

1. COMMITMENT TO WEST EUROPEAN STUDIES

A. Financial and Other Support. In his May 2005 external assessment of the University of Washington's Center for West European Studies, Gary Marks (Director of the Center for European Studies at the University of North Carolina-Chapel Hill) concluded that "CWES is one of the leading centers of European studies in the United States and the premier center for European studies in the western states. The leadership and staff of CWES are first rate. The faculty in the field of European studies are diverse and engaged in the center's activities" and the UW administration is "committed to the center's continued success."

Table 1.1 provides financial evidence of this commitment; institutional support for West European Studies (WES) in 2004-05 totaled \$19,209,823—an increase of 8.1% since 2001-02.

Items	UW Expenditures on WES
WES Faculty Salaries	\$10,557,394
WES Grad Student Support (TA/RA Pay/Ben., Tuition Waivers)	\$4,675,913
CWES Administrative Salaries	\$110,591
WES Library Staff Salaries	\$1,884,796
WES Library Acquisitions	\$1,246,290
WES Study Abroad Support: Administrative Salaries	\$240,468
Student Travel Grants	\$122,225
Other (Supplies, operations, etc.)	\$372,146
Total	\$19,209,823

UW expenditures on WES have been supplemented increasingly in recent years by grants from a wide range of European governments or agencies. As table 1.2 shows, the UW received \$387,393 from such sources in 2004-05. The UW EU Center is the only one on the West

Government/Agency	Initial Funding	Central Purpose	Amount of Grant
Spain	2000	Center for Spanish Studies	\$114,135
European Union	1998	European Union Center	\$ 76,000
Greece	2000	Hellenic Studies Program	\$ 76,000
Nordic Council	2002	Modern Vikings Program	\$ 50,000
Germany (DAAD)	1987	50% of DAAD Professor	\$ 27,258
Finland	1996	50% of Finnish Lecturer and 1/4 TA	\$ 24,000
Denmark	1997	50% of Danish Lecturer	\$ 20,000
Total	-----	-----	\$387,393

Coast and one of only four in the nation to have been funded four times by the EU Commission since 1998; the UW has also hosted 10 EU Fellows in the last 13 years. This year the UW will also become the host of a new Spanish-funded Cervantes Institute—one of only four in the US.

Institutional support for the operation of our Center in particular has also grown steadily in recent years. CWES now has an office three times the size of the one it occupied in 1996, as well as another office reserved for our European Union Fellows. Our office staff has grown from less than 1.5 FTE in 1996 to approximately 3.0 this year. Moreover, the UW administration recently announced that financial support for CWES would be increased substantially for 2006-2010. The UW has pledged to: 1) increase its contribution to the salaries of our office/outreach staff by nearly 50%; 2) fully fund the FLAS Coordinator shared by CWES and our 6 other NRCs; and 3) allocate roughly \$44,000/year for staff who will enhance our capacity to gauge programmatic impact (e.g., by improving alumni tracking) and, along with external consultants, provide a comprehensive evaluation of all NRC programs (see section 9).

As for our teaching staff, 216 non-language WES faculty offer courses with a total enrollment of 26,140 as of 2004-05—a 9.4% increase since 2001-02; 138 language faculty offer courses in 14 West European languages with a total 2004-05 enrollment of 9,399. Especially impressive is the fact that the UW has increased its commitment to the teaching of less/least commonly taught WES languages in recent years. With the addition of a third level in Finnish, the UW is one of only four universities in the country to offer three levels of all four major Scandinavian languages and now offers three levels of modern Greek; several full-time faculty members have also been added to accommodate a dramatic increase (43% over the past four years) in demand for Italian. The WES collection of the award-winning UW Library system is one of the largest in the country and has grown (excluding periodicals) 8% since 2001. In terms

of linkages with institutions abroad, our WES program/exchange offerings have increased by 12% over the past three years, while the number of students studying in Western Europe has increased 16% from (from 649 to 750) during that period. As for outreach, the UW has increased its support for our CWES outreach staff while also co-funding (with the government of Spain and the Washington State Office for the Superintendent of Public Instruction) the many activities of the Center for Spanish Studies. Undergraduates in fields related to our Center's teaching

Table 1.3: Endowments for West European Studies at the UW			
Subject	# End.	Market Value 7/2005	% since 1996
Scandinavian Studies*	18	\$1,769,947	67%
European History	6	\$ 992,308	67%
Germanics	3	\$ 201,452	33%
French & Italian Studies	2.5+	\$ 104,087	100%
Hellenic Studies	2	\$ 478,834	100%
Spanish Studies	1.5+	\$ 109,336	50%
Comp. Lit (European)	1	\$ 299,864	100%
English (Rome Center)	1	\$ 39,832	100%
European Union Studies	1	\$ 9,275	100%
Total	36	\$4,004,935	72%
*NOTE: 7 in Norwegian, 2 in Danish, 2 in Swedish, 1 in Finnish, 3 in Baltic and 3 in Scandinavian (general). +One shared endowment.			

programs receive travel grants for activities in the United States (e.g., participation in a Model EU) or for study abroad. As table 1.3 shows, there are now 36 endowments at the UW designed exclusively to promote WES, 72% of which have been established in the last decade; more than half (21) of the endowments may be used to fund undergraduates. UW undergraduates may also apply for Mary Gates Research Scholarships, competitive awards to support collaborative student-faculty research projects; 15 were funded in spring quarter 2005.

B. Financial Support to Graduate Students. As noted in table 1.1, the UW provides \$4,675,913 in financial support for WES graduate students as well as travel grants on a competitive basis. WES graduate students receive travel funding from the Office of International Programs and Exchanges, the Graduate School and their home departments; 72% (26) of the departmental endowments listed in table 1.3 may be used to fund graduate students.

2. QUALITY OF CURRICULUM DESIGN

A. Undergraduate Programs. Undergraduates at the UW are offered a rich menu of programs for the study of Western Europe. As table 2.1 shows, students may choose among 24 WES options: 8 language, literature and culture majors and minors, 3 area studies majors and minors, 4 certificate programs and 1 track within a broader major. As of 2004-05 the programs attracted a total of 534 majors: Spanish 163, French 118, European Studies 93, German 46,

Majors/Minors in Language, Lit. & Culture	Danish, Finnish, French, German, Italian, Norwegian, Spanish, Swedish	Require 4 years of language for major, 3 for minor
Majors/Minors in Area Studies	European Studies, German Area Studies, Scandinavian Area Studies	Require 3+ years of language
Certificates and Tracks	EU Studies, Hellenic Studies, International Business, Trans-Atlantic Studies, WES Track-Int. Studies	Generally require 2-3 years of language

Scandinavian Area Studies 42, Italian 21, Swedish 20, Norwegian 15, German Area Studies 14, Danish 10, and Finnish (a new major in 2005) 1. The number of majors in the European Studies program has more than tripled (from 30 to 93) over the past six years. All ES majors must study abroad for at least one quarter and write a senior thesis over two quarters upon their return.

Three other interdisciplinary curricular options require study abroad. The Certificate in Trans-Atlantic Studies is fully described in section 2.B. The Certificate in Hellenic Studies is offered to European Studies majors who take electives in Greek history, culture and language and study in Greece at the University of Ioannina. The Certificate of International Studies in Business (CISB), offered to undergraduate Business majors, requires area studies course work in a declared track, language proficiency at the 300-level and study/internship abroad for at least one quarter. Of the 154 current CISB students, 47% (72) have opted for one of the WES tracks. Many students enrolled in the Certificate in European Union Studies program also study abroad, but those unable to leave Seattle may take opt instead for a Europe-related internship, a Model

EU course, or a seminar taught by one of our EU Fellows (an EU official on leave for the year).

Students may also pursue a West European "track" (requiring 4 upper-division courses) within the context of the International Studies major. Over the last decade, this track has consistently been by far the most popular of the 10 regional tracks in International Studies.

B. Graduate Programs. As section 4.A shows, the UW offers 8 MA programs and 6 PhD programs in national languages/literatures of Western Europe. Most non-language graduate students interested in WES at the UW pursue their degrees within traditional departments such as History, Political Science, or Comparative Literature. The Scandinavian department introduced an area studies MA program in 1985 that now attracts approximately 20% of all US graduate students in that field. There are currently 17 graduate students in the department, of whom (41%) are doing the area studies track. Since 1992 the Business School has made available to MBA students a Global Business Program that requires international experience, including language proficiency. The GBP maintains autumn quarter exchanges with universities in seven West European countries; the program sent 21 MBA students to Western Europe from 2003-05.

Our most innovative curricular options for graduate students are the two components of our Trans-Atlantic Studies Program launched in 1997-98 with a FIPSE grant in collaboration with UNC-Chapel Hill and the Euromasters consortium: the U. of Bath, the Free and Humboldt Universities in Berlin, the U. of Siena, Carlos III in Madrid, the Institut d'Etudes Politiques-Paris and Charles University-Prague. The first component of the program, the Certificate in Trans-Atlantic Studies (CTAS), is designed for UW graduate students or advanced undergraduates, typically pursuing a degree in Political Science, International Studies, or Public Affairs. The students take Bath's Euromasters core module (an interdisciplinary program on European politics and society) in the fall and then return to the UW during the winter quarter, along with

an average of 8-12 European students pursuing Euromasters with Trans-Atlantic Track (TAT). *Our program thus provides American and European students with the unique opportunity to study together on both sides of the Atlantic.* At the UW the CTAS and TAT students take a core seminar on Trans-Atlantic Relations as well as electives on American politics and culture.

