lecture, a model lesson developed in collaboration between a classroom teacher and graduate student and time for teachers to work on their own materials. The 12 lessons were placed on a Global History page on the CHSSP website that received nearly 3600 hits over the 4- year period and concluded with a 3-day symposium in 2018 on the use of games in history classrooms to be attended by 60 teachers. For 2018-2022, CHSSP will create three global history course outlines each year (6th, 7th and 10th grade) in collaboration with scholars, graduate students and classroom teachers. These outlines would be developed by a working group of teachers and be informed by the recently adopted California History-Social Science Framework. Working groups will be recruited for each year of the grant to develop the materials; the materials will be presented at a summer institute held each year of the grant and the course materials will be published on the

CHSSP website. Each year of the grant period, the partnership will organize three working groups for teachers, each treating a particular standard through a different geographical lens, one of which will be European. We have budgeted for 4 ES working groups in this initiative over 4 years. By the end of 2022, the project will yield 12 new course lesson plans posted online, with 4 in ES. IES will also continue support teachers attending the semi-annual Portuguese Language Teacher Training conference (AP2, CPP1). Our Assistant Director for the EU Center Dr. Deolinda Adão organizes these conferences, thus we request funding to partially support her salary. **New Activities:** Together with ORIAS and the other global NRCs at UCB, IES will launch two new activities for K-14 teachers (AP2, CPP1). A collaboration between the Hearst Museum and ORIAS leverages the Museum's extensive collections (3.8 million objects) and the expertise of regional specialists on campus to create the workshop series **"How to Read an Object."** Each annual workshop will address multiple goals: (1) to increase teachers' knowledge of regional histories and cultures, (2) to provide teachers with specific strategies to use material culture, (3) to introduce teachers to online collections and develop their facility in using electronic resources, (4) to develop an ongoing connection between local teachers and the educational resources of the Hearst Museum. ORIAS will also collaborate with the Pacific Film Archive (PFA) of the Berkeley Art Museum to launch an additional annual workshop, **"How to Read a Film."** Film is a primary means of information acquisition for students. This collaboration between the PFA and ORIAS draws on the vast film resources, public programming, and curatorial expertise at the PFA to provide teachers with necessary education and strategies for *critical* film viewing. Each workshop will: (1) increase teachers' understanding of regional cultures and histories, (2) introduce teachers to elements of cinematography useful in analyzing film, (3) model classroom strategies for critical film viewing and discussion, and (4) facilitate

relationships between teachers, local schools, and the PFA. **6. Outreach to Higher Education—Partnerships with CCs, MSIs, and training for underserved students at UCB.** Thanks to positive evaluations and growing enrollment, the ORIAS Summer Institutes and World History Curriculum workshops for CC instructors will continue for 2018-22. The ties between IES and the Peralta Community College District, via its flagship college, Berkeley City College (BCC) have been strengthened since 2014. From 2014-2018, IES prepared CC students for international career opportunities by reaching 285 CC students via targeted ES programming by Spring 2017 exceeding our target of 25; we provided 24 opportunities for Peralta instructors to contribute to ES at IES as of Spring 2017 and 5 CC faculty attended a Brussels study tour as of 2017 with 3 more planned for 2018. IES also responded to undergraduate interest in ES at BCC and UCB and since 2015 has supported two EU Student Ambassador groups (EUSA), one at BCC and one at UCB, who co-organize UCB's annual undergraduate research conference on the EU. IES' sustained collaboration with Peralta will thus take on a new format, in which community college faculty at BCC will take on a more central coordinating role in partnership with EU Center Assistant Director and Portuguese Lecturer at BCC, Dr. Adão (AP1, CPP1). Three CC faculty alumni from the IES sponsored Brussels study tour approached IES about increasing their engagement and extending IES' reach to CC faculty and students to launch an annual film festival and research conference at BCC. These CC faculty will also support IES in growing the pool of CC student applicants for the Transfer Alliance fellowship program for research abroad for CC students, thus enhancing diverse perspectives in ES (AP1, CPP1). IES thus requests funding to send CC/MSI faculty on the Brussels study tour each year, support research abroad opportunities for one CC/MSI student annually, support films on Europe as part of a new Global Lives Documentary Film festival to take place at BCC each year, and support a new annual ES

research workshop for CC/MSI faculty. **New Activities: Speakers' Bureau:** IES together with ORIAS and the other global NRCs piloted a Speakers' Bureau during 2016-2017, featuring the dissertation research of UCB doctoral students. The Speakers' Bureau has sent speakers from all world areas including Europe. Speakers were identified through collaborations between ORIAS, the Area Studies Centers, and the Graduate Division. Graduate student speakers participated in a training workshop and practice sessions in order to develop techniques to present their work to K-14 audiences (AP1, CPP1). Speakers have presented to 1000+ students each of the past two years and have also been engaged for teacher professional development (both K-12 and community college) (AP2). They have presented to 20+ teachers each year. Speakers range across disciplines, including: history, anthropology, archaeology, journalism, literature, linguistics, and international development. They have presented as far afield as Gilroy, Santa Rosa, and Nevada City, CA. We request funding for ORIAS to expand this Speakers' Bureau to address ES topics pertaining to EU-US relations and for our Public Educational Specialist to continue bringing speakers to BCC. **CC Online Course Construction:** IES in partnership with the other global NRCs at UCB will launch a program supporting CC alumni of the ORIAS Summer Institutes in disseminating their new Area Studies knowledge to a wider group of California CC faculty (CPP1, AP1). For final 2 years of the grant, this project will yield 2 online World History courses (pre-1500 and post-1500). Each course would be built by a team of 3-4 experienced CC instructors who have attended ORIAS summer institutes. The courses will use best-practices for online instruction and will draw on curricular guidance from past Summer Institutes. The ultimate goal is that each course be (1) accepted to the state of California's CC online course exchange (<http://cconlineed.org/oei-course-exchange/>) and (2) to gain approval for UC system-wide articulation (either simply for transferrable credit or, ideally, IGETC

articulation). The online course exchange includes 24 of the state's 114 CCs, including 17 of its MSIs. Because the online course exchange approves a course/teacher combination, it makes the most sense to work directly with teachers, rather than with institutions. Each course will be built in Canvass with Creative Commons licensing, making it adaptable by anyone. **A.2. Timeline to Demonstrate Strengthening of Program:** The timeframe for implementing goals can be found in Table A.2, Institute of European Studies Program Development Timeline. **Resources and Personnel are used effectively:** Close relations with Depts., other NRCs, professional schools, community organizations and the media provide IES with ample support to effectively coordinate the use of NRC resources (Crit. I, p47). IES nurtures the growth of ES at UCB by providing funds to areas of priority or need. Needs identified by IES faculty and the Exec. and Steering Committees are fused with specified NRC goals by the IES Director (Crit. B, p14). NRC program and financial management is under the control of the IES Director, Associate Director, financial manager, and assigned grants analyst who works under UCB's Campus Shared Services umbrella, with oversight from the Office of the Vice Chancellor for Research (VCRO). UCB's Sponsored Projects Office and Office of Extramural Accounting oversee the allocation of funds; the Graduate Division manages fellowship funds. Librarians managing ES collections are overseen by the Main Library. **A.3. Costs are Reasonable in Relations to Objectives:** Our Title VI funds are strategically applied to meet our goals with the funding available. Research on themes related to "Global Europe" will be funded primarily through IES research programs, other research centers at UCB, and California state funding. NRC funding will broadcast that research via outreach conferences, workshops, and teacher conferences, the CC programs, blogs, and social media, making it accessible to a number of targeted audiences and available for classroom use. Funding requests for outreach programs to K-12 teachers and

CC instructors and students help to forge substantial and sustained relationships between UCB and instructors in other secondary and post-secondary institutions, particularly institutions that serve underserved groups. Funds to support instruction in LCTLs will enable us to further develop the region’s top program in Portuguese studies and to increase the number of students

Table A2: INSTITUTE OF EUROPEAN STUDIES PROGRAM DEVELOPMENT TIMELINE, FY 2018-2022
 *Conferences/Workshops, Designated Emphasis, Other activities ongoing

<i>Activities</i>	2018	2019	2020	2021	2022	<i>ES Program strengthened by</i>
<i>Global Europe</i>	<ul style="list-style-type: none"> ▪ Europe and the Future of Transatlantic Trade and Investment <i>4 conferences/workshops</i> ▪ EU-CA Collaboration and “Best Practices” <i>4 conferences/workshops</i> ▪ A New Security Architecture for Europe <i>4 conferences/workshops</i> ▪ Globalization and Governance <i>5 conferences/workshops</i> ▪ Europe’s Languages, Cultures and History in Global Dialogue <i>3 conferences/workshops</i> 					Enhance knowledge of ES; disseminate research findings to wider community, integrate diverse perspectives on ES (AP1) <i>Research & Outreach</i>
<i>ES Designated Emphasis</i>	<ul style="list-style-type: none"> • Admit new students • Establish new partnerships with other ES centers in the US and globally; expand existing partnerships (i.e. Haifa, Israel; Porto Alegre, Brazil) • Establish exchange agreements with those centers • Training of student interns to organize annual Graduate Student conference in ES 					Generate more ES specialists, teachers with diverse perspectives (AP1) <i>ES Training Options</i>
<i>LCTLs</i>	<ul style="list-style-type: none"> ▪ Expand study of LCTLs to underserved students through partnerships with CCs and MSIs ▪ Improve courses launched in 2014-15 (e.g. Icelandic, Celtic) ▪ Support Advanced/Graduate-level LCTLs, particularly Portuguese and Turkish, also Yiddish 		<ul style="list-style-type: none"> ▪ Support lecturer salary (33%) to teach Advanced Turkish ▪ Support LCTL Instructor Training through pedagogy workshops/conferences; foreign language teacher travel grants 			Augment the supply of LCTL teachers and researchers fluent in LCTLs to meet national needs (AP1, CPP2)
<i>Library Support</i>	<ul style="list-style-type: none"> ▪ Support for acquisition of “Global Europe” materials in: <ul style="list-style-type: none"> - <i>Best Practices EU-US</i> - <i>EU Foreign Policy</i> - <i>Transatlantic Trade</i> 		<ul style="list-style-type: none"> ▪ Support for acquisition and cataloguing of materials in LCTLs 			Increase library collections related to “Global Europe,” LCTLs <i>Strength of Library</i>

<p><i>K-12 Educator Training</i></p>	<p><i>Continuing Activities:</i></p> <ul style="list-style-type: none"> ▪ UCB’s NRC ORIAS <ul style="list-style-type: none"> - Summer Institutes - World History Reading Groups - Humanities West Teacher Working Groups ▪ IES’s K-14 EUCE Ed. Workshop on EU ▪ Portugal Summer School for HS teachers seeking credentials for Portuguese 	<p><i>New Activities:</i></p> <ul style="list-style-type: none"> ▪ Create global history course outlines in partnership with GSE’s CHSSP ▪ Organize working groups for teachers ▪ Create annual teacher workshops with ORIAS, Hearst Museum and PFA 	<p>Boost the national supply of K-12 teachers of ES and launch first teacher credentialing program in Portuguese in CA (AP2, CPP1, CPP2)</p>
<p><i>Higher Education/MSI Collaboration</i></p>	<p><i>Continuing Activities:</i> w/ Peralta CC District</p> <ul style="list-style-type: none"> - Support Brussels Study Tour and research abroad for CC/MSI faculty/students - Support Global Lives Documentary Film Festival 	<p><i>New Activities:</i></p> <ul style="list-style-type: none"> - Expand ORIAS Speakers’ Bureau - Create 2 online CC World History Courses - Online Course Construction for CA community colleges 	<p>Integrate global dimension at local and state CC/MSIs and CC/MSI students into UCB ES (AP1, CPP1)</p>

trained in Turkish (both critical-needs languages). Title VI funding to the LCTLs and LCTL

Library support represents a modest but crucial 6.9% of IES’ annual budget; it provides incentives for more students to study LCTLs, thereby seeding new courses that will allow the program to expand its breadth. The total NRC request represents 24% of the annual IES budget, and is critical to the leveraging of other programs, activities, and funds from the university and outside sources. NRC Support for the European Library holdings is a tiny percent of its \$3 million annual budget. In all cases, NRC funding provides a strategic boost that leverages new support, a pattern that has been demonstrated at Berkeley for many years. **A.4 Long Term**

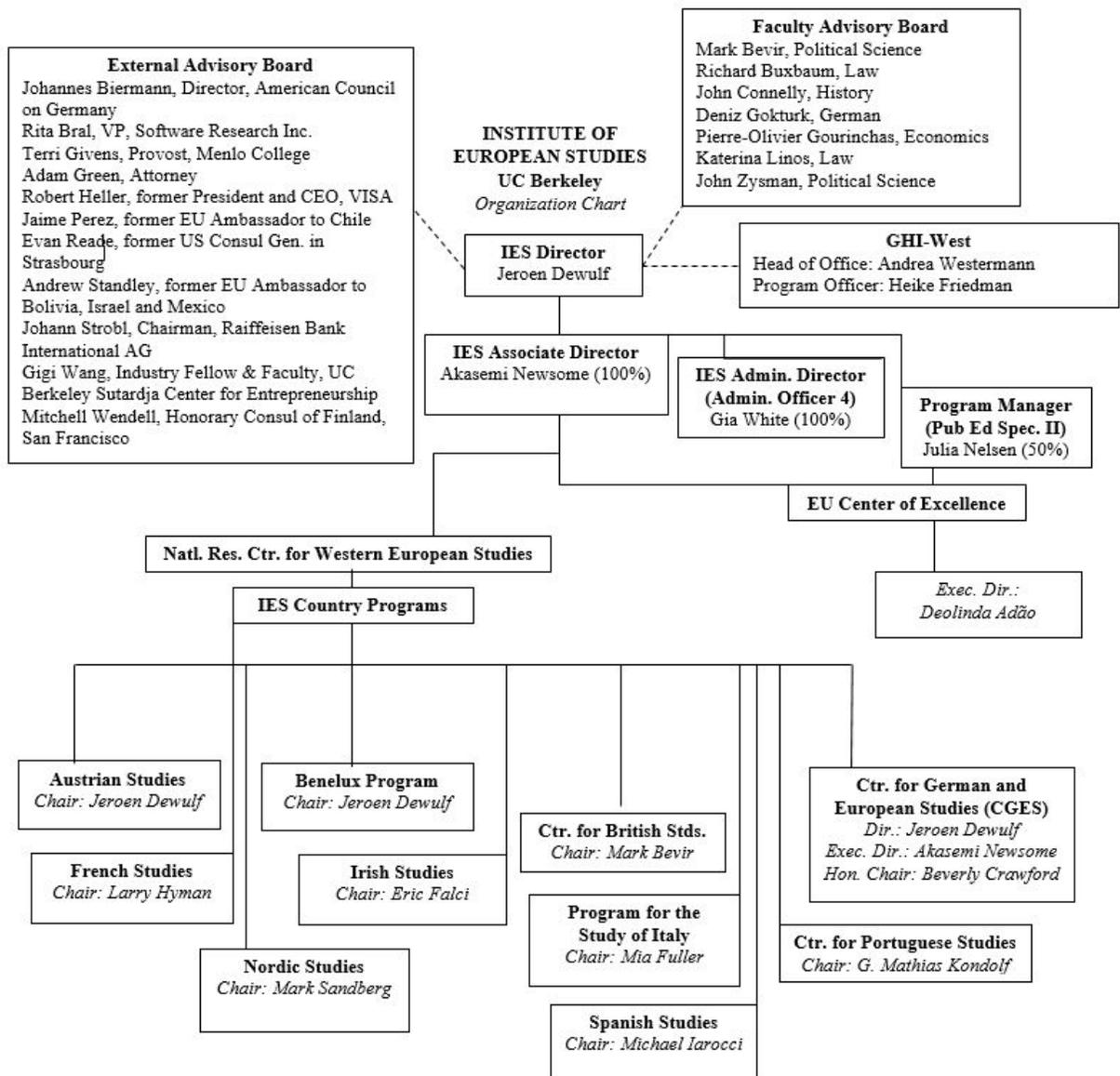
Impact: Crit. C.1 details the growing impact of IES NRC activities and describes the proposed impact in quantifiable terms. UG and graduate enrollments in courses with LCTL content such as Icelandic, Dutch, Yiddish, Catalan and several others greatly exceeded targets in 2015-2017. Our target enrollment was 700 students in 2015-2016 and 2665 students enrolled; in 2016-2017 our target enrollment was 800 and 1522 students enrolled. By 2022, IES aims to achieve a 10% increase in both UG and grad enrollment in LCTLs above our targets. It will also have added new, timely research and outreach activities on a variety of themes related to “Global Europe.”