WES graduate students must meet the language requirements of their departments: normally advanced proficiency in one language and intermediate proficiency in a second.

Academic and Career Advising. All WES students obtain advice and counseling from our CWES staff (see section 6), the Office of International Programs and Exchanges and the Center for Career Services as well as their home departments. CWES staff and affiliated faculty proactively advise and recruit students by appearing each term in key WES courses to discuss the Center's programs, distribute flyers, and answer questions. Our staff also holds group advising sessions related to internships/special programs and they regularly participate in career panels.

Study Abroad Arrangements. UW students are presented with one of the most extensive menus of West European study abroad options available anywhere in the United States. As of 2005 the UW offers approximately 130 "exchanges" (in which UW students do regular coursework at a partner university) or "programs" (for example, Germanics' Intensive Spring in Vienna Program) in Western Europe. During 2003-04, 750 UW students—16% more than in 2001-02—received credit for study in Western Europe. Students enrolled for study in 16 different West European countries: Italy (257), United Kingdom (109), Spain (105), France (101), Ireland (38), Germany (35), Sweden (33), Austria (32), Greece (28), Denmark (21), Norway (10), Belgium (7), the Netherlands (6), Finland (2), Iceland (1), and Switzerland (1). The impressive figure for Italy reflects continuing growth in the use of the UW Rome Center in the Palazzo Pio, a large instructional and residential facility that attracts students with programs

in fields ranging from Italian Studies and Architecture to Studio Art and Urban Design. Starting in 2006, our EU Center will offer a new intensive EU Summer Program in Brussels jointly administered with the Wisconsin EU Center and the Université Libre de Bruxelles (ULB). The program, featuring courses taught by both EU scholars and former EU officials, is designed to attract advanced undergraduates from all across the US preparing senior theses on the EU.

Roughly 20% of our students participating in Western Europe study programs each year are graduate or professional students. Through the FIPSE-funded COMFED program, CWES has exchanged graduate students working on comparative federalism with the U. of Birmingham, ULB and “Sciences Po” in Paris. More than 10 law students per year now study at either ULB or our Rome Center, which hosts a summer program on Law, Society and Justice in the EU. The UW also hosts a large number of visiting European students annually (253 in 2004-05).

Access to Other Institutions’ Programs. The IPE staff, the Jackson School FLAS advisor, and CWES staff all help to facilitate access to other institutions’ study abroad and summer language programs. The IPE website includes a section with advice for students opting for such programs and a downloadable form with which students can obtain credit pre-approval via their UW major department. About 100 students per year concurrently enroll at the UW, maintain their financial aid eligibility and earn credits for their work at the non-UW programs.

3. QUALITY OF CENTER’S NON-LANGUAGE INSTRUCTIONAL PROGRAM

A. Courses. The University of Washington currently offers West European Studies courses in 20 departments/schools in the College of Arts and Sciences and in 7 professional schools (see table 3.1). The total number of non-language WES courses for 2004-2005 is 1,174. Of these, 291 are at the graduate level. Average enrollments are 36 for undergraduate and 8 for graduate courses. The total enrollment in non-language WES courses for 2004-2005 is 26,140—

a 9.4% increase since 2001-02.

As appendix B shows, the country coverage of our non-language WES courses is as follows: France (95), Germany (96), Great Britain (86), Italy (65), Scandinavia (96), and Spain (68). More than 171 additional courses focus on smaller countries (e.g., the Netherlands) or deal comparatively with more than one West European country. It should also be noted that the European Union is a major focus in 26 different courses offered by 5 departments and 3

Dept./School	WES Faculty	WES Courses*	300-400 Courses*	Graduate Courses*	Undergrad Enrollment†	Grad Enrollment†	Cross-List. Co.
Departments							
Anthropology	1	2	1	0	0	0	0
Art History	8	64	49	9	1714	89	21
CHID	**	16	12	0	463	9	4
Comp. Literature	7	56	31	17	1068	45	12
Drama	3	24	10	14	185	27	0
Economics	6	15	9	6	638	34	3
English	23	78	40	28	2839	158	4
Geography	1	4	3	1	69	15	2
Germanics	10	87	61	21	506	89	0
History	22	166	93	45	3216	192	22
Linguistics	3	31	21	9	39	5	12
Music (M Hist.)	8	73	51	11	973	58	1
Philosophy	16	35	29	2	1119	50	0
Political Science	18	57	31	19	3212	55	10
French & Italian	18	128	75	42	324	60	3
Spanish & Port.	11	69	55	13	421	24	7
Scandinavian	14	89	63	10	1138	49	22
Sociology	7	15	12	2	761	29	6
Women's Studies	**	9	6	1	77	10	6
Prof. Schools							
Arch/Urban Plan.	7	24	15	7	2060	221	6
Business	5	10	8	2	880	70	0
Communications	3	11	6	5	246	5	3
Int'l Studies	12	84	64	5	2267	64	30
Law	4	19	0	19	3	241	1
Med. Hist. Ethics	2	5	5	0	241	18	0
Public Affairs	**	3	0	3	0	64	1

* Currently offered courses. † Enrollments for 2004-05 **Faculty teaching WES courses based in other depts.

professional schools. As section 2.D notes, many UW students who wish to study a particular country in great depth also take courses offered by one of our 130 programs in Western Europe.

At present, the UW offers 156 WES courses in professional schools. As table 3.1

illustrates, the UW schools offering the most WES courses are Architecture & Urban Planning (24), Law (19), Business (10) and Communications (11). Architecture and Business have developed programs abroad (see section 2) and Law students participate in two new programs in Rome and Brussels. Communications offers a course via videoconference with Amsterdam.

B. Depth of Specialized Course Coverage. The UW offers a total of 750 advanced undergraduate courses with at least 25% WES content; 397 of these courses focus exclusively on Western Europe. Of the 291 UW graduate courses cited in section 3.A, 183 deal exclusively with countries of Western Europe.

Interdisciplinary Courses. Interdisciplinary instruction is the core concept not only of our European Studies Program (see section 2.A), but also of the other major programs (International Studies, Scandinavian Area Studies, German Area Studies and Trans-Atlantic Studies) that together represent the principal focus of our Center's activities. Whichever degree option an aspiring West Europeanist might choose at the UW, it is certain that he/she will be offered a host of courses incorporating a variety of disciplinary approaches.

106 of our WES courses—28% more than three years ago—are currently cross-listed in at least two departments and many such courses are team-taught by faculty from multiple disciplines. The development of such courses has been encouraged over the past three years with 15 Course Development Grants (CDGs) from CWES. For example, a new undergraduate course on the Holocaust co-designed by faculty from History and Jewish Studies was developed with a CDG and coordinated with a 2004 CWES conference on the subject, exposing nearly 200 students to an even wider range of disciplinary perspectives. The 15 CDGs have been distributed across 9 different programs: Art History, Comparative Literature, French & Italian, Germanics, History, International Studies, Political Science, Scandinavian Studies, and Slavic Studies.

The core courses for our undergraduate European Studies major and our graduate Trans-Atlantic Studies program are both interdisciplinary. The former is coordinated by a political scientist in International Studies, a new permanent position dedicated to European Studies, and includes lectures on a wide range of topics by eight faculty from five different departments. The latter, given at the University of Bath (see section 2.B), is taught by more than a dozen faculty from Europe and includes historical, sociological, political and cultural dimensions. All of the assignments in these courses require students to reflect on the ways in which various disciplines provide contrasting or complementary perspectives on major issues.

WES Faculty. The UW has one of the country's largest faculty contingents engaged in teaching and research on Western Europe. Table 3.1 indicates the distribution of non-language WES faculty teaching courses with at least 25% WES content throughout the university; the total number is now 216. The WES faculty are especially strong in regard to certain key countries/areas and subjects. No other center in the US can claim to have as many faculty working on Scandinavia. The UW Scandinavian department offers courses taught by a social historian (Terje Leiren, a past president of the Society for the Advancement of Scandinavian Studies—SASS), a political scientist specializing in international political economy and security (Christine Ingebritsen, current President of SASS and a member of the Board of the Centre for Small State Studies, University of Iceland), a folklore/culture expert (Guntis Smidchens), and a cinema/cultural studies expert (Andrew Nestingen) as well as six literature specialists.