IES will have a set of programs targeted to CC/MSI faculty at BCC, the Peralta Colleges and the state of California via the **Online Course Construction** program. We will have strengthened our library resources and expanded participation in our teacher training programs and other IES programs, reaching new generations of teachers and students, particularly those from underserved communities. We request evaluation funds to monitor progress and impact and provide feedback for any activity adjustments. IES has demonstrated effective implementation of past programs (Table C.1). Through pursuit of current and planned activities, evaluation and adjustment, IES at UCB will become one of the few NRCs in the US offering *all* of the following: **knowledge transfer** between ES programs and CC/MSIs in California (CPP1); **teacher training** and professional development in ES at all levels (AP2); **training in all of the major languages and societies of Western Europe** at the highest academic level, including rare LCTLs; **the strongest program in California in Portuguese studies and language training;** **new teacher training programs** in collaboration with UCB School of Education (CPP2).

B. Quality of Berkeley's Western European Staff Resources. *B.1. IES Faculty:* UCB has exacting standards for research and teaching. As demonstrated in their resumes (App. I) our West European faculty is exceptionally well-qualified and rigorously trained, traveling often to their countries of specialization. Core faculty members have native or near-native fluency in the language of their target countries. They win competitive international awards and fellowships, serve as advisors to govt. orgs. at home and abroad and leadership roles they hold in research, professional associations and editorial boards. ***Professional Development Opportunities:*** Every 7 years faculty may take one year's leave with full pay to pursue professional development and research. They are also eligible to serve as on-site faculty director of UC's study abroad programs in Europe. Professional development opportunities for language lecturers are

supplemented by IES' Foreign Language Travel Grant, and by the Berkeley Language Center (BLC). Staff can take up to 2 weeks paid leave to pursue professional development; UCB provides no-charge courses for staff, e.g. technology, business, and management training. Educational and Technology Services offers technology training for faculty and GSIs. **Teaching, Supervision, and Advising of Students:** Berkeley faculty spend a large percentage of time in contact with students. Ladder-rank faculty teach 3-5 courses per year and supervise student theses and projects at all levels. Lecturers have recently voted to unionize, and are now represented by the UC-AFT Local 1474. In line with their negotiated contract, lecturers teach up to 6 courses per year and advise students, except for foreign language and writing lecturers, who teach up to 5 courses a year. Students at all levels participate in faculty research projects. Faculty mentor grad students; indeed, a key measure of their mentoring commitment is the outstanding placement record of PhDs with ES concentrations (Table C.1, p. 18). **Quality of IES Staff:** IES has 9 academic administrators (including faculty program chairs), and 3 professional staff (App. I). They plan, organize, and administer IES research, conferences, lectures, language, and outreach programs. The Director, Assoc. Director, and Program Manager are responsible for NRC programs. The Director, Assoc. Prof. **Jeroen Dewulf**, is uniquely qualified to lead IES (App. I). He teaches in the German Dept. and is the Chair of the Dutch Studies Program. He is the recipient of numerous awards, and publishes in 5 languages (English, Dutch, German, Portuguese and French) on colonial and post-colonial history and literature, as well as European culture and politics in general. IES Associate Director Dr. **Akasemi Newsome** is the Co-Director of the Jean Monnet Center for Excellence and Executive Director of CGES. She received her PhD in Political Science from UC Berkeley in 2015. Her dissertation received an Honorable Mention for the Thomas A. Kochan & Stephen R. Sleigh Best Dissertation Award in 2017. She

has published in several leading academic journals. IES Chief Administrative Officer (CAO) **Gia White** has a UCB B.A. in Spanish and is an expert with 25 years of experience in Management and Financial operations. She won the Excellence in Management Award in 2010 and the Berkeley Staff Appreciation and Recognition Award in 2016. She facilitates faculty and student awards across the UC system, working with diverse faculty and student communities on 8 UC campuses. Dr. **Deolinda Adão** is Assistant Director of the Jean Monnet Center for Excellence



(JMCE or the EU Center) at IES. Her Ph.D. from UCB is in Luso-Brazilian Languages and Literatures. She is the Portuguese Instructor at BCC and directs the Summer Study Abroad in Portugal. This leadership team integrates the admin., research, teaching, and outreach expertise that make IES efficient, innovative, and inter-disciplinary (see Org. Chart above). **IES Teaching, Supervising, and Advising of Students:** To these three activities, Dewulf devotes 75% time and Newsome devotes 50% time. Dewulf and Newsome also supervise and mentor the diverse students including first generation college attendees, who organize the UCB EUSA group and the BCC EUSA group. White devotes 10% time to advising students regarding fellowships. Adão spends 50% time teaching, supervising, and advising students, including disadvantaged CC students looking to transfer to 4-year colleges. Other faculty members' percentage of time devoted to ES is noted in each faculty CV (App. III). **B.2. Oversight Arrangements and Staffing Plan for Outreach: (Internal) Oversight:** Faculty from a range of disciplines sit on the IES Steering and Executive Committees; both meet bi-annually and oversee the IES program. The former defines the overall direction of IES and the latter assists the Director in decision-making. **Outreach:** The IES External Advisory Board, composed of US-based and European finance and education officials and members of the business and policy communities, guides IES on how best to increase outreach to these communities; Country Program Chairs, appointed by the VCRO, coordinate outreach with the IES leadership team. Assoc. Director Newsome has experience in corporate communications and oversees NRC outreach. **B.3. Employment Policies:** UCB has a deep commitment to excellence and diversity. In 2007 the Vice Chancellor of Equity and Inclusion (VCEI) was appointed to coordinate all of UCB's diversity initiatives/resources in order to improve access, retention, and graduation rates of students from underserved communities, diversify staff leadership, and improve recruitment

and retention of underrepresented faculty. The current VCEI, Oscar Dubón, Jr., oversees several campus initiatives that promote opportunity and equity. The African American Initiative (endorsed in 2015) improves support for African American students and staff, and the Chicana Latinx Taskforce (first convened in 2016) addresses campus issues and needs related to Chicana/o and Latina/o communities at UCB. In September 2017, the VCEI launched the Campus Climate Initiative, which actively monitors and assesses diversity and inclusion. UCB's Center for Educational Partnerships strengthens the transfer pathway between the California CCs and the University. In 2014, UC President Napolitano formed a system-wide advisory council on LGBTQ issues, which continues to recommend measures for inclusion and equity of LGBTQ students, staff and faculty. IES' GEPA statement, with further details, is appended to this proposal. UCB attracts outstanding women and minority faculty, resulting in an increased number of new ES faculty appointments among these groups. Out of 22 new faculty appointments in ES Humanities fields since 2014, 10 were women. In IES, both Assoc. Director Newsome and CAO White are women. Both are African American. Of core and affiliated ES faculty, 35% are women.

C. Impact and Evaluation. *C.1. Impact of Activities and Training* in ES is measurable on different levels. For the *University*, an important indicator of impact is enrollment in ES courses. In 2016-17 there were 63,384 students enrolled in ES courses with 50% or more W. European or EU content. Of these, 2,998 were in language courses and 60,386 in non-language courses. Of the 7,908 UGs who earned Bachelor degrees in 2016-17, 26% were ES concentrators. On the *Community* level, the impact of IES is indicated by its number of public events. Between 2014-18, IES staged over 316 seminars, lectures, film screenings, readings and other events with average attendance of 25 people (excluding conferences, which garner attendance over 60+, and

account for 15% of IES events). On a *Regional* level, IES impact is shown through its involvement with California business, public health and community organizations. Faculty speak

Table C.1 Quantifiable IMPACTS of Berkeley's European Studies Program		
Activity	Impact	Quantitative Indices
Teacher Training K-14	Increasingly integrates ES into K-14 curriculum; increases pool of ES specialists; encourages greater focus of research on ES; strengthens ES and language curriculum in K-12 and CCs.	In 2016-2017, 179 K-12 teachers and 161 CC instructors at ORIAS events reached over 55,000 students. U Educator workshops nearly tripled the number of attendees from 2014 to 2017, from 8 to 23. CPS teacher conference attendance increased from 36 in 2014 to 41 in 2017
Public outreach: All events are open to the public	Diffuse research to government, business, educators, non-profit organizations, the community, and media	316 events organized between 2014-18. 20% of audience non-UCB.
Students studying European languages (not LCTLs)	Increases national capacity for language experts.	Average numbers per year: 1,350 Majors and 180 Minors. 119 LCTL students were ES Concentrators in 2015-2016.
European Study Abroad	Increases number of experts in ES and European languages.	Average number per year: 1123.
Curricular Offerings	Improves preparation for students to enter government, corporate, and non-profit sectors; an informed citizenry; increases student focus on ES.	In 2016-17 172 ES concentrators became teachers; 105 took government jobs; 279 went to grad school; 42 became professors; 534 went to the private sector; 133 took jobs with nonprofits
LCTL Offerings	Encourages cross-cultural understanding; strengthens national security and foreign trade; institutionalizes instruction of LCTLs at UCB.	86 courses in 2016-2017 Average Annual enrollment and completion: 645. 80 Majors; 55 Minors; 18 Ph.D. dissertations
IES-sponsored research and dissemination of research	Cutting edge research to be turned into outreach and curricular content; attracts pre-eminent scholars to University, IES leverages their presence; encourages cross-disciplinary research.	In 2016-17 IES-sponsored research yielded 12 articles, 45 non-refereed articles, 10 books, and 40 book chapter; T-6-sponsored research yielded 3 books, 3 working papers, 4 journal articles, 1 book chapter
Resources for lang. teaching and proficiency testing	Improves quality of language teaching and student proficiency.	Scores on proficiency tests in European languages improved by 10%

to civic groups, the state legislature and local media. IES' newsletter is distributed electronically throughout N. California, the nation and internationally. The impact of IES activities and training programs is demonstrated on a *National* level by faculty interaction with national and international media, faculty presentations at other universities across the country, faculty and student participation at national conferences, teacher training programs, and the excellent post-graduate placement record of UCB students. Table C.1 summarizes these impacts and also shows

the **growing impact** of IES outreach and training, indicating increases in teacher attendance in the IES teacher training program. **C.2. National Needs and the Public:** IES programs address geopolitical, security, economic, environmental, and topics focusing on transatlantic relations. IES holds events on topics such as “Responding to a Resurgent Russia,” “Mitigating Climate Change: The US and the EU,” and “Transatlantic Turbulence.” IES publishes an average of 4 working papers and policy briefs each year, addressing regional and national policy issues. Information is widely disseminated via our website and email list, containing over 1000 addresses. Faculty regularly contribute to national and international media. Former Core Faculty Member Janet Yellen served as the Chairman of the Federal Reserve until early 2018; Core faculty member J. Bradford DeLong is a former member of the Council of Economic Advisors, as is Core faculty member Maurice Obstfeld, who is currently the Chief Economist at the IMF. Our teacher training program has a multiplier effect as teachers pass information onto their students. Our planned emphasis on “Global Europe” squarely addresses issues of national and international importance. **C.3. Equal Access:** UCB prohibits discrimination on the basis of race, color, national origin, religion, sex, gender identity, pregnancy/childbirth, disability, age, medical condition, ancestry, marital status, citizenship, sexual orientation, or status as a veteran. The policy covers student admission, access, and treatment in its programs and activities. UCB ensures equal access and treatment for all eligible participants to its programs. This includes

In 2017 <i>US News and World Report</i> ranks UCB #2 in the U.S. in economic diversity
--

special attention to members of under-represented groups. All campus buildings housing European programs are accessible to persons with disabilities. IES has active outreach programs with regard to admittance, matriculation, and hiring of students, and use of university resources. EU Center Asst. Director Adão advises UCB students of Portuguese descent, most of whom are from low-income

California communities. IES Assoc. Director Newsome works with low-income students through her mentorship of the UCB EUSA program and the BCC EUSA program supported by IES. Consideration of financial need is included in the evaluation of all FLAS applications. IES makes arrangements for the blind or hearing impaired by taping events for later transcription or providing sign language interpretation. The IES website conforms to ADA standards for computer-assisted voice access for the visually-impaired. UCB has a diverse student body and provides strong support to low-income students. See GEPA statement attached. ***C.4. Comprehensive Evaluation Plan:*** Each decade, UCB undergoes accreditation by the Western Association of Schools and Colleges. Academic depts. and interdisciplinary programs undergo regular full-scale reviews (external and internal). Responding to the last accreditation review in 2001, UCB revised the dept. review process to include new emphases on UG instruction and grad student training. IES undergoes a university review every 5 years with a comprehensive evaluation processes. The Institute Director is reviewed at the end of a 5-year term and may continue in the position for one additional term. IES has worked with a professional evaluator since 2009—Dr. Brad Washington of the University of San Francisco—who is known to the IFLE team from his presentations on program evaluation. In consultation with Washington, for the 2018-22 NRC grant cycle, IES has identified 5 primary project goals and 3 performance measures/objectives for each goal. Specific activities to arrive at each goal are in the appended PMFs. Many of these activities are discussed in this narrative for which we are seeking funding. Washington has assisted IES in determining data and indicators appropriate for each activity and in establishing baseline indicators. At the end of every grant year he will provide an update on progress towards meeting our performance objectives. In addition to collecting and assessing quantitative data, Washington will develop web-based exit surveys to measure the longer-term

outcomes of our teacher training activities: IES-EU educator workshop, CPS Teachers Conference, CHSSP curriculum development workshops. Starting in Spring 2019, he will administer the survey to teachers who participate in our training activities, focusing on the direct usefulness of the teacher training workshop, areas where teachers have additional needs, and the depth and regularity with which participants integrate international and area studies into their curriculum. In addition to IES' cooperation with Dr. Washington, IES and the other global NRCs on campus have also decided to work with Dr. Nancy Sato to implement new evaluations of ORIAS activities. Sato will redesign the existing survey for measuring the impact of ORIAS programs in order to capture the radius of outreach services and to retain existing and attract new participants in secondary school settings throughout the region, district, and county. Survey results will produce information addressing how to better respond to the needs of K-14 educators, more effectively introduce global studies into K-14 curriculum, and improve tracking of outcomes. One year in advance of the requirement for all organized research units on the UCB campus, IES will undergo an external evaluation in Spring 2022. This review will be conducted by a 3-member team—including a member of a traditionally underserved group—consisting of two academics (one in an area studies discipline and one in European languages), of which one will be an experienced professional administrator in ES familiar with NRC programs, and one professional evaluator qualified to interpret quantitative data. This team will also review data that IES collects, qualitative information such as course evaluations, departmental reviews, information gleaned from faculty and student interviews, and observations of classroom teaching and organized research activities. The evaluators will be charged with developing an outcome-oriented assessment supported by measurable data. ***Recent Evaluations and Program Improvement:*** Our 2018 external review lauded the international networks we have generated