As section 7 will illustrate, both our West European Culture Group and our West European Politics and Society Group bring together faculty from more than 10 departments and organize a host of events designed to enrich or supplement our course offerings. Within the latter group, the WES faculty working on the European Union are especially prominent (see

table 3.2). This fact was underscored in 2005 when the European Commission funded the UW's

Political Science	James Caporaso , former Chair of EUSA; author of <i>The EU: Dilemmas of Regional Integration and Transforming Europe</i> ; John Keeler , current Chair of EUSA; author of <i>Defending Europe</i> and "Mapping EU Studies," <i>J. of Common Market Studies</i> 2005.
Law & Society	Rachel Cichowski , author of <i>the European Court, Civil Society and European Integration</i> (Cambridge) and co-editor of <i>the State of the EU: Law, Politics and Society</i> .
Scandinavian Studies	Christine Ingebritsen , author of <i>the Nordic States and European Unity, Scandinavia and World Politics</i> and editor of special issue of <i>Scan. Studies</i> on "The Scan. Way in Europe"
Economics	Theo Eicher and Stephen Turnovsky , editors of <i>Inequality and Growth: Theory and Policy Implications</i> --a CWES funded project with chapters on Europe and the EU
School of Law	Anita Ramasastry , expert on "E-Money Regulation" in the EU and US & Jane Winn , author of "E-Commerce in Comparative Perspective," <i>European Law Review</i> 2002.

EU Center for the fourth time since 1998; only three other universities in the US shared this distinction. Our faculty who devote most of their teaching efforts to EU studies are regularly complemented by European Union Fellows, who teach from a practitioner's perspective.

Pedagogy Training for Teaching Assistants. All TAs at the UW now receive substantial pedagogical training. Departments not only provide orientation sessions for new TAs but also offer special courses such as the popular SIS 580: Teaching International Studies. In addition, new TAs are encouraged to arrange for video-assisted assessment by staff from the university's Center for Instructional Development and Research. Our TAs are also given state-of-the-art technology training regarding websites and related tools.

4. QUALITY OF CENTER'S LANGUAGE INSTRUCTIONAL PROGRAM

A. Extent of Instruction. The UW compares favorably with virtually any other US university in terms of both breadth of coverage and depth of instruction in the languages of Western Europe. As table 4.1 shows, the university offers 155 courses in 14 West European languages with a total 2004-2005 enrollment of 9,399. The UW is one of only four universities in the US to offer 3 levels of instruction in all of the Scandinavian languages, and its Swedish program was ranked as one of the two best in the world by the Swedish Institute in Stockholm in 2003. The Germanics Department is also regularly rated among the top 10-12 in the country.

B. Levels of Training. The UW currently offers three or more levels of training in 12 West European languages (Danish, Finnish, Norwegian, Swedish, French, German, Italian, Spanish, Latvian, Lithuanian, Estonian and modern Greek), two levels in Portuguese (with a third level planned for 2006-07), and a graduate series in Old Icelandic. The Greek courses were launched several years ago with funds from CWES and the local Hellenic community.

Our UW students are currently offered, in West European languages, more than 900 courses in nearly 30 disciplines other than language, linguistics and literature. Most of these

Language	Number of Courses*	Instructors[†]	Undergrad. Enrollment[°]	Graduate Enrollment[°]	Degrees Offered
Danish	6	2	35	13	BA, MA, PhD
Estonian	8	1	0	5	Minor in 2006
Finnish	7	2	39	10	BA, MA, PhD
French	22	29	2062	171	BA, MA, PhD
German	25	28	1287	98	BA, MA, PhD
Mod. Greek	6	1	42	2	-----
Icelandic	1	1	0	0	-----
Italian	18	18	1251	38	BA, MA
Latvian	8	1	11	3	Minor in 2006
Lithuanian	8	1	7	7	Minor in 2006
Norwegian	7	3	173	5	BA, MA, PhD
Portuguese	9	2	172	11	-----
Spanish	23	46	3741	35	BA, MA
Swedish	7	3	155	26	BA, MA, PhD

*Courses taught more than once during the 2003-05 period are counted here only once. [†]Includes only faculty, teaching associates, and teaching assistants providing language instruction in 2004-05. [°]Enrollments are for 2004-05.

courses are made available through our formal exchange programs with European universities and UW-operated programs abroad: 155 courses in German (24 disciplines in Germany and Austria), 85 in Danish (17), 25 in Finnish (5), 153 in French (15 in France and Switzerland), 20 in Greek (4), 45 in Icelandic (9), 130 in Italian (26), 157 in Norwegian (8), 81 in Spanish (14), 95 in Swedish (19), 20 in Dutch (2). On the UW campus we now regularly offer 28 such courses, many of which are CWES-sponsored Language Trailer Sections attached to undergraduate lecture courses; students in the LTSs attend English-language course lectures but earn additional

credits by discussing their course work and completing extra assignments in the foreign language. Over the past three years, we have offered 10 sections (3 in Italian, 6 in French, and 1 in German) in French Studies, Italian, History, Germanics and International Studies.

C. Language Faculty. Our West European language instructors currently total 138. The departmental breakdown (see table 4.1) illustrates that they are more than sufficient for the languages and levels mentioned above.

Pedagogy Training. All of the UW's language instructors are provided with language pedagogy training appropriate for performance-based teaching. West European language TAs participate in a ten day-long departmental training seminar before the beginning of fall classes, then take during fall quarter a required teaching methodology course (taught by Klaus Brandl, a PhD in applied linguistics and an expert in foreign language pedagogy who heads our Language Board) as well as another pedagogy course geared to their specific language. Many of our language-teaching faculty participate in language pedagogy workshops and conferences, publish on language teaching and related issues, and develop teaching materials. Brandl has published widely and frequently presents papers at conventions on language learning and teaching (e.g., ACTFL, CALICO). He meets regularly with the Group of Foreign Language Coordinators and he also provides additional training throughout the academic year in form of regularly scheduled classroom observations, video critiques and workshops for TAs and instructors.

The UW is also dedicated to continuing education for faculty on the latest developments in language pedagogy. The Language Board regularly organizes half-day workshops for all language instructors in which Brandl, Paul Aoki from the UW Language Learning Center (LLC) and other UW faculty or guest speakers lead discussions on selected issues. CWES has contributed directly to language pedagogy training by providing funding for workshops.

D. Measurements of Quality—Performance-Based Instruction. All modern language instruction at the UW is performance-based. The methodology employed in teaching WES languages is proficiency-based and communicative in accordance with ACTFL standards. Brandl and his staff guide instructors in producing high quality performance-based materials and assessments using new technologies.

Resources for Language Teaching & Practice. All of our language programs direct students to the Language Learning Center, a state-of-the-art facility providing digital multimedia resources for language and culture. The complex includes an audio listening lab for work with interactive language courseware on CD-ROM, two electronic classrooms equipped with a master teacher console and 30 individual student audio positions, two free-study labs with 77 individual audio positions, and a recording studio in which instructors can make broadcast quality audio recordings. The LLC also links to a half-dozen satellite channels containing world language news that is digitized for student viewing, including feeds from Deutsche Welle and French TV 5. The LLC also has a large videoconferencing facility that can connect simultaneously to three foreign sites. CWES uses this facility regularly for videoconferences, including Spanish language sessions linking a UW class on contemporary Spain with students in Madrid.

The LLC Director, Paul Aoki, holds a PhD in theoretical linguistics and serves as President of the Northwest Association of Language Laboratories. He supervises 7 graduate assistants from the UW language department, and together they develop and deploy web-based language learning resources to support the nearly 50 languages taught at the UW, including 14 WES languages. New interactive web features made possible by MOODLE (Modular Object-Oriented Dynamic Learning Environment) technology will allow reading and listening comprehension assessments over the Internet. The UW has funded web-integrated courses for first year

German and Spanish, and other WES languages are beginning to incorporate interactive web-based learning materials. These new language resources will be complemented by AVE (Aula Virtual de Español—Virtual Spanish Classroom), a web-based curriculum developed by the Spanish government and made available to the UW through its new Cervantes Institute.

WES students are offered many structured opportunities for informal language learning and practice. All of our departments organize weekly language learning tables and/or language club meetings. Since 2003, intermediate and advanced students in Swedish and Norwegian have benefited from the HELP (Heritage-community Enhancement of Language Proficiency) program co-organized by CWES and Scandinavian Studies. This program brings prominent native speakers from the community (e.g., the Norwegian and Swedish Honorary Consuls, an opera singer, business executives and journalists) to campus for discussion sessions that improve proficiency and demonstrate the practical uses of world languages in our region. Given the success of this pilot program, CWES plans to extend HELP to Italian and Greek in 2006.

Proficiency Requirements. Exit exams (written and oral) are generally administered to students at the end of all three levels of instruction; a 2.0 (out of 4.0) grade is required to move to the next level. European Studies majors are required to pass a special oral proficiency exam at the end of their intermediate-level courses. As section 11 notes, we plan to enhance our efforts to measure student proficiency in the less/least commonly taught languages of Western Europe.