for graduate students and recommended that we facilitate greater connections to US-based scholars in ES. In line with this recommendation, IES will require grad. student organizers to select a US-based scholar in ES to keynote the annual interdisciplinary grad. student research conference in 2018-2022. Similarly, our 2018 external review also recommended that we facilitate closer ties between grad. students and IES visiting scholars. IES proposes to integrate visiting scholars as paper discussants for the annual graduate conference, and invite visiting scholars to present work in progress at one of the IES grad. student working groups in 2018-2022: on German history; on European politics; or in ES. The quantitative portion of IES' 2018 evaluation noted that IES had been successful in reaching and exceeding several of its targets in 2014-2018. **C.5. Placement of students in areas of national need:** Berkeley has a solid record of placing graduates in areas of national need. All of our MA students go on to pursue further graduate study, and over three-quarters of our Ph.D. graduates enter careers in higher education (AP1). Further, 13% of PhD students enter careers in industry, business, or government service. Of UG students who graduated as ES Concentrators, 249 (19%) pursued graduate work; 60 (5%) procured employment in the government sector and international organizations; and 129 (10%) became teachers. 7 of our IES UG fellowship recipients now attend law school (Yale and Penn), are enrolled in Ph.D. programs (UCB and U. of Stockholm), practice law (Baker and McKenzie), and work in the tech industry (Compass Lexicon and Delta Analytics). Of the 116 graduate students who earned Masters, Professional, and Doctoral degrees with ES concentrations in 2016-17, 40 are working in higher education, 3 work in the nonprofit sector, and 5 entered business. **C.6. ES Training Programs' Impact on Supply of Specialists:** Enrollment figures are provided in Table C.1(p.18). UCB Career Center statistics report that, on average, 6% of BA recipients enter government service. This result being that, over the past 2 academic years, UCB

has sent an average of 95 EU specialists per year into federal, state, and local government (AP1). IES language and area studies courses address areas of national need by teaching two priority LCTLs and covering the W. European world area and the EU. UCB supports ES language programs with its commitment to producing language specialists. The amount of money UCB sets aside to stimulate foreign language education has continued to increase at a time when other public institutions are cutting foreign language offerings. To that end, the BLC, which provides language laboratories and equipment to students and instructors involved in language programs, has also received steady funding increases. ***C.7. FLAS awards and national needs:*** Berkeley has a strong record of placing FLAS students into positions in higher education, government, and public service (AP1). While most take jobs in higher education, 19% of Ph.D. students enter careers in industry, non-profits, business, or government service. Examples of recent FLAS graduates include careers as a performance and production manager at a Girls' Chorus, two research analysts at UCB and UC San Diego, an analyst at the Consumer Protection Agency, and faculty members at UC Davis, UC San Francisco, NYU, and the University of Paris. We attract FLAS applicants by offering training opportunities in ES, including advanced language training in all fields with a focus on recruiting applicants from the professional schools, science, and engineering who are more likely to enter government service. IES succeeded in increasing its number of FLAS applications by 23% between 2016 and 2017, and we hope for a realistic 10% measurable improvement in FLAS application rates by 2022. By offering seminars on career opportunities for those who seek foreign language skills, by expanding access to FLAS, and by creating awareness of areas of national need, we will continue to diversify and increase the FLAS pool. We will gain precise data on the success of our efforts using the 8-year FLAS tracking survey recently implemented by IFLE.

D. Commitment to the Subject Area. D.I. For Operation of the Institute of European

Studies (IES): Within UCB, IES is the hub of disciplinary and interdisciplinary research, outreach, and teacher training in ES. IES houses the Center for German and European Studies (CGES), the Center for Portuguese Studies, the French Studies Program, the Nordic Studies Program, the BENELUX Program, the Irish Studies Program, the Program for the Study of Italy, the Austrian Studies Program and the Spanish Studies Program, the Center for British Studies, the Jean Monnet Center for Excellence, and the W. European NRC. IES and its Centers have together promoted a long-term commitment to ES at UCB by 1) initiating and financing research and education in ES at the University of California, 2) disseminating research findings to the broader community of scholars, citizens, K-12 and CC instructors, and 3) providing resources and training for instructors in European languages and European area studies. IES sponsors faculty and student research on Europe and the EU in the form of grants and collaborative research projects. Its W. European NRC provides it with keys that unlock synergies across disciplines to make UCB’s cutting-edge research and teacher training resources available to teachers at all levels. By 2022 IES will have strengthened those areas of UCB’s ES program critical to US interests by more deeply entrenching European and EU studies in UCB’s academic departments, by building on the successes of its LCTL program—including the *priority*

languages Portuguese and Turkish, and by initiating sustained and transformative relationships

UCB Global Presence: More than 3,600 Peace Corps volunteers since 1961; 11th in Fulbright Students (2017)

with CCs, Minority Serving Institutions (MSIs), and Schools of Education that will increase the number of teachers and experts in ES

throughout California. The transatlantic partnership between the US and Europe is at a pivotal moment in its development and we directly address this alliance so crucial to the international order with our ES proposal, “Global Europe.” No two other regions of the world are as deeply

intertwined economically, politically, culturally and historically. Together, the US and Europe have supported democracy, human rights, the rule of law, and free trade. While European integration created the internal conditions of peace and prosperity, NATO provided protection from outside threats. 25 years after the Cold War's end, new challenges have arisen for Europe and the US: the rise of China and Russia, climate change, uncontrolled immigration and terrorist networks are just a few of the developments that require strong transatlantic cooperation, yet have occasionally also been sources of friction between officials and citizens on both sides. The EU and US trade nearly \$1.3 trillion in goods and services each year; however, as we speak, a trade war might be developing. Within days of each other, Facebook CEO Zuckerberg gave testimony to elected officials in Washington DC and Brussels and our inboxes are flooded with announcements referencing the new EU General Data Privacy Regulation, illustrating the interdependent nature of the relationship between Europe and the US. Thus, it is more important than ever before to nurture the capacity for future transatlantic dialogue. As this proposal will show, "Global Europe" highlights Berkeley's approach to ES and deploys Berkeley's rich array of ES resources for support in a manner that allows the NRC to use its resources efficiently and speaks to the central concerns of the 21st century. UCB provides considerable support to IES to carry out this important mission and generate diverse perspectives on ES (AP1). ***For the teaching faculty in ES:*** The Depts. of French, German, Italian, Scandinavian, Spanish and Portuguese, History, and Political Science have the largest concentration of European specialists. Other depts., the professional schools, and the Graduate Division (GD) contribute significantly to the overall enterprise. The Berkeley Language Center (BLC) supports European languages with practice facilities, resources for students and pedagogical training for lecturers (Crit. G, p35). UCB provides salary/benefits to 284 IES core and affiliated faculty. At an average salary of

\$94,000, this is an annual contribution of \$26,696,000. In 2014-18, UCB hired 22 new Europeanists, 15 lecturers and 685 Graduate Student Instructors (GSIs) who also teach courses with European content; UCB provides them with salary, research stipends, and pedagogical support. Area studies programs at UCB received funding for research and other activities totaling \$1,173,658 in FY 2016 and \$834,388 in FY 2017. (Source: Sponsored Projects support to Area Studies Centers, Berkeley Research Development Office). In 2010-11, UCB allocated approximately \$2.5 million to expand all UG courses as part of the Common Good Curriculum (CGC) initiative, which continues to date; \$250,000 of that was originally targeted to foreign languages, and despite drastic budget cuts, that amount grew to \$600,000 by 2012-13 in order to address growing foreign language enrollment demand. By 2017, approximately \$999,500 of CGC funds were allocated to foreign language instruction, supporting a total of 59 course sections across 14 different languages including French, German, Italian, Spanish and Portuguese. CGC funding included an annual provision of \$37,500 to support the BLC in FY2017 (Source: Budget Office, College of Letters & Science, Arts & Humanities Division). ***For library resources:*** Library resources are discussed in Crit. E. According to the 2014-2015 Association of Research Libraries Statistics (ARL), UCB is ranked 6th out of the 115 North American ARL member libraries. The UCB Library contains one of the largest ES collections in North America; UCB devotes 12.5% of its annual budget of over \$19.5 million, to European collections. ***For linkages with institutions abroad:*** W. Europe is the largest world area represented in UCB's linkages abroad. The **UC Education Abroad Program (EAP)** sent 685 Berkeley students to 11 W. European countries in 2016-17. This accounts for 63% of all EAP students in 2016-2017. In 2016-17 EAP awarded over \$1.5 million in scholarships (comprised of \$1,000 summer scholarships and \$2,000 Fall and Spring semester scholarships) to students. 70%

of Berkeley EAP students received financial aid. With 151 partnerships with European universities and research institutions, UCB also has extensive international exchange programs;

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

Europe accounts for 54% percent of them. UCB hosted 5,951 exchange students and researchers in 2016-17, of whom 13% came from European countries. An average of more than 3000 international students take classes in UCB's summer session lasting 3-6 weeks. In Fall 2016 UCB enrolled 6,345 foreign students, an increase of 7.3% in the last three years. Among them, students from Europe are the second most-represented group. Both visiting scholars and enrolled students represent a significant European presence in disciplines across the campus, are a source of lasting linkages between Berkeley and institutions across Europe, and help to generate diverse perspectives on ES at UCB (AP1). ***For Outreach and Teaching Activities:*** IES' Outreach programs are supported by many campus programs and are detailed in Crit. I. For international education, K-14 teacher outreach is coordinated through ORIAS, a joint program of the NRCs at UCB established to address teacher training needs in world areas and languages. The university supports ORIAS at an annual cost of \$58,638 per year. UCB houses the Coalition for Education and Outreach at Berkeley, providing IES with a network of people, departments, interdisciplinary centers, and research units who conduct educational outreach to pool expertise, share best practices, and foster partnerships. The Graduate School of Education (GSE) oversees the California History and Social Science Project (CHSSP), a K-16 collaborative dedicated to teacher development (AP2, CPP2). It is one of 9 statewide subject matter projects funded by the state that supports ongoing professional development to improve instructional practices among California's K-12 teachers. UCB's number one-ranked History Department is one of nine regional sites devoted to the project. ***For Qualified Students in ES:*** Berkeley students are highly qualified. Freshmen admits have an

average grade point of 4.42 and average SAT score of 2095. UCB graduating seniors have high qualifications for employment and further higher education: 19% enroll directly in graduate school and 56% begin full-time employment immediately after graduation. Almost 80% intend to earn a higher degree. In 2016-17, over 20% of all graduating UGs were ES concentrators, qualified by 20% or more of their coursework devoted to ES. UCB provides ample support for these highly qualified students. Given that in 2016-17 UCB awarded an estimated of \$19,766 per UG student in financial aid (including loans), **ES concentrators were awarded approximately \$120 million.** With 289 grad-level ES students in 2017-2018, whose coursework is 100% European content, estimated UCB support for ES grad students totaled \$6,647,000. ***For Students in fields related to teaching program:*** IES provides fellowships to ES grad students at Berkeley via our graduate and UG grants and fellowships for UC Students. These awards help ensure that UC attracts the finest ES students from across the country and supports them in their academic

<i>Table D.1</i>	
<i>IES Fellowships 2014-18</i>	<i>Amount (each)</i>
Entering Grad	\$10,000 (10)
Predissertation/Dissertation (IES, CSP, CBS)	\$3,000-\$10,000 (86)
Undergrad fellowships	\$3,000 (72)
Undergrad Claremont-UC conference	\$3000 (4)

pursuits abroad. Entering ES Grad Student fellowships of \$10,000 are awarded annually to outstanding

students in all fields and Professional Schools. These fellowships also have a multiplier effect: the nominating department provides tuition, fees, and funding for a second year to selected students. IES and its constituent units also award Dissertation/Pre-dissertation Fellowships of \$3000-\$10,000 to ES students in all fields. In 2014-18, 86 of these grants were awarded in fields such as Energy and Resources Group, Italian, Landscape Architecture and Environmental Planning, French, History, Poli. Sci., Sociology, History of Art, Comp. Lit., and German. Grad students are also funded to attend and organize conferences. UGs are funded as well: In 2014-18 the CSP, and CBS offered 72 UG fellowships combined; IES supports the organization of the

UC-Claremont conference on the EU (Crit. I, p.44). UCB extends \$15,102 in out-of-state tuition waivers to non-resident entering FLAS awardees. The GD supplements FLAS educational allowances for incoming students with a \$1,500 stipend plus supplements above the \$18,000 non-resident tuition. For continuing students, GD provides a \$600 supplement. In 2017-18 GD committed \$129,218 for matching FLAS awards. Given that 16 out of 49 FLAS-eligible languages are W. European (ES languages comprise 32% of all FLAS-eligible languages), this amounted to over \$41,000 for ES students.

E. Library. *E.1a. Strength of the Library:* UCB serves all levels of users in every sub-discipline of ES with materials in vernacular languages (over 50% of the total collections). UCB has extensive collections. Over 1/3 of the library’s 12.8 million volumes are of European provenance or on ES topics. For over a century the Library has collected European newspapers, including extensive historical microfilm back-files of important titles. Berkeley’s Library subscribes to 113,290 serials in digital and in print formats. Of these, approximately 16,182 are in European vernacular languages. The Library has been acquiring EC/EU publications since 1952 and has served as a depository library for the EU since 1964. It houses one of the most complete EU collections in the US and its EU web page is one of the most frequently cited EU Internet guides.

Institutional Support for the Library: In 2016-17 the UCB Library expended \$2,276,123 for W. European materials. It contributed approximately \$82,728 to the California Digital Library for ES digital acquisitions. Together these expenditure classes exceed \$2,358,851 and enable the Library to build a resource base of national and international importance in ES. UCB provides

ES 2016-2017 Non-Federal Budget	
Acquisitions	\$2,358,851
Salary and Expenses	\$680,008
Total	\$3,038,859

staff support for all aspects of ES collections, including collection specialists for Romance and Germanic Collections from Europe, rare books and manuscripts, and European government documents. It provides

curatorial assistants and cataloguing staff for all ES materials. ***E.1b. Cooperative Arrangements:*** Despite budget cuts in the last decade, the UCB Library has maintained its strengths in Western ES. Since 2012, the UCB library has maintained all of its cooperative collection agreements, including with Stanford University allowing each to specialize in specific areas. This way Berkeley can build more extensive collections through acquisitions in complementary areas. The UCB Library heavily collects materials in W. European LCTLs. As it shifts to digital, the Library aims to augment its digital holdings with IES support and through the permanent acquisition of all ES e-resources. ***Access:*** The UCB Library and its ES collections are open to students and faculty from other institutions. Library privilege fees for K-12 teachers are fully subsidized. Online holdings are available free to all users. UCB affiliates have full access rights to consult materials in campus libraries. Unaffiliated users can purchase Library cards (\$100 per year), enabling them to check out books. Visiting Scholars and teachers at other institutions are given preferential rates in acquiring library cards.