5. STRENGTH OF LIBRARY

A. Holdings. With a collection of 6.5 million cataloged volumes and 7.4 million microforms, the University of Washington Library ranks 14th out of the 114 Research Libraries of North America in total holdings and 6th in total library circulation. Last year the UW won the Excellence in Academic Libraries Award, presented by the ACRL and Blackwell's Book

Services, for leadership in the development of model programs emulated by other universities. As of 2004, the estimated holdings of the UW's WES collection, excluding periodicals, have increased more than 8% since 2001 and now total 3,005,141: 1,388,129 cataloged holdings, 378,231 government publications, 1,102,647 volumes in microform, and 136,134 Law Library holdings. Library holdings in the non-English languages of Western Europe currently total 651,741 volumes and 14,478 periodical titles. The breakdown by language is (volumes/periodical titles): Catalan 1,011/32, Celtic-Irish 398/7, Danish 18,768/298, Dutch/Flemish 6,668/325, Faroese 195/3, Finnish 2,472/67, French 179,013/5,425, German 234,659/4,248, Greek 4,029/55, Italian 45,435/899, Latin 20,767/95, Norwegian 11,048/304, Portuguese 8,616/398, Spanish 70,932/1,932, Swedish 31,985/387.

Of the core collections, the strongest are in history, political science and language and literature collections for (British) English, German, Scandinavian, French, Spanish and Italian. The Scandinavian collection is one of the strongest and most multifaceted in the United States. The Government Publications Division includes all publications of the European Union (the UW is an official EU depository library) and parliamentary papers for Britain, France, Germany, Norway, Sweden and Denmark. The Microforms Section ranks 8th overall among North American Research Libraries, while the Newspaper Section carries print subscriptions to 18 West European newspapers and provides hyperlinks to many online news services from Western Europe. Moreover, the Lexis/Nexis, the Proquest Newspapers, the Proquest European Business, and the Proquest 5000 International databases permit keyword searching of European news sources and provides full text of articles in over 3700 periodical titles.

In recent years the UW Library has actively pursued the goal of making available through new technologies information previously available only in print. Over 10,000 scholarly

periodicals are now available online. The Library maintains web subscriptions to over 50 databases that include indexing to materials on Europe, including access to EU documents through EuroCat and to European journals through IBZ—International Bibliographie der Zeitschriftenliterature.

B. Financial support. During the 2003-2005 fiscal years the estimated expenditures for Western European library acquisitions were \$1,246,290 (\$364,200 for books and \$882,090 for periodicals). The estimated expenditure for library staff working with European Studies materials (31 FTE) during the 2004-2005 fiscal year was \$1,884,796. Among the staff, 12 have advanced degrees in disciplines relevant to Western Europe. Mary St. Germain, the CWES Librarian, serves as liaison to 25 subject librarians.

C. Access to Research Materials. The UW Library participates in a wide range of consortial initiatives that broaden the array of scholarly resources available to our students, faculty, and staff. For example, as a member of the Center for Research Libraries, the UW has access to the CRL's 3.5 million volumes, foreign dissertations and newspapers. The Library subscribes to OCLC World Cat, which offers searches of the holdings of most American and many European libraries and web access to the catalogs of all digitized European libraries.

D. Access for Students and Faculty from Other Institutions. The UW Library currently ranks 6th among the 111 North American Research Libraries in total number of items loaned to other libraries. Through interlibrary loan the UW made a total of 78,919 loans in 2004, 56% of which were sent outside Washington State. As a public institution, the UW provides free access (and some limited service) to anyone who visits the library. Borrowing privileges are free to all Washington State teachers, government workers and health professionals, and available at very nominal annual rates to others. More than 6000 non-campus researchers are registered to borrow.

6. QUALITY OF STAFF RESOURCES

A. Staff Qualifications. The UW WES faculty are well qualified to carry out our Center activities and training programs. CWES Director John Keeler, who is the current Chair of the European Union Studies Association (EUSA) and has received awards (including the *Palmes Académiques*) from three French Ministries, has managed the center since 1994 and devotes 40% of his time to its operation. The UW is the *only* university in the U.S. with two faculty members (James Caporaso and Keeler) who have served as Chair of EUSA. The UW faculty also includes the current (Christine Ingebritsen) and one former (Terje Leiren) President of the Society for the Advancement of Scandinavian Studies; Leiren is also a Knight of the Royal Norwegian Order of Merit. Other nationally prominent WES faculty include Margaret Levi (former President of the American Political Science Association), John Toews (History, a MacArthur Award winner), Ben Schmidt (History, winner of the Book Prize from the Renaissance Society of America), Richard Gray and Jane Brown (Germanics, both recipients of Humboldt Research Awards), Sabine Wilke (Germanics, a Guggenheim) and Meredith Clausen (Architecture, Paul Mellon Senior Visiting Fellow, Center for Advanced Study in the Visual Arts, National Gallery of Art).

The CWES professional staff are well trained and highly experienced in program administration. Our Associate Director and Outreach Director, Phil Shekleton, began as Assistant Director of our European Union Center in 1998 and was promoted to his current position in 2001; his credentials include a BA in European History and MA in Political Science. Our new Outreach Coordinator, Karen Boschker, is the former (2002-05) Associate Director/Outreach Coordinator for Indiana's WEST NRC; she holds an MA in West European Studies and a Masters in Public Affairs. We are currently hiring a new Exchange Program Coordinator. Two half-time Graduate Assistants and two Undergraduate Assistants round out

the office staff. CWES and the 6 other NRCs in the Jackson School share the services of a Fiscal Administrator (Dvorah Oppenheimer, with 23 years of experience), a Fiscal Specialist (Emily Ngo), and two Student Counselors (James Donnen and Linda Iltis, each with more than 13 years experience). CWES now also shares the services of a 50%-time FLAS Coordinator (Mary Ann Curtis). The CWES Librarian, Mary St. Germain, serves as liaison to 25 subject selectors for West European materials (see section 5.B).

Professional Development. All UW assistant professors receive two *Junior Faculty Development Grants* (\$10,000 plus release time) to fund research during their first five years at the university. All faculty may also apply annually for *Royalty Research Fund Grants* (10 WES faculty received a total of \$199,937 in support from this fund over the past three years) and for travel grants from the *International Faculty Exchange Committee* (25 WES faculty from 15 different departments/schools received \$122,346 over the past three years). Humanities faculty may apply for *Society of Scholars Research Fellowships* from the Simpson Center for the Humanities; 14 WES faculty received such awards from 2003-05. In addition, 16 of the WES endowments listed in table 1.3 offer support to faculty. WES faculty are also provided with abundant opportunities for teaching abroad, especially at our Rome Center. CWES professional staff are funded to take development courses and travel to Europe where appropriate.

Commitment to Teaching, Supervision and Advising of Students. CWES faculty generally teach four-five courses per year in Seattle or at one of our programs abroad. Most serve on two or more MA or PhD committees per year, many serve as senior thesis advisors or (in JSIS) as members of thesis defense committees, and a good number also function as internship advisors. All WES faculty, including the CWES Director, spend 3-5 hours/week advising students on issues ranging from course selection to study abroad programs.

B. Center Oversight Arrangements. The CWES Director, who reports to the Director of the Jackson School of International Studies, manages center affairs with the advice of an interdisciplinary Steering Committee that meets quarterly. Statutory members include the Director, the Associate Director, the Outreach Coordinator, the Chairs of European Studies, Scandinavian Studies, Germanics, French and Italian Studies, Spanish and Portuguese Studies, and Comparative Literature; the Chairs of our CWES Politics and Society Colloquium committee and our CWES Culture Colloquium committee; the Director of the EU Center; the Director of the Center for Spanish Studies; the CWES Librarian; our European Union Fellows and our DAAD Professor. Fifteen to twenty other members are chosen from a wide variety of departments and professional schools to assure disciplinary/country representation

C. Employment of Under-represented Groups. The University of Washington is an Equal Opportunity Affirmative Action Employer. Currently 22% of the university's academic personnel are people of color and 40% are women; 28% of the staff personnel are people of color and 61.6% are women. As a part of the Affirmative Action Program, the Dean of the College of Arts and Sciences not only encourages the hiring of traditionally underrepresented groups but backs this policy by requiring the chairs of departmental search committees to submit for his review the applications of the top women and top minority candidates for every position open in the college; special funding is provided to interview candidates from underrepresented groups.

7. OUTREACH ACTIVITIES

The CWES Outreach Director, Outreach Coordinator and Director have worked closely with WES faculty, their counterparts at the other UW NRCs and the Northwest community to organize an extensive outreach program. One basic dimension of this program has been to disseminate information to the UW community, regional teachers and the public through our

quarterly newsletter (WES Northwest), available on our recently redesigned website and mailed to more than 1500 subscribers including nearly 600 teachers, our CWES/EU Center websites (which had 1748 hits in October 2005) and our Europa-L listserver (with 200 UW and regional subscribers). We have been successful in reaching all three audiences mandated by Title VI.

Elementary and Secondary Schools. As table 7.1 shows, over the past three years we have worked to organize WES events designed to provide K-12 teachers with clock hours or credit. During 2003-05, 21 such events were offered, 6 organized in collaboration with the JSIS Outreach Team (representing the 7 Jackson School NRCs), 11 with other units on campus, and 4 with major community organizations; 2 of these events were held outside of the Seattle metropolitan area. *A total of 655 teachers attended CWES teacher training programs during this grant period. Using the standard multiplier of 150, these teachers had an impact on approximately 98,250 students.* Important to the success of our K-12 Outreach Program is the cooperative spirit in which we work with our co-sponsors to reach a wider variety of audiences while eliminating duplication of effort and expense. The JSIS Joint Outreach team collaborates on a number of outreach projects, including the annual Summer Institute and Chelan retreat for social studies teachers. Our campus partners include many departments, the Center for the Humanities, the Office of Educational Outreach, and the UW Center for Spanish Studies (CSS).

The CSS was established in 2000 by the UW, the Embassy of Spain, and the Washington Superintendent of Public Instruction, to promote the study of Spanish language and culture throughout Washington. During the 2004-05 AY, the CSS organized 41 K-12 events in Seattle, Portland and 9 other Northwest cities and awarded 20 Boeing/Spanish Embassy scholarships for high school teachers to attend a summer seminar at the University of Salamanca in Spain.

We are especially proud of our collaboration with the Seattle Art Museum and the CSS to

develop the educator training dimension to the museum's 2004-2005 exhibition on Spain in the Age of Exploration. Events included a teacher open house, a workshop on integrating the history

Table 7.1: CWES K-12 Outreach Activities 2003-2005	
<u>Workshops and Talks for Language Teachers and Students</u>	
“World Languages Day,” 2003 and 2004 (with UW Educational Outreach): over 1200 teachers and students	“UW in the High School” language pedagogy workshops (with UW Educational Outreach): 21 teachers (2003), 52 teachers (2004), 36 teachers (2005)
<u>Workshops and Talks for Social Studies and Art Teachers</u>	
“Living in Our World–Challenges of the 21st Century*” (JSIS Summer Institute 2003-04): 54 teachers “Visionaries, Eccentrics, and Mystics– People Who Have Changed the World*” (JSIS Summer Institute 2004-05): 62 teachers “Washington Council on Social Studies Annual Retreat*” (2 presentations, with JSIS) Lake Chelan, WA, Spring 2004-05: 30 “Teaching Diversity and Cross Cultural Understanding through Documentary Films*” (with JSIS): 30 teachers “EU/Nato Expansion*” (with REECAS) 2003: 33 teachers “Spain in the Age of Exploration*” (with Seattle Art Museum) Audience: 18 (see curriculum below) “Spain, Empire, and the New World*” seminar I-II (with Seattle Art Museum) Audience: 55	“Incorporating the History and Art of the Exhibition into the K-12 curriculum*” (with Seattle Art Museum): 115 teachers “The Social Implications of European Enlargement*” (with REECAS): 8 teachers “EU-US Today*” 2003 (with EUC): 18 teachers “EU Summer Workshop*” 2004 (with EUC): 19 teachers “Simulating the EU in the Classroom*” 2005 (with EUC): 7 teachers Team Enlargement (4 schools): 7 teachers, 293 students “Felliniana – Celebration of Fellini’s Cultural Legacy”* (with Cinema Seattle): 40 teachers “Don Quixote and His World 1605-2005*” : 15 teachers
<u>Workshops Linked to Academic Conferences</u>	
“The Holocaust in Comparative Perspective: History and Memory*” : 19 teachers.	“Welcome to the New Europe*” : 20 teachers “Islam in Europe*” : 19 teachers
<u>Publications: K-12 Educational Materials</u> (all available on CWES web site)	
“Bridge to the Future: Enlarging the European Union,” 85 pp bound curriculum ”Berlin in the 20th Century,” 46 pp bound curriculum ”NATO and the European Union: Expanding Eastward,” 46 pp bound curriculum	“Spain in the Age of Exploration,” with Seattle Art Museum, Center for Spanish Studies, high school curriculum and CD ROM with bound curriculum. ”NATO and EU Enlargement: Challenges for the New Europe,” 46 pp bound curriculum
*Clock Hours offered for these workshops	

and art of the exhibition into all areas of the curriculum, and two “Teachers as Scholars” seminars, featuring lectures from curators and UW historians. We worked together to make a K-12 curriculum on CD-ROM and distributed over 10,000 copies to schools in Washington State. A follow-up educator workshop on Spain in the Age of Cervantes organized by our center tied

these themes into Spanish literature for use in the classroom.

Our center also developed two teacher curricula for twinned sets of Master Teacher workshops co-organized with the UW REECAS center and focusing on the impact of European Union and NATO enlargement. The curricula are available on our website and have been incorporated into other activities, including our Team Enlargement program. The latter, a new outreach initiative, sends European graduate students on our Trans-Atlantic Studies program into Puget Sound middle and high school classrooms to give presentations on the “New Europe” and to lead class discussions on the similarities and differences between Europeans and Americans today. They also provide teachers with classroom materials on current events, such as the introduction of the euro and the eastward expansion of the EU. This very successful program, to be renamed “Team EU-25,” will become a permanent part of our teacher outreach offerings and will include presentations by European native speakers in local high school language classes.

B. Post-Secondary Institutions. Our Regional Faculty Advisory Committee continues to help us maximize our regional post-secondary outreach potential. The nine members (Amy Mazur and Andrew Appleton, WSU; George Sheridan and Craig Parsons, University of Oregon; Cecilia Chessa, Lewis and Clark College; Harry Anastasiou and Birol Yesilada, Portland State University; Sima Godfrey, University of British Columbia; and Michael MacDonald, Seattle Pacific University) have all participated in CWES events and help us to arrange outreach talks, publicize events, and encourage faculty to apply for funding from our Regional Faculty Travel Fund (RFTF). The RFTF provides travel grants for faculty members at Northwest colleges who wish to attend a CWES event and/or undertake research on WES in UW libraries.

As table 7.2 shows, CWES organized a wide variety of regional and national post-secondary events featuring presentations by prominent scholars during 2003-05: 4 major

conferences at the UW, 10 videoconferences connecting the UW with other US universities, 36 post-secondary outreach talks funded by CWES through our Culture and Politics & Society Colloquia at the UW, or elsewhere in the Northwest through Summer 2005.

Table 7.2: CWES Post-Secondary Events 2003-04, 2004-05
<u>Major Conferences at UW Organized Principally by CWES</u>
“De-Churching European Societies: Christian Churches and the Secularization Trend” (2005), Audien.: 30
“Assessing European Enlargement” (2005, with EU Center), Audience: 90
“The Holocaust in Comparative Perspective: History and Memory” (2004), Audience: 65
“Courts and the Politics of Rights: Europe and International Perspectives” (2004, with EU Center): 145
<u>Major Academic Conferences on other Campuses Co-Sponsored by CWES</u>
“Constructing the European Higher Education Area” (2005), at University of Wisconsin-Madison
“Religion in Europe” (2006), at New York University
National Institute for Scandinavian Summer Studies (2005) at University of Wisconsin-Madison, 159 part.
<u>Regional and National Post-Secondary Events Organized by CWES</u>
National Institute for Scandinavian Summer Studies (2004)
“West Coast Model EU”, Over 40 participants from 12 colleges and universities
Videoconference Course Modules 2003-04 with NYU (1), Wisconsin (1), UNC (2); 2004-05 with UNC (2), NYU (2), Pittsburgh (1), Oregon (1). Videoconferences with European universities include Carlos III University in Madrid (3), ULB in Brussels (2), and Sciences Po in Paris (1).
<u>Lecture and Film Series</u>
Early Modern Europe Research Group 2-day conference (2004), Audience: 250
Islam in Europe 4-part lecture series (2003-05), Audience: 100
Additional post-secondary lectures including Politics & Society/Culture Colloquia (2003-05), 29 events
The Holocaust in Comparative Perspective, 3-part lecture series & roundtable (2003-04), Audience: 101
Film Series: Bertolucci, Fellini, Finnish Films, German Films, Francophonie

Our new Model EU program has a significant post-secondary outreach component in that it brings over forty faculty and students from many (a dozen in 2005) West Coast colleges and universities to participate in a simulation designed to complement and reinforce the teaching of EU topics on our region’s campuses. BYU and the Claremont Colleges have agreed to co-sponsor the West Coast Model EU on an annual basis, recruiting and training additional teams from their respective states to further strengthen the regional impact of this program. Our visiting EU Fellows (EU officials on leave who teach and research at the UW for up to a year) will continue to make outreach visits to these and other West Coast universities as part of our effort to make them available as a resource to as broad a regional audience as possible.