F. Quality of the Applicant’s Non-Language Instructional Program: *F.1. Quality and*

Extent of non-language Course Offerings: UCB offers over 2000 courses covering W. Europe and the EU taught every year (see App. III), and offers some 964 courses per year with 100% European content in 21 non-language disciplines. Most are offered regularly. UCB also offers an additional 782 courses with 25% or more European content, not including hundreds of directed readings and independent study classes (see App. III). ***Professional School Course Availability:*** IES and UCB faculty have also integrated ES content into professional school curricula and created the D.E. in ES for doctoral students in all fields. Architecture, Business Administration, Law and Public Health regularly schedule 2-3 courses with European content (See Table F.1):

Table F.1 Sample Professional Schools with ES faculty and courses w/ more than 25% ES content				
<i>Dept./Discipline</i>	<i>ES Faculty</i>	<i>ES Courses</i>	<i>UG Enroll.16-17</i>	<i>Grad Enroll. 16-17</i>
Architecture	1	24	656	230

City and Reg. Plan.	3	25	741	296
Business Admin	4	12	0	553
Education	4	4	106	0
Jurisprudence/Law	9	91	1198	1428

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

In 2016-17, 289 graduate students matriculated into 100% ES departments.
--

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

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

In Spring 2018, course offerings included a seminar on Immigration and Incorporation taught by Irene Bloemraad; a seminar on International Economics taught by Cecile Gaubert; and a course on Climate Change Economics taught by David Anthoff, all ES affiliated faculty. Alan Karras, Associate Director of International and Area Studies, offers a professional training seminar on teaching in Global Studies (Fall 2017). Gerard Roland and Vinod K. Aggarwal teach seminars

Max Auffhammer	Agriculture and Resource Econ.	IAS
Anton Kaes	German	Film & Media
Mark Sandberg	Scandinavian Studies	Film & Media
Winnie Wong	Rhetoric	History of Art
Barry Eichengreen	Economics	Political Science
Vinod Aggarwal	Haas Business School	Political Science
Miryam Sas	Comparative Literature	Film & Media
Gerard Roland	Economics	Political Science
J Bradford DeLong	Economics	IAS
Damon Young	Film & Media	French
Katerina Linos	Berkeley Law	Political Science

in Political Economy (Fall 2016-Spring 2017); John Connelly teaches a course on ideas of Europe and European identities (Spring 2017); Katerina Linos on European

institutions and social conflicts (Fall 2016). **F.3. Non-language Faculty:** Most ES courses at all levels are taught by core UCB faculty. In 2014-18, ES involved 87 core faculty representing 32 academic disciplines and 4 professional schools (App. I). An additional 241 affiliated faculty members teach ES and conduct dedicated ES-related research. UCB funds the DAAD

Professorship, which hosts a German government-sponsored professor for a stay of four years. In the last five years, IES-affiliated France Berkeley Fund has funded 108 STEM research projects involving the collaboration of UCB and French natural and physical scientists. ***Pedagogy Training for Teaching Assistants:*** GSIs teach course discussion sections and courses of their own. They obtain pedagogical guidance through the GSI Teaching and Resource Center, which offers workshops, coaching and web-based resources on themes from “theories of learning” to “grading students’ written work.” It receives \$460,000/year to provide GSIs with this pedagogical support. Course Improvement Grants help GSIs undertake projects to enhance instruction. Grants to depts. to establish pedagogy courses are awarded competitively. Many depts. also have 300-level pedagogy courses for their GSIs, some of which are taught by European specialists (see Table G.4). Programs also include awards for outstanding teaching, videotaping lectures with feedback, and the Language Proficiency Program for GSIs to whom English is not a native language. ***F.4. Depth of Specialized Course Coverage:*** Many depts. cover the EU and the countries of W. Europe in depth, including History, Political Science, Economics, Anthropology, Sociology, and Art History. All offer courses from lower division through advanced graduate levels, allowing students to strengthen their European and specific country expertise (see Table F.3). All offer directed study courses that can focus on Europe. The theme “Global Europe” permeates numerous non-language courses which examine different dimensions of the transatlantic relationship while investigating Europe’s impact on the world and the world’s impact on Europe, some focused entirely on Europe’s global role (e.g. Linos’ “European Institutions and Social Conflicts,” Connelly’s “History of Fascism,” and Eichengreen’s “Seminar in Economic History”). Coverage of Europe is growing rapidly in

professional schools, with courses offered in Architecture, Business Administration, Law, City Planning, Public Policy, and Public Health (App. III).

No. offered:	2706 (195 in the prof. schools)
UG enrollment:	61,781 (3,391 in the prof. schools)
Grad. Enrollment:	9,463 (2,876 in the prof. schools)

G. Quality of UCB's Language Instructional Program

G.1. Extent of West European Language Instruction: UCB offers instruction in 27 W.

European languages, including ancient, medieval, and older variants of W. European languages.

Of those, 17 are offered for three levels. 10 language depts. offer intensive language courses year-round and through summer institutes, and 18 languages offer independent studies. Table

G.1 provides detail.

Language	# sec, Fa '14 to Sp '18	Elem. (1&2)	Intermed. (3)	Adv. (4)	Intens. Instr.	Indep. Study	# of faculty	Avg. Annual Enrollment
Catalan	4	✓	✓	✓			1	9
Danish	13	✓	✓			✓	2	23
Dutch	16	✓	✓	✓		✓	2	29
Finnish	12	✓	✓	✓			1	11
French	312	✓	✓	✓	✓	✓	15	1133
French, Old (graduate only)	2	✓					1	3
German	144	✓	✓	✓	✓	✓	15	491
German, Middle High	4	✓				✓	1	8
Germanic, North Sea (Ingvaeonic)	1	✓					1	5
German, Old High	2	✓					2	6
Greek	20	✓	✓		✓	✓	2	27
Greek, Ancient	44	✓	✓	✓	✓	✓	5	65
Icelandic	5	✓					2	5
Irish	8	✓				✓	4	15
Irish, Old	3	✓				✓	1	2
Italian	84	✓	✓	✓	✓	✓	11	202
Latin	44	✓	✓		✓	✓	5	90
Norwegian	8	✓	✓			✓	2	12
Norse, Old	6	✓	✓			✓	3	8
Portuguese	28	✓	✓	✓	✓	✓	8	82

Saxon, Old	1	✓					1	3
Spanish	240	✓	✓	✓	✓	✓	15	1078
Swedish	13	✓	✓		✓	✓	3	14
Turkish	8	✓			✓	✓	3	8
Welsh	8	✓	✓	✓	✓	✓	2	10
Welsh, Medieval	2	✓					1	3
Yiddish	8	✓	✓				1	5

UCB strongly supports LCTLs in ES. IES has directly supported the teaching of Catalan, Icelandic, Finnish, Yiddish, Dutch and Portuguese. Launched with NRC seed funding, Finnish and Portuguese are now entirely supported by UCB. The Spanish & Portuguese Dept. began funding Catalan in 2016. Since 2014, 55 students have enrolled in Finnish; 154 in Dutch; 688 in Portuguese; 24 in Icelandic, 26 in Yiddish and 52 in Catalan. ***Enrollment in W. European Languages:*** 3,358 were enrolled in W. European languages in 2016-17 (see Table G.1).

As a member of the UCB Faculty Advisory Committee on Europe of the UC Education Abroad Program, IES Director Jeroen Dewulf is directly involved in efforts to increase the number of UCB students studying abroad, which increases the need for foreign language instruction at UCB

G.2. Levels of Language Instruction and Disciplinary Courses in Foreign Language: 10 of UCB’s 27 W. European languages offer three or more formal levels of language learning. Almost all of these also offer independent study and intensive instruction courses. About 400 students per year take advanced reading courses—beyond level 3, an increase from 135 in 2014. Ph.D. students in ES across disciplines read texts for their dissertation research in the original language. Each Language Dept. at UC Berkeley augments its course offerings with courses in history, sociology and cultural studies, taught in the native language (see Table G.2). Such courses also exist in other depts.

Table G.2 Sample ES Courses Taught in Foreign Languages		
In French	In German	In Scandinavian (Danish, Norwegian, Old Norse, Swedish)
<i>Qu’est ce qu’un poète moderne? Le cas de Paul Valéry</i>	<i>Literature in the Digital Age</i>	<i>Scandinavian Myth and Religion</i>
<i>L’impact de la guerre d’Algérie dans la France contemporaine</i>	<i>German Kabarett</i>	<i>The Works of Hans Christian Andersen</i>
<i>L’imaginaire coloniale du dix-neuvième siècle au présent</i>	<i>Literary Translation</i>	<i>Old Norse Literature</i>

G.3. Language Faculty: UCB is committed to a dedicated language faculty in all European language depts. There are 71 existing active faculty teaching language, culture, literature, theory, and linguistics, 45 lecturers, and 150 grad. student instructors. The European language depts. have hired an additional 3 faculty members in the last year (see Table G.3). **Performance-Based Language Pedagogy Training for Language Teaching Staff:** Berkeley hires only language instructors with advanced degrees in linguistics or pedagogy. BLC sponsors pedagogy workshops (Table G.4) and provides curriculum development fellowships. Each department imposes its own requirements for their instructors. However, *all* European language departments require GSIs to take two years of teaching methods courses.

<i>Language (Dept)</i>	<i>Active faculty (lecturers, tenured, tenure-track)</i>	<i>GSIs</i>	<i>Recent Hires</i>
Spanish/Portuguese	23	35	
German	17	34	1
French	25	26	1
Italian	16	10	-
Scandinavian	10	12	-
Celtic	7	n/a	-
Classics	20	33	1

For Catalan, Dutch, Icelandic and Finnish, pedagogical skills developed through these initiatives are measured through IES-initiated proficiency testing (supported by NRC funding in 2006-10).

<i>Language Media Center</i> Provides audio/video/ computerized lesson materials, listening, viewing, recording, duplicating, and archiving facilities and related technical & administrative service; Houses the <i>Dwinelle Computer Research Facility</i> , supports technology-enhanced research and instructional materials development; Holds instructional language materials on all LCTLs offered at UCB.
<i>Collections and Archives:</i> BLC Collections: 700+ books and periodicals on second language acquisition and sociolinguistics, audio materials for language support in less commonly taught languages.; Linguistic fieldwork data for 90 languages including those endangered and rare; Holds video recordings of Lecture Series offered at UCB by scholars in the field of second language acquisition theory.
<i>Library of Foreign Language Film Clips:</i> a database of foreign language films and clips (18,000 tagged clips in 30 languages drawn from 500 films; more than 3200 films currently in the collection and growing at a rate of 150 films per month). The database is made accessible to more than 80 institutions world-wide.
<i>Travel Grants for Instructors to Attend Professional Meetings:</i> \$750 for travel in North America; \$1500 for travel outside of North America; \$15,000 disbursed in 2016-7.
<i>Professional Development Fellowships for Lecturers, language program coordinators and GSIs:</i> 6 one-semester fellowships to lecturers and/or graduate students to explore research in second language acquisition, teaching foreign languages, or curricular development projects
The UC Consortium for Language Learning and Teaching Provides for:

Language programs collaboration at all UC campuses to increase student access to language study through: best classroom practices, tech., distance learning, and EAP programs, professional development, SLA research support, and outreach. Offers grants of up to \$20,000 for projects that will combine second language acquisition research and practice and maximize the benefits to students system-wide.

G.4. Performance-based Instruction/Resources: In order to produce functional competency in language learners, the language program makes it a priority to incorporate new approaches and national standards in the curriculum (AP2). All instructors are familiar with the underlying principles of performance-based pedagogy, including interactive, cooperative, communicative, and performance-based teaching techniques. Instructors emphasize using the target language appropriately, integrating culture and authentic materials into teaching through task-based and project-based assignments, and making connections between the classroom and the real world. Pedagogy, assessment, and progress measurements are based on the National Standards in Foreign Language Education Project, the ACTFL Proficiency Guidelines, and the Common European Framework of Reference (CEFR). The National Research Council ranked the German and the Spanish & Portuguese Depts. among the top 10 in the nation for effectiveness in training students and for the quality of program faculty. Table G.4 shows teaching resources. **Proficiency Requirements:** All of the European Language programs at UCB require placement and proficiency testing. Placement tests are mandatory for new students intending to enroll in courses beyond Level 1, or who wish to test out of a level. All tests are continuously revised by the language program coordinators with support from the BLC. Student progress in all languages is measured through formative and summative assessment components, including interviews, quizzes, tests, papers, projects, portfolios, presentations, and skits. After 4 semesters of language study, students in German, for example, typically achieve a level of Intermediate Mid to High when tested in an ACTFL OPI (Oral Proficiency Interview) or a level of B2 when evaluated according to the criteria of the CEFR. In order to create new testing models addressing needs of

individual languages, all UCB language experts have researched assessment models and established contacts with language professionals in their respective areas, including: the University of Jyväskylä in Finland, where the EU Framework of Reference for language testing is developed; the Welsh Joint Education Committee, member of the Association of Language Testers in Europe; and the Welsh Studies Institute in North America. Berkeley’s Dutch Studies program is the only program in the western U.S. to annually offer the CNAVT-proficiency test in Dutch language.

H. Quality of Curriculum Design. We measure quality by beginning at the top. In 2018, US News and World Report ranked UCB the #1 public university in the nation; the 2017 Shanghai Academic Ranking of World Universities (AWRU) placed UCB as the #5 best university in the world. Table H.1 shows a sample ranking of UCB academic depts. with high ES concentrators and/or a rich ES research program. Direct measures of curriculum quality are below. **H.1. ES in UG Programs:** UGs may obtain BA degrees from seven language departments: Classics, French, German (German, Dutch, Yiddish), Italian, Scandinavian Studies (Finnish, Norwegian, Danish,

English	#1
History	#4
European History	#2
Political Science	#4
Comparative Politics	#5
International Politics	#8
Public Health	#9

Swedish, Celtic), Spanish and Portuguese, and Near Eastern Studies (Turkish); ES specialists are located in most of the social science departments and professional schools and teach courses in fields

of their European expertise. The following interdisciplinary degrees also function as ES degrees.

Interdisciplinary UG degrees with ES emphasis and requirements: In 2017, the interdisciplinary Dept. of International and Area Studies launched a new UG major in Global Studies.

Global Studies combined 5 previous UG majors in Development Studies, Peace and Conflict Studies, Asian Studies, Middle Eastern Studies and Latin American Studies while retaining Political Economy (PE), as a separate major. By Fall 2018, the five old IAS majors will be phased out completely and UG majors in Global Studies will be able to pursue one of three tracks: Global Development, Global Peace and Conflict and Global Societies and Cultures. Majors will also have to choose a geographic area of specialization of which Europe and Russia constitute a single area. In addition to taking 13 required courses, majors must also complete 4 semesters of a foreign language. UCB UGs with interests in ES can also major in Political Economy. PE majors must complete nine upper-division courses including PE 100 and PE 101: both have a primary focus on Europe. Nearly 80% of all PE students focus on Europe and PE is the largest major in IAS. Since 2014, over 900 students have graduated with a PE major. For both Global Studies and PE, the Academic Director is Alan Karras. Affiliated faculty for both Global Studies and PE include, IES faculty affiliate Steven Vogel, David Zilberman, IES former Director Richard Buxbaum (App. I), IES former Assoc. Director Bev. Crawford and IES Faculty

Table H.2 Requirements for the European Studies concentration in Political Economy (sample curriculum):
1. Classical Theories of Political Economy (taught by Europeanist)
2. Contemporary Theories of Political Economy (taught by Europeanist)
3. Four courses from a list of 13, 50% of which contain significant ES content
4. The concentration: a clearly defined, Europe-related topic, focused on a central question in Political Economy, within a European context. The concentration project is based on four ES courses selected from the following departments: Political Science, Economics, Sociology, Geography, History, Public Policy, Environmental Economics and Policy, Public Health, Gender and Women’s Studies, Legal Studies, Environmental Science/Policy/Management, Demography, City and Regional Planning
5. Four semesters of a W. European language

Advisory Board member John Zysman. A third interdisciplinary UG option for ES concentrators is the Interdisciplinary Studies Field Major (ISF), providing UGs the opportunity to develop individual interdisciplinary majors with courses selected from all disciplines under the guidance

Table H.3 ISF Requirements for the major with a European focus
<i>World Civilizations Prerequisite – a broad historical, cultural, and geographical study of European Civilization</i>
1. Global Regions – Courses on European geography, national history, or cultural production
2. Premodern courses – Courses on any aspect of European Civilization whose subject matter is about the period prior to 1600 BC
3. Courses engaging modern European history since 1600
4. Two years of a European language

of an ISF faculty advisor. LCTL programs constitute a fourth interdisciplinary UG option for ES **LCTL programs** constitute a fourth interdisciplinary UG option

for ES students. The Celtic Studies, Dutch Studies, Scandinavian Studies, Portuguese and Turkish Studies draw on faculty from English, Rhetoric, Comp. Lit., Sociology, Linguistics, and History to teach courses. **H.2. Academic and Career Advising:** Professional Student Affairs Officers offer ES students academic and career advising in both disciplinary and interdisciplinary departments. IES core faculty, IES Assoc. Director and Director, and Country Program Chairs also advise students (Crit. B, p.14-15). PE and ES concentrators are also given advising through an orientation meeting for new majors and minors. Students are then seen individually by the faculty for further advising. IES staff and faculty advise FLAS students during both the pre-award and post-award periods. Advisors coordinate efforts, ensuring students timely information from the Graduate Division and assistance regarding their program. IES' country programs sponsor dissertation workshops to promote peer review. The campus Career Center and separate placement offices in depts. and professional schools provide counseling and job seminars for students, including programs on international careers. IES staff and core faculty provide graduating seniors with information on internships in Europe and careers in NGOs and the US govt. in which they can use European languages and ES knowledge and skills (AP1).

H.3. Training options for Graduate Students: A 2011 National Research Council analysis of U.S. universities concluded that UCB has the largest number of highly ranked graduate programs in the country. The German, English, Spanish, French, and Linguistics Departments ranked

among the top 10 in the U.S. The Disciplinary M.A./Ph.D. in a European Language is available from 7 departments: Classics, French, German, Italian, Scandinavian, Turkish, and Spanish & Portuguese. In 2016-17 UCB graduated 25 Ph.D. and 19 M.A. students from these departments. Students awarded the FLAS normally study at UCB where they can currently select from Breton, Catalan, Danish, Dutch, Finnish, French, German, Modern Greek, Irish, Italian, Norwegian, Portuguese, Spanish, Swedish, Turkish, Welsh, and Yiddish. FLAS Fellowships are given for language learning at all levels; priority is given to students who are pursuing advanced level LCTLs, with special emphasis on the priority languages Portuguese and Turkish, and/or students pursuing degrees in the professional schools. The Professional M.A./J.D./Ph.D. with ES Emphasis is also available to all graduate students in professional programs. UCB offers a Master's Program in Global Studies (formerly International and Area Studies). The M.A. in Global Studies (GS) is a one-year interdisciplinary degree program designed for students who seek expertise in contemporary international issues and/or detailed knowledge about particular world regions. *Training Options in all Disciplines* Crit. F and G describe the disciplines and professional schools offering ES courses. FLAS fellowships enhance ES skills of students in all fields, but provide a boost to students in Public Health, City Planning, Public Policy, Law, Business, Journalism, Natural Resources, and social science fields that do not emphasize language study. They are required to take language training and must meet the same requirements for advanced study as other students. IES has increased the ES focus for Berkeley grad. students by creating a Designated Emphasis (DE) in ES, allowing grad students from all fields, including professional schools and sciences, to complement their doctoral program with an ES focus (Crit. F, p.31). IES Director Dewulf is the faculty advisor for the D.E. As of Spring 2018, a first cohort of three graduate students are pursuing a D.E. in ES and we

request NRC funds to expand enrollment in 2018-2022. **H.4. Formal arrangements for**

EAP Facts (2016-17):
685 UCB students studied in 11 W. European countries.
Europe accounted for 63% of all education abroad

Research and Study Abroad and Summer

Language Programs: IES offers fellowships to UC grad students to conduct Europe-related research and EAP maintains an extensive online resource of country- and university-specific information for student use, including information about non-UC study abroad programs. The EAP website explains the process of utilizing other institutions' study abroad programs, including the process of transferring credit and securing financial aid. ES depts. include links to EAP on their websites, and advise their students on opportunities for research and study in Europe. Since 2005, IES-CPS has held an annual UG summer immersion course in Portugal. About 30 applicants are accepted into this program annually (CPP1, CPP2). IES will target students affiliated with CPS for its new UG FLAS awards in the upcoming grant cycle (Crit. J). IES Director Dewulf, in cooperation with Dutch lecturer Esmée van der Hoeven, annually leads a one-month summer study tour of the BENELUX countries, open to students from all fields at UCB and from other universities and CCs. The program enrolls 25 students annually and includes a study visit to the EU Parliament. **Opportunities for study abroad and summer language programs at other institutions:** All depts. and professional schools refer students to IES staff for research, study abroad, and summer language programs at non-UC institutions. Faculty at other universities provide advice and recommendations to UCB students seeking advanced instruction and immersion experiences in LCTLs not currently offered at UCB. As of 2018. IES has new agreements with Uppsala University in which grad. fellowship recipients can study Swedish and Hamburg University where they can study German. FLAS recipients can enroll in intensive summer programs (10 hours per week) when they study a language or language level not offered at UCB, during which one year's worth of work at another institution

is condensed into ten weeks. Haas Business School has reciprocal agreements for full-time MBA students with the London Business School, L’Ecole des Hautes Etudes Commerciales in Paris, and IESE Business School, Universidad de Navarra, Barcelona. Students attending classes in Spain can take a three-week intensive summer language course before their course of study

UCB Dept.	Program	Universities	Comments
Dutch	Semester or Year	Maastricht University, Leiden University, Utrecht University	Scholarships provided
Dutch	Summer	Amsterdam, Antwerp	changes annually
German	Summer intensive	FU Berlin, U. of Vienna	
Italian	Semester or Year; Language, Literature, and Culture	University of Rome, University of Florence, University of Bologna	Open to advanced students
Italian	Semester in Business Italian	University of Commerce, Luigi Bocconi, Milan	
Italian	Summer programs, Beginning and Intermediate	University of Florence, University of Trieste	
French	Summer, Language, History, Culture	University of Paris, Sorbonne	Open to all levels of proficiency
French	Semester, Year	University of Lyon, University of Bordeaux	Concurrent Enrollment through UCEAP
Danish	Summer intensive	University of Copenhagen	Through UCEAP
Swedish	Semester, Year	University of Lund	Through UCEAP
Norwegian	Summer program	University of Oslo	Through UCEAP

begins. Evening and Weekend MBA students may also participate in exchanges with ESADE Business School in Barcelona, ESSEC Business School in Paris, and RSU Erasmus University in Rotterdam. Table H.4 lists other formal agreements for ES language programs abroad.

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

Collaborative K-14 outreach activities with the 10 other UCB NRCs are coordinated by the ORIAS (AP2, CPP1, CPP2). In 2016-17, ORIAS worked with 179 K-12 teachers and 161 CC instructors, reaching over 55,000 students. ***I.1a. Outreach to Elementary and Secondary***

Schools. ORIAS offers an annual Summer Institute for K-12 Teachers (AP2) at no charge.

Participants earn professional development credit. Over 1000 teachers have participated since the program’s inception in 1996. The day-long program for 35 teachers combines faculty lectures, introductions to online resources, and guided work sessions for collaborative curriculum

development. The resulting materials for this and all previous institutes have been placed on the ORIAS website for curriculum development use free of charge. ORIAS also provides professional and curricular development for K-12 teachers through both World History Book Groups and Study Groups conducted in partnership with the non-profit organization Humanities West (HW), whose public programs focus primarily on Europe and include programs such as “Shakespeare and Cervantes” and “Vienna, 1890-1918.” Study groups are ongoing and involve university scholars. Teachers share resources and work collaboratively on classroom materials with ORIAS staff. In addition to joint efforts, **IES holds two annual and semi-annual educator workshops** devoted specifically to ES for K-12 instructors from all over California: 1) The semi-annual Portuguese Language Teacher Training Conference is organized in collaboration with The Camoes Institute of Portugal and the Luso-American Education Foundation. These are the only training conferences in California for K-16 teachers of Portuguese language and Lusophone culture. 2) IES’ JMCE hosts an annual Educator Workshop, which offers California K-14 educators a full day of lecture and discussion sessions led by UCB scholars on a wide array of topics relating to EU policy-making, law and business. ORIAS will continue its World History Reading Groups and Humanities West teacher working groups throughout each year of the grant period. The NRCs together will continue their partnership with the UCB California History and Social Science Project (CHSSP) (CPP2) to fund professional development workshops for high school teachers, thereby enhancing IES’ outreach to teachers. IES will partner with UCB’s largest teacher training program, CHSSP, to train teachers in ES subject matter consistent with state standards. For 2018-2022, CHSSP will create three global history course outlines each year (6th, 7th and 10th grade) in collaboration with scholars, graduate students and classroom teachers. Together with ORIAS and the other global NRCs at UCB, IES will launch two new activities at

the Hearst Museum and the PFA for K-14 teachers with key implications for outreach. (See Crit. A, p 5-7 for more details). **Outreach to K-12 Students.** IES also provides workshops and

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

mentoring for HS students. Through CPS, IES recruits underserved students in HS throughout California

to apply to UCB. IES-CPS holds “Portuguese Youth Day” when heritage Lusophone speakers come to UCB for a day of cultural events and prep for writing a college application. ***I.Ib.***

Outreach to Postsecondary Institutions. Three Programs for UGs: IES supports the annual Claremont-UC UG Research Conference on the EU held at Scripps College. Attracting over 50 students annually from across the nation, the conference deepens UG student understanding of the EU and US-EU relations, and fosters inter-campus exchange and collaboration. UG authors of the top three conference papers win a four-day study tour to EU institutions in Brussels, featuring lectures by EU experts and discussions with EU officials. As noted above (Crit. A, p8), IES prepares underserved CC students for study at UCB via its research fellowships for CC students (Transfer Alliance program, Budget 6.7.c) and mentoring CC/MSI students submitting papers to the Claremont-UC UG research conference on the EU and the annual UCB undergraduate research conference on the EU. The UCB UG conference is organized by the IES supported student groups, the EUSA. Students in EUSA act as peer-to-peer ambassadors to fellow students on their respective campuses and are critical to IES’ outreach program. **Three Programs for Grad. Students:** IES opens competition for its grad. student research grants to all UC campuses. IES has also hosted an annual interdisciplinary conference highlighting graduate research and will continue to do so in 2018-2022. In Spring 2018, the

Graduate conference theme was “Fake News and the Crisis of Europe” and featured participants from UC Santa Cruz, University of Bucharest, UC Santa Barbara and a keynote by legal scholar, Prof. Alexander Graser from the University of Regensburg, Germany. IES also supports three grad. student working groups: *Der Kreis* for students interested in German and European history, the European Politics working group and the interdisciplinary social science working group in ES. These working groups serve as a forum for students in the D.E. and other ES degrees and facilitate outreach across disciplines and across campuses nation-wide; invited speakers for these groups came from University of Chicago, University of Michigan, USC and Louisiana State University in 2017-2018. **For Instructors:** Faculty from national and international post-secondary institutions will continue to attend IES events, and are invited speakers at those

Table I.2 IES Post-Secondary Outreach		
Program	Impact	Involves
<i>E-mail listserv (Teachers)</i>	R	
<i>IES Events open to post-secondary (Instructors and Students)</i>	R, N	Faculty, Students
<i>IES Working Paper (WP) Series (Teachers and Students)</i>		Faculty
<i>2 annual UG EU Conferences at Claremont and UCB (Students)</i>	R, N	Faculty
<i>Study Abroad to Portugal (Teachers and Students)</i>	R, N	Faculty
<i>UCB Interdisciplinary Graduate Research Workshop (Students)</i>	R, N	Faculty, Students
<i>IES Graduate fellowships</i>	R	Students
<i>IES Graduate working groups</i>	R, N	Faculty, students
<i>Transfer Alliance Program- faculty mentoring for prospective CC transfers to UCB via research abroad</i>	R	Faculty, Students
Joint NRC Post-Secondary Outreach		
<i>CC instructor workshops (CC faculty)</i>	R	Faculty

events. IES- originated research is advertised widely in academic circles around the nation, through its listserv, working papers, books, and articles. **For Faculty and Students:** IES-CPS supports an annual summer study abroad

program in Portugal which includes Portuguese language study. CC students also have the opportunity to conduct research projects under the mentorship of Dr. Adão in this program. It is a cooperative effort between IES-CPS, BCC, and five Portuguese universities. It is open to all

post-secondary students and K-14 teachers and is taught by university faculty (AP1, CPP1). In 2018, 17 low-income students participated in this program. Continuing post-secondary programs are summarized in Table I.2. ***I.Ic. Business, Media, General Public. Business:*** IES has strong ties to business and policy communities through the Bellagio Group of G-10—which focuses on global financial issues—deputy finance ministers and central bank governors, under the direction of former IES Director and current faculty affiliate Eichengreen. IES also reaches the business community with its cooperation launched in 2016 with EIT Digital San Francisco, a leading European digital innovation and entrepreneurial organization, to connect visiting European startup firms to the UCB education ecosystem. IES leveraged its previous NRC grant to secure a Getting to Know Europe Grant for programming targeted towards business, government and young professional audiences in 2017-19. In 2017-18, IES partnered with the World Affairs Councils of San Francisco, Los Angeles and Sacramento to organize a number of events on Brexit and its impact on California as well as on Global Careers in the EU featuring the San Francisco Consuls General of France, Germany, Portugal and Romania. Since IES has the ambition to disseminate ES knowledge in the Western US, IES has partnered with UT-Austin to support ES programming for business at the Texas-EU Business Summit (2018, 2019) and at the innovation festival, South By Southwest (SXSW). IES has also expanded its outreach to business by organizing events featuring the expertise of EU fellows in residence. For example, 2016-2017 EU Fellow Helena Malikova shared her expertise as top commission official working on the case of tax avoidance by Apple and 2017-2018 EU Fellow Lukas Repa shared his expertise on cryptocurrencies. The above events involved faculty from UCB Haas Business School, the Goldman School of Public Policy, the Departments of Political Science, Economics and Environmental Sciences in addition to policy makers and business representatives from Silicon

Valley. **Media:** Many IES events attract a large audience and receive extensive media coverage. Notable examples include: Linos' workshop on the role of technology and the refugee crisis in Europe; BBC journalist Allan Little's lecture on Brexit; and Matt Beech's lectures on Brexit in Spring 2017 which resulted in interviews on BBC, CNBC and Cal TV. **General Public:** IES and its constituent Centers host over 100 events annually. In 2017-18, CPS sponsored two conferences, a film presentation, an exhibit, and the semester-long presence of a visiting Professor in the Department of Music. Additionally, it signed several agreements of collaboration with Portuguese Institutions including Universities and both governmental and private institutions, such as the Gulbenkian Foundation and The Camoes Institute; The Luso-American Education Foundation, the University of Coimbra, and the New University of Lisbon. As of 2017, IES houses a prestigious branch of the German Historical Institute in Washington, D.C. (GHI-West). The IES newsletters are posted on IES' website and distributed electronically. IES provides links on its website and Facebook page to its research, outreach and grant activities. Since 2014, the IES blog provides summaries of most events, and event updates are posted on Twitter and Face-book, which received 32,400 impressions and reached 987 people respectively in 2016-17. IES also features its lectures on the IES Youtube channel, which received 6303 views in 2017-18.