C. Business, Media and the General Public. We continue to work closely with our Downtown Advisory Committee (DAC), formed in 1998, which serves as a liaison for both

CWES and our EU Center with the Seattle business, media and government community. The current members include: Maggy Bailly (Attorney and Chair of the International Section of the Washington State Bar Association), Bill Bryant (Business Consultant, Bryant & Christie; former member of "Team Europe"), Ray Waldmann (former Vice-President for International Business, Boeing Corporation), Ronald Masnik (Honorary Consul, Belgium; President, Consular Association of Washington); Stephen C. Sieberson (Attorney, Eugene, Oregon; Former President, Consular Association of Washington); and David Hughes (president of Seattle's Council of European Chambers of Commerce). Along with the Council of European Chambers of Commerce, an umbrella organization that represents ten national chambers of the region, the DAC worked with us in putting together "Europe Day" business events on opportunities in a larger Europe and implications of EU enlargement (see table 7.3). We also co-sponsored two International Update dinner lectures with the UW's CIBER that stressed Europe's links to the local business community, and recently organized a visit by the EU's US trade representative to present European perspectives on trade topics at a major business symposium organized by the Washington Council on International Trade and co-sponsored by our two state senators. Staff from local congressional offices and interested state representatives participated in legislative workshops on trans-Atlantic relations organized by CWES and the EU Center in 2003 and 2004. CWES outreach to the general community is extensive in its coverage and diverse in terms of its content and audiences reached. Part of the success of our public outreach program is linked to the effective partnerships we have built with local co-sponsors. In 2004-05 CWES co-sponsored public programs with, among others, the Seattle Art Museum, Henry Art Gallery (UW), the World Affairs Council, Europe Through the Back Door Travel, the Seattle Public Library, and Cinema Seattle. Lectures on European architecture at the Seattle Public Library and Henry Art

Gallery drew capacity crowds, while a presentation by guidebook author Rick Steves on

Table 7.3: CWES Outreach Activities to Business, Media and General Public 2003-05
<u>CWES Events for Business Audiences</u>
Europe Day: “Enlarging Europe, Expanding Opportunities” (2004) with Microsoft General Council Brad Smith, Audience: 75.
“Business Implications of EU Enlargement” (2003) with EU Fellow, Helene Clark, Audience: 55
International Updates dinner/lecture: “Starbucks Global Expansion” (2004) and “IKEA: Bringing Swedish Business Practices to the US” (2005), both with UW CIBER, Audience: 88
<u>CWES Events for the General Public/Government</u>
European Union Legislative Workshops for state and federal legislators 2004, 2005, Audience: 35
British Ambassador Sir David Manning “Britain, Europe, and the Transatlantic Alliance”, Audience: 95
UK Former Permanent EU Representative: Sir Michael Palliser , “US and the EU, Competitive Partners”, Audience: 40.
Irish President Mary McAleese “United State, Europe and Ireland” with Jackson School, Audience, 670
Hotspots Lecture Series , with Jackson School Outreach Team, 2005, Audience 40
Onboard Lectures: Holland America Cruises (2004 & 2005), Audience: approximately 2,000
Rick Steves on Traveling in Europe , Audience: 260
“Felliniana–Celebration of Fellini’s Cultural Legacy” at Cinema Seattle, Audience: approximately 300
CWES Dir. John Keeler “Defending Europe: The EU, NATO, and the Quest for European Autonomy” at the San Diego World Affairs Council and Coronado Roundtable, General pub. and business, Audience: 94
Shoreline Summer College for Seniors (2004 & 2005), Combined audience: 180
“The EU and the USA: The changing relationship” , World Affairs Council, Portland OR. Audience: 70
EU Fellow Helene Clark lectures on Eur. Enlargement at Univ. of Oregon, Eugene: 55; Spokane: 65
Meredith Clausen, lectures on Eur. Architecture at Seattle Pub. Lib.: 90; Henry Art Gallery, UW: 110

European attitudes towards American travelers filled an auditorium with nearly 300 people.

CWES sponsorship of a film on Muslims in Europe at the Seattle International Film Festival was tied to our educator workshop on the same topic and enabled us to invite teachers to the screening. With the World Affairs Council we co-sponsored talks on US-European relations by the Irish president, the current UK ambassador to the US, and the former head of the UK’s foreign service – an event that was broadcast on two public affairs channels. Many of these events have been covered in European Weekly’s *Pazifische Rundschau*, a regionally distributed paper that regularly features articles on contemporary European issues by our faculty and staff.

In 2004 we inaugurated a new “nautical outreach” partnership with Holland America Cruise Lines to provide lecturers as part of their Onboard Enrichment program on European cruises. CWES staff and faculty members have given presentations to nearly 2,000 US citizens, many from under-served regions of the US, and from under-served audiences (e.g., the elderly).

8. PROGRAM PLANNING AND BUDGET

The UW CWES plans to use Title VI funding to achieve six basic objectives (see the timeline for a schematic overview) during the 2006-2010 funding cycle:

1. Enhancement of Language Training. Building on our Southern European initiative of the last six years, which has led to the introduction of modern Greek and the bolstering of Italian, we will allocate funds to make possible the addition of a third year of Portuguese language instruction. Please note that this initiative is being undertaken in collaboration with the UW's Latin American Studies Program and that federal funding for this purpose will be phased out in year four, with the cost assumed completely from UW institutional funds.

In the context of EU enlargement, instruction related to the Baltics has become increasingly important for Scandinavian Studies (which houses our Baltics Studies program) and UW EU specialists. During the 2006-10 cycle, therefore, CWES will collaborate with our Center for Russian, East European and Central Asian Studies (REECAS) to assist in funding instructors to offer both Latvian and Lithuanian. Note in section §1.B of the budget that we propose the decreasing use of Title VI money to seed the required new teaching positions; we will phase out federal funding in year 4—the position will then be financed fully with UW resources and a Baltic Studies Endowment raised from the Northwest heritage community.

We also propose to continue the National Institute for Summer Scandinavian Studies (NISSS) in collaboration with two of our traditional partners and one new one, as Indiana University will replace UC-Berkeley in the rotation. NISSS will be hosted by the UW in the summer of 2007, Wisconsin in 2008, Indiana in 2009 and Minnesota in 2010. The host campus will again receive funding from its own Center and another \$4000 in support from each of the other two partners (§1.B). When the UW holds the NISSS, institutional funds will cover 50% of

the expenses and our NRC funding will pay mainly for an intensive Norwegian or Swedish course and an area course (§1.B-C). The UW theme in 2007 will be “Scandinavian Cultures.”

We plan to expand our successful Heritage-community Enhancement of Language Proficiency (HELP) program. In collaboration with Scandinavian Studies and the UW CIBER, a Scandinavian instructor will continue to coordinate monthly HELP discussion groups, some hosted on campus and some at community sites such as the Swedish Cultural Center, bringing together community members fluent in Swedish or Norwegian with advanced undergraduate and graduate language students (*see §1.B*). In addition, we will launch Italian and Greek HELP groups. We will work with CIBER to involve CISB (*see §2.A*) candidates with these sessions.

A major collaborative outreach project that our Center proposes to undertake over the next four years will be Mapping & Enhancing Language Learning (MELL) in Washington State. Discussions with the state’s Office of the Superintendent of Public Instruction (OSPI) have revealed that there are currently no longitudinal data available on the teaching of world languages (WL) in Washington and remarkably little data even on the languages currently being taught at the high school level. The lack of such information makes coordination between universities and high schools difficult, complicates efforts to gauge the effects of changes in language policy and impedes state-wide networking. Our Center thus plans to contribute toward the hiring of a half-time MELL staff person in the Language Learning Center charged with tracking what WL are currently taught in public schools across the state, comparing state trends with national trends, maintaining a website to maximize availability of the data collected and organizing K-12 pedagogical workshops to enhance early language learning state-wide.

We propose to continue funding courses providing instruction in language across the curriculum. We plan to offer four LTSs per year (*see §1.B*) attached to lecture courses in various

departments. CWES will allocate travel grants (§3.B) on a competitive basis to language faculty, especially language coordinators, for participation in ACTFL workshops. CWES will also support the organization of ACTFL Language Pedagogy Workshops at the UW (*see budget §8*). We will award FLAS Fellowships to enhance the language training of graduate students, especially those working on the less and least commonly taught languages. We also intend to bolster our language outreach efforts by helping to fund the UW in the High Schools program (*see §8*) that trains and certifies secondary school teachers of German, French and Spanish in Washington State to teach courses that are the equivalent of the first level in college.

2. Curriculum Development. A major CWES initiative in this category will be our Curriculum Workshop on “Challenges of Democracy in Trans-Atlantic Perspective” (*see §8*) organized in 2008-09 by Craig Parsons (University of Oregon—and a member of our Regional Faculty Advisory Committee). The workshop will bring together in Eugene, Oregon faculty from throughout the Northwest to discuss the treatment of such issues as globalization, terrorism, immigration and disaster management (e.g., Hurricane Katrina, the flooding of Venice). Syllabi for relevant courses will be collected and made available through our CWES website.

To augment our Certificate in EU Studies program, we are launching in 2006 a Brussels Summer Program in EU Studies. In collaboration with Wisconsin and the ULB Institut d’Etudes Européennes, we will offer twenty upper-level American undergraduates (with priority given to those writing senior theses) three linked courses: “Current Policy Debates in the EU,” “Institutional Developments in the EU” (organized by a former Commission official and featuring talks by officials from key Directorates General), and a “EU Simulation” exercise on the EU constitution debate. Over this 4-year cycle, CWES will provide travel funding (§3.A) to help with the administration of this program, but it will become self-sustaining by 2010.

Our European Studies and EU Certificate programs will also be enhanced by the West Coast Model EU, a two-day simulation exercise for upper-level undergraduates based at the UW and co-administered by the CWES of Brigham Young University and the EU Center of the Claremont Colleges. A pilot version of this model EU was held successfully in February 2005 and attracted students from 12 colleges. Our expectation is that many more will participate over the next four years; grant funds will help reach this goal through website development and PR.