J. FLAS Awardee Selection Procedures: J.1. Selection Plan entails that IES will advertise and promote FLAS jointly with the Graduate Fellowship office via flyers, paid ads in campus newspapers, the IES newsletter, IES annual report, school brochures, electronic mailing lists and the IES website (over 76,000 page views since January 2017 when it was relaunched). A special effort is made to encourage applications from professional school students. IES also emphasizes the recruitment of minority FLAS applicants by reaching out to minority-serving institutions and

associations at the university such as the Centers for Educational Equity and Excellence. Information on FLAS is part of the grad. admission application, and upon notification of acceptance to UCB, grad. students are automatically notified of the FLAS program by their departments or schools. **Timing of Process:** The selection process for FLAS begins in the late fall when the IES Director appoints the FLAS committee. Table J.1 displays an outline of key dates. **Awards in Priority Areas:** We have crafted a plan to respond to FLAS CPP1 (to award

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

fellowships with consideration of financial need while showing potential for high academic achievement). The process of making those awards is

described below. **How students apply:** The FLAS selection process for al NRCs at Berkeley is managed by each world area NRC, with clear instructions for potential applicants posted on the Graduate Division and department websites. New students apply in conjunction with general admission; continuing students apply at the relevant world area studies center. Application forms are available online and each center fields questions from students and advisers by email and phone. All FLAS applicants will be required to complete the FAFSA form for federal assistance, and will be informed in the application materials that financial need is now a competitive priority for FLAS funding. Demand for ES FLAS fellowships has traditionally been high at UCB and we have requested funding for 8 AY awards and 4 summer grants

annually in 2018-2022 (FLAS budget). The UCB Graduate Division has supplemented these awards for new students with a \$1,500 stipend plus Non-Resident Supplemental Tuition (NRST), or the incremental cost of covering NRST above the \$18,000 educational allowance. For continuing students, GD provides a \$500 stipend supplement. For summer awards, the FLAS award is \$2,500 in summer stipend plus up to \$5,000 in educational allowance. GD has been supplementing these with a \$1,000 summer stipend and if students study on campus, any incremental cost over the allowance to cover fees for the summer (approximately \$250).

Fellowship Selection: IES creates a 4-member FLAS jury selected by the Director and approved by the Graduate Division; the goal is wide representation of UCB faculty in all schools, depts., and a Librarian specializing in ES. The jury includes at least one faculty representative of a traditionally under-represented group. Representation for LCTLs and Portuguese and Turkish language is desired. This jury assesses the academic year and summer files for merit and consistency with FLAS criteria. Each member of the jury considers FLAS applications individually by reviewing transcripts, letters of reference, GRE scores, previous language coursework and achievement, and overall language proficiency and aptitude. The jury also considers IES' commitment to allot at least **25%** of awards to the priority languages of Portuguese and Turkish. A description of the applicant's academic goals and the specific nature, purpose, and anticipated outcome of the proposed FLAS fellowship is reviewed. The jury convenes in early February to review the rules and priorities and the selection criteria governing FLAS. Jury members are briefed by the NRC director on the FLAS selection rules and announced priorities. After ranking the proposals in February according to the three-step process described below, committee members reconvene in late February to finalize the AY and Summer FLAS rankings. IES then coordinates with departments and the Graduate Division to issue award

letters and provide top-off grants to new applicants. The campus pays tuition for out-of-state FLAS recipients. Students are notified of their status by late March; those waitlisted are notified through the spring and summer when awards become available. Applicants must be US citizens or permanent residents, possess superior academic abilities and (non-native) proficiency past the second-year level, and must combine the study of a modern language with area studies.

K. Competitive Preference Priorities:

K.1.a and K.1.b: NRC Priorities

Absolute Priorities	CPP 1	CPP2
Designated Emphasis in ES (p.40), Turkish and Catalan Instruction (p.4-5), ORIAS (p.5-7), Foreign Language Teacher Travel Grant (p.4), seed money for LCTLS (p.5,37), CHSSP (p.6,21), Portuguese Language Teacher Training workshops (p.6-7), Humanities West (p.6,43), Stipends for CC student to conduct research abroad (p.8)	Berkley City College Programs(p.8), Portuguese Teacher Training (p.44), recruiting for Portuguese Youth Day (p.44) Transfer Alliance (p. 8), Professional Development for CC/ MSI instructors (p.9,13)	CHSSP Teacher Training (p.6,21),

FLAS Competitive Preference Priorities: IES alerts the jury to competitive priorities using a three-tier selection procedure: 1) selection of a pool of qualified applicants with potential for high academic achievement measured by GRE scores, GPA, recommendations, and class standing. This initial ranking is based solely on academic merit. 2) The jury adjusts the ranking taking into consideration the presence of applicants with financial need and applicants requesting stipends for Portuguese and Turkish. 3) UCB Grad Division then supplies to the jury the financial need information for all FLAS applicants (per FAFSA, as supplied by the Financial Aid Office). The FLAS committee convenes again to adjust and finalize rankings based on a combination of merit, priority language applicants, and financial need.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

To add more "Other Attachment" attachments, please use the attachment buttons below.

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Institute of European Studies, UC Berkeley
NRCWES and FLAS
Budget-2018-2022

1. PERSONNEL	2018-19	2019-20	2020-21	2021-22	2018-2022
1.1 Administrative & Program Activities					
a. Academic Coordinator (pp. 14-15) (Akasemi Newsome) 25% of Salary /100% time)	\$18,057	\$18,599	\$19,157	\$19,731	\$75,544
(fringe benefits) at 40%	\$7,223	\$7,440	\$7,663	\$7,892	\$30,218
b. Administrative Officer 4 (Gia White) (25% of salary/100% time) (pp. 14-15)	\$24,321	\$25,051	\$25,802	\$26,576	\$101,750
(fringe benefits) - 48%	\$11,674	\$12,024	\$12,385	\$12,756	\$48,840
c. Graduate Student Researcher - Step II x 2 (Thomas Sliwoski and Lee Hekking) (Assistants to the Academic Coordinator) (24% time)	\$20,230	\$20,836	\$21,462	\$22,104	\$84,632
(fringe benefits)	\$0	\$0	\$0	\$0	\$0
Subtotal Administrative & Program Activities	\$62,608	\$64,486	\$66,421	\$68,411	\$261,926
1.2 Language Training and Instruction					
Instruction					
a. Advanced Turkish Language Instruction (pp. 4,24,34,40) - API Jason Vivrette .33 FTE - Yr. 1 - 19.5%, Yr. 2 - 24%, Yr. 3 - 24.5%, Yr. 4 - 14%	\$11,887	\$14,630	\$14,935	\$8,534	\$49,987
(fringe benefits) 40%	\$4,755	\$5,852	\$5,974	\$3,414	\$19,995
b. Catalan Language Instruction - (pp. 3,33-36) API Ana Belen Redondo Campillo .40 FTE- Yr 1=5%, Yrs. 2,3,4 = 11.5%	\$3,097	\$7,264	\$7,264	\$7,264	\$24,889
(fringe benefits)	\$1,239	\$2,906	\$2,906	\$2,906	\$9,955
c. Dutch Language Instruction - (pp. 3, 14, 34, 37, 40-41) API Esmee van der Hoeven .40 FTE - Yr. 1 = 16%, Yr. 2 =11.5%, Yr. 3 =11.5%, Yr. 4 = 11%	\$9,997	\$7,329	\$7,329	\$7,011	\$31,666
(fringe benefits)	\$3,999	\$2,932	\$2,932	\$2,804	\$12,667
d. Icelandic 1A - (pp. 4,12, 34) API TBN .40% FTE - Yr. 1=12.5%, Yr. 2=10.5%, Yr. 3=9.5%, Yr.4=10%	\$7,013	\$5,891	\$5,330	\$5,611	\$23,845
(fringe benefits)	\$2,805	\$2,356	\$2,132	\$2,244	\$9,538
e. Icelandic 1B- (pp. 4, 12,34) API TBN .40% FTE - Yr. 1=12.5%, Yr. 2=10.5%, Yr. 3=9.5%, Yr.4=10%	\$7,013	\$5,891	\$5,330	\$5,611	\$23,845
(fringe benefits)	\$2,805	\$2,356	\$2,132	\$2,244	\$9,538
f. Scandinavian 298 - (pp. 3, 25, 34, 39-40) API Karen Moller .33 FTE = Yr. 2=7.5%, Yr. 3=6.5%, Yr. 4=4%	\$0	\$7,492	\$6,493	\$3,996	\$17,980
(fringe benefits)	\$0	2997	2597	1598	\$7,192
	2018-19	2019-20	2020-21	2021-22	2018-2022
g. Celtic Language Instruction - (pp. 3, 37, 39) API Thomas Walsh .40 FTE - Yr.1=14.5%, Yr. 2=7.5%, Yr. 3=7.5%, Yr. 4=4%	\$11,597	5999	5999	4799	\$28,393
(fringe benefits)	\$4,639	\$2,399	\$2,399	\$1,920	\$11,357

Institute of European Studies, UC Berkeley
NRCWES and FLAS
Budget-2018-2022

Subtotal Language Training and Instruction	\$50,605	\$54,495	\$52,680	\$42,825	\$200,605
1.3 Outreach					
a. Public Education Specialist II (D. Adao) - (pp. 7, 8,15) AP1 CPP1 CPP2					
<i>Coordinator for BCC programs</i>					
<i>(33% of salary)</i>	\$16,398	\$16,890	\$17,397	\$17,919	\$68,603
<i>(fringe benefits)</i>	\$7,871	\$8,107	\$8,350	\$8,601	\$32,929
<i>Subtotal Outreach</i>	\$16,398	\$16,890	\$17,397	\$17,919	\$68,603
TOTAL PERSONNEL SALARIES	\$129,611	\$135,871	\$136,497	\$129,154	\$531,134
2. FRINGE BENEFITS					
<i>Staff @ 48%</i>	\$19,545	\$20,132	\$20,735	\$21,357	\$81,769
<i>Academic @ 40%</i>	\$27,465	\$29,238	\$28,735	\$25,022	\$110,459
TOTAL FRINGE BENEFITS	\$47,010	\$49,369	\$49,470	\$46,380	\$192,229
3. TRAVEL					
3.1 ES Librarian International Partnership Development (pp. 4-5, 10, 12-13, 26, 29-30)	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
<i>(2 trips per year) - trip to Europe to participate in international library meetings on European Studies materials</i>					
<i>Airfare-1800/Lodging-1500/Subsistence-1350/Ground Transport-350</i>					
3.2. IES Administrative & Academic Staff (p. 13-14)					
<i>Development Travel - Estimated at 4 trips -Yrs. 1,2,3,4 @ \$1,750</i>					
<i>Yrs 1,2,3,4 Airfare-750/Lodging=500/Subsistence-300/Ground Transport-200</i>	\$7,000	\$7,000	\$7,000	\$7,000	\$28,000
3.3 Foreign Language Teacher Travel Grant - (pp. 4,11) AP1 AP2					
a. Support for a lecturer to participate in a national or international conference on foreign language teaching/learning (2 trips per year)	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
b. Support for Berkeley Language Center to send a lecturer to conduct research on foreign language teaching/learning for diverse students (1 research trip per year)	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000
<i>Airfare-750/Lodging-400/Subsistence-250/Ground Transport-100 x 2</i>					
TOTAL TRAVEL	\$16,500	\$16,500	\$16,500	\$16,500	\$66,000
4. EQUIPMENT	\$0	\$0	\$0	\$0	\$0
5. SUPPLIES					
5.1. Library: Thematic Enhancement of LCTLs Collections (pp. 5, 10, 13, 26, 29-30)	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
TOTAL SUPPLIES	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
6. OTHER	2018-19	2019-20	2020-21	2021-22	2018-2022
6.1. Professional Training in European Studies					
<i>Student Professional Training in European Studies (pp. 2, 5, 11, 44)</i>					
a. <i>Training of Student Interns - 3 @ 1000 per student</i>	\$3,000	\$3,000	\$3,000	\$3,000	\$12,000
b. <i>Promotion of undergraduate activities in European Studies</i>	\$750	\$750	\$750	\$750	\$3,000
6.2. New Language Offerings - (pp. 5, 37) AP1	\$10,000	0	0	\$5,000	15000
6.3. Graduate Student Conference on European Studies - (pp. 5,11)					
<i>Support for the grad. Seminar, part of the Designated Emphasis in European</i>					2

Institute of European Studies, UC Berkeley
NRCWES and FLAS
Budget-2018-2022

<i>Studies</i>	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
Outreach					
6.4 ORIAS Teacher Education/In-Service: Summer Institute - (pp. 5-9) AP1 AP2 CPP1	\$7,000	\$7,000	\$5,000	\$6,000	\$25,000
a. Themes: Y1 - Body and Identity; Y2 - The World in Film					
Y3 - The Little Ice Age; Y4 - Propaganda					
(jointly funded with other Berkeley NRCs)					
6.5. Training Workshops for Portuguese Language Teachers K-12 - (pp. 6-7, 43, 50) AP1 CPP2					
a. Travel and hotel costs for participants in the workshop	\$3,500	\$1,750	\$3,500	\$3,500	\$12,250
2 @ 1,750 each					
6.6. Professional Development Workshops for High School Teachers - AP1 AP2 CPP2	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
(Jointly funded with the other UCB NRCs/School of Education) (pp. 1,6, 43)					
6.7. Berkeley City College Programs - (pp. 8,12, 44-45) AP1 CPP1					
a. Global Lives Documentaries Film Series at BCC	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
b. European Studies Research Workshop (Hotel costs for 5 participants)	\$1,500	\$1,000	\$1,000	\$1,000	\$4,500
c. Transfer Alliance Program (Travel costs for BCC student to conduct research abroad)	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000
6.8. Global Europe Conferences - AP1 (pp. 1-2,11)					
c. Travel and Lodging costs for IES Global Europe Conferences	\$7,500	\$5,000	\$7,500	\$5,000	\$25,000
Airfare for 6 European Participants @ \$1,250					
6.9. Humanities West (pp. 6,43)- AP1 AP2 CPP2					
a. Support for 3 European Cultural Programs for teachers @ \$500 each	\$1,500	\$1,500	\$1,500	\$1,500	\$6,000
(Educator Workshops and Seminars)					
6.10. Outreach - Travel - (p. 6, 8) CPP1					
1. Professional Development in European Studies					
a. Professional Development Conference Support	\$3,000	\$6,000	\$3,000	\$3,000	\$15,000
(Travel costs for 1- 2 Community College Language or Area Studies Instructors to participate					
participate in a study tour to the EU in Brussels) -(p. 6,9)					
Airfare-1400/Lodging=900/Subsistence-250/Ground Transport-150/Registration Fee-300					
	2018-19	2019-20	2020-21	2021-22	2018-2022
6.11. Claremont-UC Undergraduate Conference in European Studies (pp. 1, 29, 44)	\$2,500	\$2,500	\$2,500	\$2,500	\$10,000
6.12. External Review (pp. 21-22)	\$0	\$0	\$0	\$8,000	\$8,000
6.13. Evaluation - (pp. 13, 20-22)					
a. Prof. Brad Washington	\$0	\$2,500	\$2,500	\$1,500	\$6,500
b. Dr. Nancy Sato (Jointly funded with the other UCB NRCs)	\$0	\$400	\$500	\$600	\$1,500
TOTAL OTHER	\$46,750	\$37,900	\$37,250	\$47,850	\$169,750
TOTAL DIRECT COSTS	\$249,871	\$249,641	\$249,717	\$249,884	\$999,113
TOTAL INDIRECT COSTS @ 8%	19,990	19,971	19,977	19,991	79,929
TOTAL COSTS	\$269,860	\$269,612	\$269,694	\$269,875	\$1,079,042
FLAS BUDGET - (pp. 23, 29, 39-41, 47-50)	2018-19	2019-20	2020-21	2021-22	2018-2022
Academic Year					
7 awards each year					

PR/Award # P015A180063

Institute of European Studies, UC Berkeley
NRCWES and FLAS
Budget-2018-2022

Undergraduate Fellowships (2)					
Institutional Payment @\$10,000 ea	\$20,000	\$20,000	\$20,000	\$20,000	\$80,000
Subsistence Allowance @\$5,000 ea	\$10,000	\$10,000	\$10,000	\$10,000	\$40,000
<i>Subtotal Undergrad Fellowships</i>	\$30,000	\$30,000	\$30,000	\$30,000	\$120,000
Graduate Fellowships (5)					
Institutional Payment @\$18,000 ea	\$90,000	\$90,000	\$90,000	\$90,000	\$360,000
Subsistence Allowance @\$15,000 ea	\$75,000	\$75,000	\$75,000	\$75,000	\$300,000
<i>Subtotal Grad. Fellowships</i>	\$165,000	\$165,000	\$165,000	\$165,000	\$660,000
Total	\$195,000	\$195,000	\$195,000	\$195,000	\$780,000
Summer					
Year 1 (6 awards @ \$7,500)					
Undergraduate/Graduate Fellowships					
Institutional Payment @ \$5,000					
Subsistence Allowance @ \$2,500					
Years 2-4 (4 awards @ \$7,500)					
Institutional Payment @ \$5,000	\$30,000	\$20,000	\$20,000	\$20,000	\$90,000
Subsistence Allowance @ \$2,500	\$15,000	\$10,000	\$10,000	\$10,000	\$45,000
Total	\$45,000	\$30,000	\$30,000	\$30,000	\$135,000
(If the institutional payment exceeds actual UC Berkeley fees, the remaining funds will be applied to additional FLAS grants)					
TOTAL ACADEMIC YEAR & SUMMER FELLOWSHIPS	\$240,000	\$225,000	\$225,000	\$225,000	\$915,000
TOTAL INSTITUTE & FLAS BUDGET	\$509,860	\$494,612	\$494,694	\$494,875	\$1,994,042

BUDGET NARRATIVE - IES

The proposed FY2018-2022 budget for the Institute of European Studies (IES) at the University of California, Berkeley is designed to achieve the greatest good from a limited amount of funding. Many projects will be collaborative with one or more UC Berkeley and sometimes outside units, and NRC funds will be used to leverage this additional support.

PERSONNEL

Year 1: The total first-year direct-cost request for Personnel (A) is \$129,611, while Benefits (B) come to \$47,010 for a total of \$176,621.

Academic Coordinator, Akasemi Newsome (.25 FTE; benefits @40%)

Salary \$18,057, benefits \$7,223

Administrative Officer, Gia White (.25 FTE; benefits@40%)

Salary \$24,321, benefits \$11,674

Graduate Student Researcher-Step II, Thomas Sliwoski and Lee Hekking (.24 FTE)

Salary \$20,230, benefits \$0

The personnel costs in the NRC budget reflect the percentage of effort of the administrative core of the NRC unit. This includes the Academic Coordinator (25%), the Administrative Officer (25%) and two Graduate Student Researchers (24%) who will all work on specific tasks related to the running of the NRC. The “Administrative Staff” costs in the NRC budget reflect the percentage of effort of the Associate Director, the Administrative Officer, and 2 Graduate Research Assistants for the Associate Director—the administrative core of the NRC unit. The PI has determined that this project meets Uniform Guidance requirements for direct charging of administrative expenses. All efforts and expenses will be for services specific to the project and not for general support of the academic activities of the faculty or department. In addition, effort charged to this project can be specifically identified to the project and will be done so through the UC Berkeley ERS “Effort Reporting System.”

Administrative activities charged to this grant require significant activity outside the scope of normal job duties, are the direct result of administering this award, and would not be pursued otherwise. These positions at IES would substantially differ in scope of duties in the absence of this award. These administrative positions have a combination of programmatic and technical duties, and these duties include but are not limited: processing Institute financial transactions related to NRC activities, preparing files for the IES FLAS fellowship committees, processing financial awards for FLAS fellowship recipients, tracking FLAS fellow course enrollment to ensure student compliance with FLAS regulations, data collection for grant reporting and coordinating Institute travel and international visitor services for NRC-related travel.

Turkish language lecturer, Jason Vivrette (.33 FTE; benefits @40%)

Salary \$11,887 (19.5%), benefits \$4,755

Advanced Turkish

Catalan language lecturer, Ana Belen Redondo Campillos (.40 FTE; benefits @40%)

Salary \$3,097 (5%), benefits \$1,239

Elementary and Intermediate Catalan

Dutch language lecturer, Esmee van der Hoeven (.40 FTE; benefits @40%)
Salary \$9,997 (16%), benefits \$3,999
Elementary and Intermediate Dutch

Icelandic 1A language lecturer (to be hired) (.40 FTE; benefits @40%)
Salary \$7,013 (12.5%), benefits \$2,805
Elementary Icelandic

Icelandic 1B language lecturer (to be hired) (.40 FTE; benefits @ 40%)
Salary \$7,013 (12.5%), benefits \$2,805
Elementary Icelandic

Scandinavian 298 lecturer, Karen Moller (.33 FTE; benefits @40%)
Salary \$0, benefits \$0
Scandinavian language and literature

Celtic language lecturer, Thomas Walsh (.40 FTE; benefits @40%)
Salary \$11,597 (14.5%), benefits \$4,639
Elementary and Intermediate Celtic

Public Education Specialist II, Deolinda Adao (.33 FTE; benefits@40%)
Salary \$16,398 (33%), benefits \$7,871
Coordinating Berkeley City College/Peralta Community College District Programs, EU
Education Workshops and Portuguese Teacher Workshops for K-14 teachers

These salary and benefits facilitate the primary activities of the NRC, including the seeding of one area studies course per year, the teaching of 6 less-commonly-taught languages (two of which are deemed “priority” languages by the U.S. Department of Education), and organizing a robust outreach program. In most cases, this request represents only modest fractions of individual salaries. However, this support enables important and priority activities that will lead to long term improvements in the program and curriculum.

Year 2: The total first-year direct-cost request for Personnel (A) is \$135,871, while Benefits (B) come to \$49,369 for a total of \$185,240.

Academic Coordinator, Akasemi Newsome (.25 FTE; benefits @40%)
Salary \$18,599, benefits \$7,440

Administrative Officer, Gia White (.25 FTE; benefits@40%)
Salary \$25,051, benefits \$12,024

Graduate Student Researcher-Step II, Thomas Sliwoski and Lee Hekking (.24 FTE)
Salary \$20,836, benefits \$0

These administrative positions have a combination of programmatic and technical duties, and these duties include but are not limited: processing Institute financial transactions related to NRC activities, preparing files for the IES FLAS fellowship committees, processing financial awards for FLAS fellowship recipients, tracking FLAS fellow course enrollment to ensure student

compliance with FLAS regulations, data collection for grant reporting and coordinating Institute travel and international visitor services for NRC-related travel.

Turkish language lecturer, Jason Vivrette (.33 FTE; benefits @40%)

Salary \$14,630 (24%), benefits \$5,852

Advanced Turkish

Catalan language lecturer, Ana Belen Redondo Campillos (.40 FTE; benefits @40%)

Salary \$7,264 (11.5%), benefits \$2,906

Elementary and Intermediate Catalan

Dutch language lecturer, Esmee van der Hoeven (.40 FTE; benefits @40%)

Salary \$7,329 (11.5%), benefits \$2,932

Elementary and Intermediate Dutch

Icelandic 1A language lecturer (to be hired) (.40 FTE; benefits @40%)

Salary \$5,891 (10.5%), benefits \$2,356

Elementary Icelandic

Icelandic 1B language lecturer (to be hired) (.40 FTE; benefits @ 40%)

Salary \$5,891 (10.5%), benefits \$2,356

Elementary Icelandic

Scandinavian 298 lecturer, Karen Moller (.33 FTE; benefits @40%)

Salary \$7,492 (7.5%), benefits \$2,997

Scandinavian language and literature

Celtic language lecturer, Thomas Walsh (.40 FTE; benefits @40%)

Salary \$5,999 (7.5%), benefits \$2,399

Elementary and Intermediate Celtic

Public Education Specialist II, Deolinda Adao (.33 FTE; benefits@40%)

Salary \$16,890 (33%), benefits \$8,107

Coordinating Berkeley City College/Peralta Community College District Programs, EU Education Workshops and Portuguese Teacher Workshops for K-14 teachers

These salary and benefits facilitate the primary activities of the NRC, including the seeding of one area studies course per year, the teaching of 6 less-commonly-taught languages (two of which are deemed “priority” languages by the U.S. Department of Education), and organizing a robust outreach program. In most cases, this request represents only modest fractions of individual salaries. However, this support enables important and priority activities that will lead to long term improvements in the program and curriculum.

Year 3: The total first-year direct-cost request for Personnel (A) is \$136,497, while Benefits (B) come to \$49,470 for a total of \$185,967.

Academic Coordinator, Akasemi Newsome (.25 FTE; benefits @40%)

Salary \$19,157, benefits \$7,663

Administrative Officer, Gia White (.25 FTE; benefits@40%)
Salary \$25,802, benefits \$12,385

Graduate Student Researcher-Step II, Thomas Sliwoski and Lee Hekking (.24 FTE)
Salary \$21,462, benefits \$0

These administrative positions have a combination of programmatic and technical duties, and these duties include but are not limited: processing Institute financial transactions related to NRC activities, preparing files for the IES FLAS fellowship committees, processing financial awards for FLAS fellowship recipients, tracking FLAS fellow course enrollment to ensure student compliance with FLAS regulations, data collection for grant reporting and coordinating Institute travel and international visitor services for NRC-related travel.

Turkish language lecturer, Jason Vivrette (.33 FTE; benefits @40%)
Salary \$14,935(24.5%), benefits \$5,974
Advanced Turkish

Catalan language lecturer, Ana Belen Redondo Campillos (.40 FTE; benefits @40%)
Salary \$7,264 (11.5%), benefits \$2,906
Elementary and Intermediate Catalan

Dutch language lecturer, Esmee van der Hoeven (.40 FTE; benefits @40%)
Salary \$7,329 (11.5%), benefits \$2,932
Elementary and Intermediate Dutch

Icelandic 1A language lecturer (to be hired) (.40 FTE; benefits @40%)
Salary \$5,330 (9.5%), benefits \$2,132
Elementary Icelandic

Icelandic 1B language lecturer (to be hired) (.40 FTE; benefits @ 40%)
Salary \$5,330 (9.5%), benefits \$2,132
Elementary Icelandic

Scandinavian 298 lecturer, Karen Moller (.33 FTE; benefits @40%)
Salary \$6,493 (6.5%), benefits \$2,597
Scandinavian language and literature

Celtic language lecturer, Thomas Walsh (.40 FTE; benefits @40%)
Salary \$5,999 (7.5%), benefits \$2,399
Elementary and Intermediate Celtic

Public Education Specialist II, Deolinda Adao (.33 FTE; benefits@40%)
Salary \$17,397 (33%), benefits \$8,350
Coordinating Berkeley City College/Peralta Community College District Programs, EU Education Workshops and Portuguese Teacher Workshops for K-14 teachers

These salary and benefits facilitate the primary activities of the NRC, including the seeding of one area studies course per year, the teaching of 6 less-commonly-taught languages (two of which are deemed “priority” languages by the U.S. Department of Education), and organizing a robust outreach program. In most cases, this request represents only modest fractions of

individual salaries. However, this support enables important and priority activities that will lead to long term improvements in the program and curriculum.

Year 4: The total first-year direct-cost request for Personnel (A) is \$129,154, while Benefits (B) come to \$46,380 for a total of \$175,534.

Academic Coordinator, Akasemi Newsome (.25 FTE; benefits @40%)
Salary \$19,731, benefits \$7,892

Administrative Officer, Gia White (.25 FTE; benefits@40%)
Salary \$26,576, benefits \$12,756

Graduate Student Researcher-Step II, Thomas Sliwoski and Lee Hekking (.24 FTE)
Salary \$22,104, benefits \$0

These administrative positions have a combination of programmatic and technical duties, and these duties include but are not limited: processing Institute financial transactions related to NRC activities, preparing files for the IES FLAS fellowship committees, processing financial awards for FLAS fellowship recipients, tracking FLAS fellow course enrollment to ensure student compliance with FLAS regulations, data collection for grant reporting and coordinating Institute travel and international visitor services for NRC-related travel.

Turkish language lecturer, Jason Vivrette (.33 FTE; benefits @40%)
Salary \$8,534 (14%), benefits \$3,414
Advanced Turkish

Catalan language lecturer, Ana Belen Redondo Campillos (.40 FTE; benefits @40%)
Salary \$7,264 (11.5%), benefits \$2,906
Elementary and Intermediate Catalan

Dutch language lecturer, Esmee van der Hoeven (.40 FTE; benefits @40%)
Salary \$7,011 (11%), benefits \$2,804
Elementary and Intermediate Dutch

Icelandic 1A language lecturer (to be hired) (.40 FTE; benefits @40%)
Salary \$5,611 (10%), benefits \$2,244
Elementary Icelandic

Icelandic 1B language lecturer (to be hired) (.40 FTE; benefits @ 40%)
Salary \$5,611 (10%), benefits \$2,244
Elementary Icelandic

Scandinavian 298 lecturer, Karen Moller (.33 FTE; benefits @40%)
Salary \$3,996 (4%), benefits \$1,598
Scandinavian language and literature

Celtic language lecturer, Thomas Walsh (.40 FTE; benefits @40%)
Salary \$4,799 (4%), benefits \$1,920
Elementary and Intermediate Celtic

Public Education Specialist II, Deolinda Adao (.33 FTE; benefits@40%)

Salary \$17,919 (33%), benefits \$8,601

Coordinating Berkeley City College/Peralta Community College District Programs, EU Education Workshops and Portuguese Teacher Workshops for K-14 teachers

These salary and benefits facilitate the primary activities of the NRC, including the seeding of one area studies course per year, the teaching of 6 less-commonly-taught languages (two of which are deemed “priority” languages by the U.S. Department of Education), and organizing a robust outreach program. In most cases, this request represents only modest fractions of individual salaries. However, this support enables important and priority activities that will lead to long term improvements in the program and curriculum.

BENEFITS

The University of California, Berkeley Composite Fringe Benefit Rates (CFBR) have been reviewed and federally approved by the Department of Health and Human Services (DHHS) on July 1, 2017 for use by all fund sources for FY18. Rates beyond June 30, 2018 are estimates and are provided for planning purposes only. Future CFBR rates are subject to review and approval by DHHS on an annual or bi-annual basis. Fringe benefits are assessed as a percentage of the respective employee’s salary. For FY18, these rates are fixed at 40% for academics and at 48% for staff. A link to the composite benefits rates can be found at <https://spo.berkeley.edu/policy/benefits/benefits.html>.

TRAVEL

Years 1-4:

We are requesting \$16,500 per year for Travel (3). These items include; 2 trips per year for librarians with \$1800 for airfare, \$1500 for lodging, \$1350 for subsistence and \$350 for ground transportation; 4 trips per year for IES administrative and academic staff to do professional development at \$750 for airfare, \$500 for lodging, \$300 for subsistence and \$200 for ground transport; and funds to support 3 trips per year for foreign language teacher travel with \$750 for airfare, \$400 for subsistence and \$200 for ground transport.

This will allow the Director and the Associate Director to participate in international meetings on European Studies materials as well as domestic scholarly meetings on European Studies materials. It will also allow IES staff to represent the Institute in an outreach capacity at professional conferences. Foreign language lecturers will also receive support to participate in national or international conferences on foreign language pedagogy. Librarians with expertise in W. European materials will also receive support to acquire European Studies materials internationally.

SUPPLIES

Years 1-4:

We have budgeted \$10,000 per year in support of Library acquisitions in ES and its enhancement of LCTL’s collections, including books, serials, preservation formats, e-resources, etc., related to the W. European world area, thus making the UC Berkeley Library a true national resource center.