CWES and REECAS will co-fund a lecturer to give a new undergraduate course on The Politics of EU Enlargement to the East. Here again, Title VI funds will be phased out by year 4. CWES will also co-fund with Hellenic Studies a course on Modern Greek History.

We will also enhance our WES curriculum through the funding of 4 Course Development Grants per year (section 3). These CDGs will be allocated to bolster recently launched programs, expand our interdisciplinary offerings (especially lecture courses to be accompanied by a Language Trailer Section) or fill an important WES niche within a key discipline.

In addition, we will enrich a variety of WES courses with Interactive Videoconference Course Modules (IVCCMs) featuring prominent speakers from European universities and our partner Centers in the US. IVCCMs differ from routine guest lectures in that they not only utilize distance learning technology, and are therefore cost-effective, but are also planned far enough in advance to be structured formally into a course syllabus; students are thus able to do readings in advance assigned by the guest speaker. IVCCMs will be arranged with Wisconsin, North Carolina, Oregon and Washington State (§1.C) as well as several European universities.

3. Outreach. NRC funds will be employed to support many facets of our outreach program. They will be used to support our Graduate Assistant and Undergraduate Assistant (*see §1.D*), and to cover part of the expense of operating our office and distributing our newsletter

(*see* §5). They will also be used to cover part of the expense of our JSIS Collaborative K-12 Teacher Training Programs (e.g., our Summer Institute seminars exploring themes such as “Global Hot Spots” or “Visionaries, Eccentrics and Mystics: People Who Have Changed the World”) and our K-12 Teacher Training Workshops and programs to be organized in collaboration with the Seattle Art Museum and Cinema Seattle (*see* §8) or given in conjunction with the major conferences listed below. With the UW’s REECAS Center we will co-sponsor a Master Teacher Training Series in year 1 on “NATO and the Baltic Transformed” and in year 3 on “The Eastern Mediterranean and the Challenge of EU Enlargement.”

CWES will offer an extensive postsecondary outreach program organized by our West European Culture and West European Politics and Society Colloquium committees and our central CWES staff. The colloquium committees will organize thematic lecture series featuring outside speakers addressing topics to be determined during the fall of each year and will also allocate funds to co-sponsor events linked to courses offered by various CWES departments (*see* section 8). During this next 4-year cycle, approximately 25% of colloquium funds will again be allocated each year for speakers focusing on “The Politics and Culture of Islam in Europe.” Along with REECAS and our Center for Canadian Studies, we will co-sponsor a graduate workshop and lecture series on “The Northern Dimension: Challenges for the Arctic Region.”

Our central CWES staff will organize a number of major conferences (*see* table 8.1) that are already planned and earmarked for funding in the budget; most of these conferences are co-sponsored with UW or external partners to maximize cost-effectiveness and each of these conferences will include a Teacher Training Workshop designed for secondary-level teachers. To facilitate regional participation in such CWES events and access to the UW's WES library holdings, we will use some NRC resources for a Regional Faculty Travel Fund (*see* §3.B). This

fund will cover up to 50% of the cost of travel to Seattle for 10 faculty members per year

Year and Title of Event	Organizers	Co-sponsors
06-07: Europe and the Northwest Economy: Aerospace, Software & Agriculture	Debra Glassman (Business) and James Caporaso (Pol Sci)	Foley Center for Public Policy, Wash. State U.
06-07: Mobilizing Citizens Across Borders: Communications and Activism in the EU and NAFTA	Sabine Lang (Eur. Studies) and Steven Pfaff (Sociology)	UW Center for Communication and Civic Engagement
07-08: EU Enlargement and the Challenges of Policy Harmonization	John Keeler (Pol Sci) and Milada Vachudova (Pol Sci, UNC)	UW EU Center, UW REECAS and UNC EU Center & CES
07-08 : Empire, Ethnicity and Adornment	Uta Poiger (History) and Sarah Stein (Jewish Studies)	UW Center for the Humanities
08-09: Contemporary Spanish Cinema	Tony Geist (Spanish)	Center for Spanish Studies
08-09: Experimental Media and Democracy in Contemporary Europe	Patrick Rumble (CES and Italian, Wisconsin) and Lance Bennett (Communications)	Wisconsin CES
09-10: German Unification at Twenty	Sabine Wilke (Germanics) and Fritz Breithaupt (Ger., Indiana)	Indiana WEST and Wisconsin CES

from 2-year or 4-year colleges and universities in the states of Washington, Oregon and Idaho.

In terms of outreach with the business community, we will hold a quarterly luncheon program downtown entitled the Northwest Trans-Atlantic Business Roundtable. We will also continue to organize events that flow from the close working relationship we have developed with the Council of European Chambers of Commerce and the WCIT.

4. Professional Development. CWES funds will be used to enhance the professional development of our faculty and staff by funding travel to professional meetings in the US and abroad (*see* §3.1-2). Priority for such funding will be accorded to those playing a major role in the operation and development of our CWES programs, especially those for LCTLs.

5. Strengthening Library Resources. CWES will supplement the UW Library's acquisitions budget related to WES (*see* §5), with priority given to newly available electronic databases and related materials. Our CWES librarian will offer workshops introducing such new databases and our staff will work to familiarize K-12 teachers with our collection.

6. Assuring Quality Assessment. CWES will use some NRC funds to bring in a

distinguished Europeanist to provide an external assessment in year 3. That year we will also co-fund with other UW NRCs an evaluator of our Joint JSIS outreach programs (see section 9.B).

9. IMPACT AND EVALUATION.

A. Impact. CWES has continued to have a substantial impact at the local, regional and national level. From 2001-02 to 2004-05, enrollments in non-language WES courses at the UW increased by 9.4% to 26,140. Enrollments in WES language courses generally (9,399) increased more modestly during this period, but in 7 least/less commonly taught WES languages—modern Greek, Italian, Portuguese, Norwegian, Finnish, Swedish and Danish—they increased by 8.3%.

During the past three years, CWES enhanced our language programs by partially funding a new Senior Lecturer in Italian (which the UW began covering in full this year); funding 10 Language Trailer Sections in five departments (see section 4); sponsoring a series of language pedagogy seminars for UW instructors; providing FLAS grants for well qualified graduate students (our award to applicant ratio for 2005-06 was 5/34 or 14.7% compared to 4/14 or 28% in 2001-02) to pursue language training, primarily in less/least commonly taught languages; launching the HELP program, which in 2004-05 brought 14 native speakers from the local community to Scandinavian events on campus; and working to increase opportunities for our students to study in Europe (see section 2). CWES also expanded our non-language curriculum with Course Development Grants that have yielded 15 new WES courses in 9 different departments; organized 36 colloquium talks and 7 major conferences (this does not include two scheduled for this spring on “Terrorism and Trans-Atlantic Relations” and “Gender and Public Policy in Trans-Atlantic Perspective”); enhanced the library’s WES collection with funding for selected acquisitions; and funded nearly 20 UW faculty to travel for professional purposes.

In terms of the community and region, CWES has been able to provide some much

needed services and synergy. As the only West European NRC west of Minneapolis (1300 miles from Seattle) and north of Berkeley (800 miles away), in the past two years CWES has been able to provide clock hours/credit at over twenty teacher events attended by more than 650 educators. Hundreds more have participated in our general outreach programs or have used educational media materials purchased by CWES and made available free to teachers through the UW Library. As section 7 details, we have also built strong outreach partnerships throughout the community from the Washington Council for International Trade to the Seattle Art Museum. In a typical month, according to a recent log of contacts (calls, letters, emails), CWES receives more than 400 inquiries about resources or events from K-12 teachers, students and members of the public. Current figures show the CWES and EU Center websites receiving over 1750 hits per month, an increase of more than 40% in three years. Participation rates (see section 7) at our events indicate the extent to which CWES activities have been appreciated by both the university community and the public. Evaluation forms have been distributed at most of our events, and those who have filled out these forms have given our events an average rating of 4.4 out of 5.

CWES has enhanced its national/international impact over the past few years through the publications of its faculty (many of our UW conferences produce edited volumes and related works) and the development of programs in collaboration with partner universities in the US and Europe. Our West Coast Model EU involved 12 colleges or universities in its first year and will doubtless serve a broader audience this year. Our COMFED and Euromasters consortia with UNC, Pittsburgh, NYU and 9 Euro-partners have led to a variety of collaborative instructional ventures (see videoconferences in table 7.2) and research projects (one edited book in 2003 and another forthcoming). The NISSS consortium serves students nationwide and the UW summer session is the most popular (86 students in 8 Scandinavian courses in 2004).

Improving the Supply of WES Specialists. Various measures illustrate clearly that our WES graduate programs are making a substantial contribution to the national supply of specialists in our field. First, the UW regularly enrolls more than 2000 graduate students in WES courses; for 2004-05 the figures were 1681 students from 18 departments and 7 professional schools in non-language courses and 424 students in language courses. Second, our students win a significant share of national fellowships for WES. Since CWES was established in 1994 they have received 27 Fulbrights, 11 DAAD Fellowships, 6 Social Science Research Council Fellowships, 3 Council for European Studies Pre-Dissertation Fellowships and 4 American-Scandinavian Foundation Fellowships. In 2005 a UW graduate student also won one of the two inaugural Ernst Haas Dissertation Fellowships awarded by EUSA in a world-wide competition. One of our PhDs (now at the U. of Colorado) won the EUSA Dissertation Award in 2001.