OTHER

Year 1:

\$46,750 for Other expenses for funding for teacher training and outreach activities consistent with the NRC absolute priorities and the two NRC competitive preference priorities.

This budget category showcases the core of our program showing the following key items: \$3000 in Year 1 for professional training in European Studies and languages for graduate students

\$750 in Year 1 for professional training in European Studies and languages for undergraduate student interns

\$10,000 in Year 1 provides seed money to develop new teaching methodologies for LCTL courses and for the creation of new LCTLs on the UCB campus.

\$2000 in Year 1 in support for the annual graduate student conference and meetings critical for increasing enrollment and expanding the Designated Emphasis in European Studies

Subcategory – Outreach

\$7000 in Year 1 in support of ORIAS – Continuing its excellent work, ORIAS will provide workshop for teacher education in the thematic areas for the 2019-2022 summers including, respectively: body and identity, the world in film, the “little ice age,” and propaganda; and IES sponsorship will ensure that ES topics are included in the workshops. Program support is also requested for an annual in-service Summer Teacher Institute for K-12 teachers organized by ORIAS and jointly funded by the UCB area studies centers.

By partnering with eight other area studies centers on the Berkeley campus, outreach programs organized by the Office of Resources for International and Area Studies (ORIAS) can be funded at a relatively low cost per center, while achieving maximum impact. Two ORIAS summer workshops—one for K-12 teachers and one for community college educators—continue to meet NRC teacher training goals to develop curriculum for K-12 and community college instructors. IES sponsorship of these workshops ensures that W. European topics are included in the workshops.

\$3500 in Year 1 for Training Workshops for Portuguese Language Teachers and –this line item is specific to our commitment to the NRC Absolute Priority 1 in teacher training and casts a wide net as a resource for K-12 teachers. Funds will be used to provide speaker fees for these training workshops.

\$2000 in Year 1 for History Social Science Project at the UCB Graduate School of Education. In response to NRC Competitive Priority 2, IES will partner with the UCB History-Social Science Project in providing W. European world area content in three global history course outlines (6th, 7th and 10th grade) to be created by the HSSP. The materials will be presented in summer institutes for teachers and be posted on the Institute and HSSP websites, making them widely available to teachers throughout California and the United States. The summer institutes constitute Professional Development Workshops for High School Teachers.

\$4000 in Year 1 for Berkeley City College Programs –In keeping with the Absolute Priority 1 and the Competitive Preference Priority 2, these funds will be expended for a Global Lives Documentary Film Series at BCC (\$1000) and European Studies Research Workshop (\$1500) organized by Community College alumni supported by IES to attend the Brussels Study Tour in

past years. Funds will also be spent on the IES Transfer Alliance Program (\$1500) to provide research abroad opportunities for community college students seeking to transfer to UCB.

\$7500 in Year 1 goes towards Global Europe Conference support to invite scholars and speakers with diverse perspectives (Absolute Priority 1) in European Studies to the UCB campus.

\$1500 in Year 1 goes towards Humanities West, a long-time partner that successfully organizes cultural programming for K-14 teachers which include a yearly program with various European topics.

\$3000 in Year 1 goes towards Outreach-Travel. This is a line item that serves to support professional development in European Studies and will provide travel costs for a community college or area studies instructor to participate in the Brussels Study tour.

\$2500 in Year 1 goes to support the organization of the annual Claremont-UC Undergraduate Conference in European Studies at Scripps College in Claremont, CA.

\$0 in Year 1 for the External Review – The external review will take place in the last year of the budget period.

\$0 in Year 1 for Evaluation

Year 2:

\$37,900 for Other expenses for funding for teacher training and outreach activities consistent with the NRC absolute priorities and the two NRC competitive preference priorities.

This budget category showcases the core of our program showing the following key items:

\$3000 in Year 2 for professional training in European Studies and languages for graduate students

\$750 in Year 2 for professional training in European Studies and languages for undergraduate student interns

\$0 in Year 2 provides seed money to develop new teaching methodologies for LCTL courses and for the creation of new LCTLs on the UCB campus.

\$2000 in Year 2 in support for the annual graduate student conference and meetings critical for increasing enrollment and expanding the Designated Emphasis in European Studies

Subcategory – Outreach

\$7000 in Year 2 in support of ORIAS – Continuing its excellent work, ORIAS will provide workshop for teacher education in the thematic areas for the 2019-2022 summers including, respectively: body and identity, the world in film, the “little ice age,” and propaganda; and IES sponsorship will ensure that ES topics are included in the workshops. Program support is also requested for an annual in-service Summer Teacher Institute for K-12 teachers organized by ORIAS and jointly funded by the UCB area studies centers.

By partnering with eight other area studies centers on the Berkeley campus, outreach programs organized by the Office of Resources for International and Area Studies (ORIAS) can be funded at a relatively low cost per center, while achieving maximum impact. Two ORIAS summer

workshops—one for K-12 teachers and one for community college educators—continue to meet NRC teacher training goals to develop curriculum for K-12 and community college instructors. IES sponsorship of these workshops ensures that W. European topics are included in the workshops.

\$1750 in Year 2 for Training Workshops for Portuguese Language Teachers and –this line item is specific to our commitment to the NRC Absolute Priority 1 in teacher training and casts a wide net as a resource for K-12 teachers. Funds will be used to provide speaker fees for these training workshops.

\$2000 in Year 2 for History Social Science Project at the UCB Graduate School of Education. In response to NRC Competitive Priority 2, IES will partner with the UCB History-Social Science Project in providing W. European world area content in three global history course outlines (6th, 7th and 10th grade) to be created by the HSSP. The materials will be presented in summer institutes for teachers and be posted on the Institute and HSSP websites, making them widely available to teachers throughout California and the United States. The summer institutes constitute Professional Development Workshops for High School Teachers.

\$4000 in Year 2 for Berkeley City College Programs –In keeping with the Absolute Priority 1 and the Competitive Preference Priority 2, these funds will be expended for a Global Lives Documentary Film Series at BCC (\$1000) and European Studies Research Workshop (\$1500) organized by Community College alumni supported by IES to attend the Brussels Study Tour in past years. Funds will also be spent on the IES Transfer Alliance Program (\$1500) to provide research abroad opportunities for community college students seeking to transfer to UCB.

\$5000 in Year 2 goes towards Global Europe Conference support to invite scholars and speakers with diverse perspectives (Absolute Priority 1) in European Studies to the UCB campus.

\$1500 in Year 2 goes towards Humanities West, a long-time partner that successfully organizes cultural programming for K-14 teachers which include a yearly program with various European topics.

\$6000 in Year 2 goes towards Outreach-Travel. This is a line item that serves to support professional development in European Studies and will provide travel costs for 2 community college or area studies instructors to participate in the Brussels Study tour.

\$2500 in Year 2 goes to support the organization of the annual Claremont-UC Undergraduate Conference in European Studies at Scripps College in Claremont, CA.

\$0 in Year 2 for the External Review – The external review will take place in the last year of the budget period.

\$2900 in Year 2 for Evaluation

We request funding for ongoing evaluation activities to begin in Year 2 of the grant conducted by Dr. Brad Washington, with whom we have worked since 2009. In addition, we will contribute to an evaluation of the ORIAS program by Dr. Nancy Sato. This is in conjunction with the other Title VI National Resource Centers on the UC Berkeley campus.

Year 3:

\$37,250 for Other expenses for funding for teacher training and outreach activities consistent with the NRC absolute priorities and the two NRC competitive preference priorities.

This budget category showcases the core of our program showing the following key items:
\$3000 in Year 3 for professional training in European Studies and languages for graduate students

\$750 in Year 3 for professional training in European Studies and languages for undergraduate student interns

\$0 in Year 3 provides seed money to develop new teaching methodologies for LCTL courses and for the creation of new LCTLs on the UCB campus.

\$2000 in Year 3 in support for the annual graduate student conference and meetings critical for increasing enrollment and expanding the Designated Emphasis in European Studies

Subcategory – Outreach

\$5000 in Year 3 in support of ORIAS – Continuing its excellent work, ORIAS will provide workshop for teacher education in the thematic areas for the 2019-2022 summers including, respectively: body and identity, the world in film, the “little ice age,” and propaganda; and IES sponsorship will ensure that ES topics are included in the workshops. Program support is also requested for an annual in-service Summer Teacher Institute for K-12 teachers organized by ORIAS and jointly funded by the UCB area studies centers.

By partnering with eight other area studies centers on the Berkeley campus, outreach programs organized by the Office of Resources for International and Area Studies (ORIAS) can be funded at a relatively low cost per center, while achieving maximum impact. Two ORIAS summer workshops—one for K-12 teachers and one for community college educators—continue to meet NRC teacher training goals to develop curriculum for K-12 and community college instructors. IES sponsorship of these workshops ensures that W. European topics are included in the workshops.

\$3500 in Year 3 for Training Workshops for Portuguese Language Teachers and –this line item is specific to our commitment to the NRC Absolute Priority 1 in teacher training and casts a wide net as a resource for K-12 teachers. Funds will be used to provide speaker fees for these training workshops.

\$2000 in Year 3 for History Social Science Project at the UCB Graduate School of Education. In response to NRC Competitive Priority 2, IES will partner with the UCB History-Social Science Project in providing W. European world area content in three global history course outlines (6th, 7th and 10th grade) to be created by the HSSP. The materials will be presented in summer institutes for teachers and be posted on the Institute and HSSP websites, making them widely available to teachers throughout California and the United States. The summer institutes constitute Professional Development Workshops for High School Teachers.

\$4000 in Year 3 for Berkeley City College Programs –In keeping with the Absolute Priority 1 and the Competitive Preference Priority 2, these funds will be expended for a Global Lives Documentary Film Series at BCC (\$1000) and European Studies Research Workshop (\$1500) organized by Community College alumni supported by IES to attend the Brussels Study Tour in

past years. Funds will also be spent on the IES Transfer Alliance Program (\$1500) to provide research abroad opportunities for community college students seeking to transfer to UCB.

\$7500 in Year 3 goes towards Global Europe Conference support to invite scholars and speakers with diverse perspectives (Absolute Priority 1) in European Studies to the UCB campus.

\$1500 in Year 3 goes towards Humanities West, a long-time partner that successfully organizes cultural programming for K-14 teachers which include a yearly program with various European topics.

\$3000 in Year 3 goes towards Outreach-Travel. This is a line item that serves to support professional development in European Studies and will provide travel costs for a community college or area studies instructor to participate in the Brussels Study tour.

\$2500 in Year 3 goes to support the organization of the annual Claremont-UC Undergraduate Conference in European Studies at Scripps College in Claremont, CA.

\$0 in Year 3 for the External Review – The external review will take place in the last year of the budget period.

\$3000 in Year 3 for Evaluation

We request funding for ongoing evaluation activities to begin in Year 2 of the grant conducted by Dr. Brad Washington, with whom we have worked since 2009. In addition, we will contribute to an evaluation of the ORIAS program by Dr. Nancy Sato. This is in conjunction with the other Title VI National Resource Centers on the UC Berkeley campus.

Year 4:

\$47,850 for Other expenses for funding for teacher training and outreach activities consistent with the NRC absolute priorities and the two NRC competitive preference priorities.

This budget category showcases the core of our program showing the following key items:

\$3000 in Year 4 for professional training in European Studies and languages for graduate students

\$750 in Year 4 for professional training in European Studies and languages for undergraduate student interns

\$5000 in Year 4 provides seed money to develop new teaching methodologies for LCTL courses and for the creation of new LCTLs on the UCB campus.

\$2000 in Year 4 in support for the annual graduate student conference and meetings critical for increasing enrollment and expanding the Designated Emphasis in European Studies

Subcategory – Outreach

\$6000 in Year 4 in support of ORIAS – Continuing its excellent work, ORIAS will provide workshop for teacher education in the thematic areas for the 2019-2022 summers including, respectively: body and identity, the world in film, the “little ice age,” and propaganda; and IES sponsorship will ensure that ES topics are included in the workshops. Program support is also requested for an annual in-service Summer Teacher Institute for K-12 teachers organized by ORIAS and jointly funded by the UCB area studies centers.

By partnering with eight other area studies centers on the Berkeley campus, outreach programs organized by the Office of Resources for International and Area Studies (ORIAS) can be funded at a relatively low cost per center, while achieving maximum impact. Two ORIAS summer workshops—one for K-12 teachers and one for community college educators—continue to meet NRC teacher training goals to develop curriculum for K-12 and community college instructors. IES sponsorship of these workshops ensures that W. European topics are included in the workshops.

\$3500 in Year 4 for Training Workshops for Portuguese Language Teachers and –this line item is specific to our commitment to the NRC Absolute Priority 1 in teacher training and casts a wide net as a resource for K-12 teachers. Funds will be used to provide speaker fees for these training workshops.

\$2000 in Year 4 for History Social Science Project at the UCB Graduate School of Education. In response to NRC Competitive Priority 2, IES will partner with the UCB History-Social Science Project in providing W. European world area content in three global history course outlines (6th, 7th and 10th grade) to be created by the HSSP. The materials will be presented in summer institutes for teachers and be posted on the Institute and HSSP websites, making them widely available to teachers throughout California and the United States. The summer institutes constitute Professional Development Workshops for High School Teachers.

\$4000 in Year 4 for Berkeley City College Programs –In keeping with the Absolute Priority 1 and the Competitive Preference Priority 2, these funds will be expended for a Global Lives Documentary Film Series at BCC (\$1000) and European Studies Research Workshop (\$1500) organized by Community College alumni supported by IES to attend the Brussels Study Tour in past years. Funds will also be spent on the IES Transfer Alliance Program (\$1500) to provide research abroad opportunities for community college students seeking to transfer to UCB.

\$5000 in Year 4 goes towards Global Europe Conference support to invite scholars and speakers with diverse perspectives (Absolute Priority 1) in European Studies to the UCB campus.

\$1500 in Year 4 goes towards Humanities West, a long-time partner that successfully organizes cultural programming for K-14 teachers which include a yearly program with various European topics.

\$3000 in Year 4 goes towards Outreach-Travel. This is a line item that serves to support professional development in European Studies and will provide travel costs for a community college or area studies instructor to participate in the Brussels Study tour.

\$2500 in Year 4 goes to support the organization of the annual Claremont-UC Undergraduate Conference in European Studies at Scripps College in Claremont, CA.

\$8000 in Year 4 for the External Review – The external review will take place in the last year of the budget period.

\$2100 in Year 4 for Evaluation

We request funding for ongoing evaluation activities to begin in Year 2 of the grant conducted by Dr. Brad Washington, with whom we have worked since 2009. In addition, we will contribute

to an evaluation of the ORIAS program by Dr. Nancy Sato. This is in conjunction with the other Title VI National Resource Centers on the UC Berkeley campus.

INDIRECT COST RATE

Per the sponsor's policy, indirect costs have been limited to 8% of total direct costs. UC Berkeley's federally negotiated indirect cost rate agreement can be found at:

<https://spo.berkeley.edu/policy/fa2017.pdf>

FOREIGN LANGAUGAE AND AREA STUDIES (FLAS) FELLOWSHIPS

The FLAS budget requests five graduate and two undergraduate awards each academic year and six summer awards for both grads and undergrads. This request is justified by consistently strong demand for study of the languages of the W. European world area.

FOREIGN LANGAUGAE AND AREA STUDIES (FLAS) FELLOWSHIPS

Year 1 - \$240,000

2 Academic Year undergraduate awards: \$15,000 x 2

5 Academic Year graduate awards: \$33,000 x 5

6 Summer awards: \$7,500 x 6

Years 2- 4: 225,000 each year

2 Academic Year undergraduate awards: \$15,000 x 2

5 Academic Year graduate awards: \$33,000 x 5

4 Summer awards: \$7,500 x 4