Third, the UW places WES graduate students in a variety of important positions throughout the nation. UW programs produced 221 MAs and 115 PhDs who completed a minimum of 15 credits in WES courses from 2002-05, and our graduate placement survey data show that they were employed as follows (MAs/PhDs): 9/86 in college or university teaching positions, 4/2 in elementary or secondary school positions, 14/5 in government service (federal, state, local and military), 3/9 in the non-profit private sector, 7/3 in the for-profit private sector; 94/0 were continuing study. UW PhD placements since 2002 include Univ. of Texas-Austin, Univ. of Colorado, London School of Economics, UC-Irvine, Indiana Univ., Univ. of Missouri, Brigham Young Univ., Univ. of Cincinnati, Tulane Univ., Univ. of Tartu (Estonia), College of William and Mary, Trinity College, Washington College (Md.) and Concordia College. One of our WES PhDs from the 1990s (Alec Stone Sweet) was appointed as Leitner Professor of Law, Politics and International Studies at Yale University in 2004, and another (Jinwoo Choi) was

elected Secretary-General of the Korean Political Science Association. A 2005 survey of alumni of our Trans-Atlantic Studies program showed that over half (55%) of the students responding said the program encouraged them to pursue further study or language training in their field. In terms of career tracking, 20% responded they are currently pursuing graduate studies while a further 17% are working for the US or European governments.

Provisions for Equal Access. State law (I-200) now disallows the use of race, ethnicity and gender in admission decisions and state-funded financial aid awards. However, the UW remains committed to diversity and encourages students who have varied cultural experiences or educationally or economically disadvantaged backgrounds to provide a statement concerning their personal history, the social and economic disadvantages that they have had to overcome, and the ways in which these experiences have affected them. Financial aid awards from the Minority Education Division are now based on the above factors. The Office of Minority Affairs provides a three-week Summer Bridge program for selected students who have been accepted at the UW and offers a wide range of mentoring and tutorial services. The UW complies with federal regulations by providing equal access for the disabled. All campus buildings are wheelchair accessible, and the UW's Disabled Student Services Office provides special needs personnel and services for disabled students or university event attendees.

B. Evaluation Plan. Our CWES plan for 2006-2010 has five components. We will:

- 1) continue to develop online outcome-oriented assessment tools to enhance our ongoing outreach and curricular programs (see below);
- 2) enhance FLAS alumni tracking with a new half-time RA position created by the UW;
- 3) arrange for a comprehensive assessment of JSIS NRC activities with a half-time UW Office of Educational Assessment analyst;
- 4) participate in an objective external assessment being conducted for all JSIS NRC outreach activities in 2008;

and 5) organize a thorough external program evaluation of CWES in Year 3 to be conducted by a distinguished West Europeanist. As a demonstration of the university's strong institutional commitment to evaluation and assessment, items 2 and 3 are being funded in their entirety by the UW at a total approximate cost of \$44,000 per year. The UW and the Jackson School of International Studies have made it a top priority to improve tracking our graduates so that we can determine which students are entering careers in the field of national and global security, diplomacy, and international trade and business. The joint outreach assessment in Year 3 (item 4) is part of a four-year program evaluation process that includes further professional development and training for staff in the area of outcome-oriented assessment and the creation of a joint outreach advisory board. The NRCs and their activities are also being thoroughly assessed as part of the Jackson School's current ten year review. We believe that this integrated set of assessment activities will provide a thorough overview of our activities and provide objective measures of our impact and feedback for continued improvement of our programs.

Use of Recent Evaluations. CWES and its JSIS partners are implementing outcome-based assessment methods for their outreach programs, using feedback to enhance future joint outreach projects. During the current grant cycle, the JSIS NRCs coordinated two evaluation workshops, facilitated by a professional evaluation team, to learn about logic models, improve evaluation tools, and plan further ways to strengthen our outreach. Based on this training, the NRCs have begun developing new feedback forms to obtain outcome-based data from our annual joint teacher workshops, with the information being used to improve future sessions.

For the past five years CWES has used a detailed online student feedback form to make ongoing adjustments and improvements to our Trans-Atlantic Studies program. The annual feedback covering a range of organizational and curricular topics has allowed us to improve the

program's Friday Events Series (from 0% excellent/80% good in 2001 to 44% excellent/55% good in 2005) and the students' overall assessment of the program (nearly 80% now state the program exceeded their expectations, up from 60% in 2001). Based on student feedback, we will begin offering career workshops for TAS students, opening them up to European Studies students as this program develops. In the next cycle we will also develop similar online surveys for our other outreach and curricular projects such as our Team EU-25 and Model EU, making outcome-based assessments a major tool for enhancing these ongoing projects.

10. FLAS AWARDEE SELECTION PROCEDURES

A. How Awards Will Be Advertised. The JSIS has a FLAS Coordinator (FC) dedicated solely to managing the FLAS program. In mid-October she announces the summer and academic year competitions to department chairs and graduate advisers, language instructors, CWES-affiliated faculty, and all relevant student organizations via email lists and campus mail. The CWES and JSIS websites also advertise the competition, and flyers are posted on bulletin boards. In addition, every prospective student inquiring about graduate study at the JSIS and the core WES departments receives information about the FLAS program. In November and December the FC holds daily office hours as well as several campus-wide workshops for students interested in applying for FLAS Fellowships. Applications are due in January. The efforts of our FC and CWES staff since 2001 have led to an 700% increase in summer applications (from 5 to 40) and a 142% increase in academic year applications (from 14 to 34) for WES languages. The award/applications ratio has improved correspondingly from 1/1.7 to 1/10 for the Summer FLAS and from 1/3.5 to 1/6.8 for the AY FLAS.

B. How Students Apply. Students may obtain application forms from the FC, the JSIS Student Services Office, or via the JSIS website as a downloadable PDF file. For the Summer

2006 and Academic Year 2006-07 competitions, applicants are required to submit by January 17 a CV, college transcripts, GRE scores, an essay explaining how their proposed study plan, specifically language training, will help them achieve their academic/career goals, and 3 letters of recommendation, one of which must be from a language instructor who can assess the applicant's current language ability.

C. Selection Criteria. Our committee selects applicants on the basis of academic merit and the compatibility of their proposals with FLAS program goals, with priority given to those intending to study a least/less commonly taught language. An effort is also made to achieve a balance of funding across academic disciplines and professional schools. Since 2001 CWES has awarded 32 AY and 27 Summer FLAS grants in Swedish, Norwegian, Danish, Finnish, German, Italian, French and Spanish to students from 14 different departments and 5 professional schools; 47% of our FLAS awards have gone to the study of less/least commonly taught WES languages.

In line with FLAS Program competitive preference priorities 1 and 2, we will continue to give special consideration over the next four years to students pursuing master's degrees who are likely to pursue government service and to students pursuing advanced language proficiency in a least commonly taught language.

D. Who Selects the Fellows. The CWES FLAS Selection Committee meets in February and funding decisions (contingent upon Program Officer approval where necessary) are announced in early March. The committee includes at least one language instructor, one professional school representative, and two other members selected to provide disciplinary and linguistic diversity; for 2005 the members were Terje Leiren (Scandinavian Studies), Nancy Rivenburgh (Communications), John Keeler (Political Science/French Studies) and Steven Pfaff (Sociology-Germany specialist). The committee members individually review and evaluate the

proposals and then collectively rank the applicants in line with the criteria above. Our FC attends the selection committee meeting to provide technical advice and answer questions.

11. COMPETITIVE PRIORITIES

In line with the NRC Program Competitive Preference Priority, our CWES will pursue a variety of activities designed to enhance our efforts to measure student proficiency in the less and least commonly taught languages of Western Europe, with emphasis on the Scandinavian languages and modern Greek. We will host ACTFL oral (modified version) and writing proficiency workshops in Years 1 and 3 to provide UW language coordinators the foundation for becoming ACTFL OPI Testers with Limited Certification. Additional funds will be provided to enable the UW's chief language pedagogy specialist, Klaus Brandl, and selected UW language coordinators to obtain advanced ACTFL training in language proficiency assessment testing. Subsequently, Brandl will hold workshops to assist language coordinators in administering proficiency tests. Concurrently, he and a small group of faculty will create web-based assessment tools to determine reading and listening comprehension proficiency levels calibrated to ACTFL and ILR (Interagency Language Roundtable) proficiency scales.

In line with the FLAS Competitive Preference Priorities, our CWES will 1) offer fellowships in the less and least commonly taught languages of Western Europe to students who are pursuing advanced level language proficiency—as see section 10 notes, we have given 47% of our total FLAS awards to those in this category over the past 5 years; and 2) plan to offer fellowships to master's degree students who are more likely to pursue government service or enter a professional field. We will give priority to applicants in areas such as Public Affairs, Public Health and Law and to those indicating on the FLAS application form that they intend to pursue government service.