

## Madison Initiative for Undergraduates Proposal

### **The Center for European Studies**

**Proposal:** The University of Wisconsin-Madison Center for European Studies (CES) requests funds for a 100 percent FTE Student Services Coordinator (9-month contract academic staff position), in order to improve the advising for the quickly growing undergraduate Certificate in European Studies, and to support impending additional research and learning opportunities for undergraduates including Foreign Language and Area Studies fellowships (beginning 2010). The pool of undergraduate students completing our European Studies Certificate has doubled in size since 2006. The addition of a full-time academic staff member to the Center would enable us to continue to expand the scope of the European Studies Certificate, improve the quality of advising to this group of students, and increase international opportunities and our level of service to undergraduates interested in Europe.

**Rationale:** The Center for European Studies is a Title VI National Resource Center, funded primarily by the US Department of Education with support from the Division of International Studies. First created in 2000, CES has since been successfully renewed twice by the Department of Education and is currently set to re-apply for funding for the 2010-2014 granting cycle. Among its many varied research, outreach and teaching projects, CES administers the European Studies Certificate.

With 204 students in the Spring of 2009, European Studies is the largest area studies certificate program and the fourth-largest certificate program on campus behind Business, Criminal Justice, and Environmental Studies. Well over ninety percent of the European Studies Certificate undergraduates are enrolled in College of Letters and Science majors. Aggregate figures from Spring 2009, Summer 2009 and Fall 2010 include 194 Letters and Science majors, and 14 others from Business, Education, Engineering, Human Ecology, and Agricultural Life Sciences.

Certificate students demonstrate commitment to the study of Europe by attaining competency in a European language (other than English) and by taking a minimum of 7 courses (21 credits) on Europe, its regions, or on specific European countries. The thrust of the certificate is interdisciplinary, encouraging students to take courses in different departments, and preventing them from focusing on just one country. It augments our internationally-renowned U-W Madison focus on study abroad (roughly 63 percent of our study abroad students went to Europe in 2006-2007, a total of 1,846 students). CES also developed the first undergraduate European Union Brussels Summer Study Abroad Program (with the University of Washington-Seattle), securing our undergraduates both national distinction and access in the important global subject matter of EU/US relations. Thus, the curriculum of the European Studies Certificate supports the following essential learning outcomes for our campus: Knowledge of Human Cultures, Global Civic Knowledge and Engagement, and Intercultural Knowledge and Competence.

CES has provided other significant resources to undergraduates since its creation in 2000, and particularly in the current 2006-2010 granting cycle. These initiatives included:

- start-up support for the Italian and Nordic floors in the International Learning Community, the latter of which has secured external gift funding to secure its continued existence;
- course development grants extended to 18 tenured faculty, which resulted in 24 new undergraduate courses including European-themed Freshman Interest Groups.
- Undergraduate “Foreign Language across the Curriculum” discussion sections in French, Italian, German and all Scandinavian Languages for which undergraduates receive academic credit. These are added to special topics courses in European subject matter, such as the “Contemporary European Extreme Right.”

In terms of its sheer size, it’s important to note that European Studies currently has an average of between 150 and 200 students enrolled per semester, or is roughly half the size of the International Studies major.

COMPARISON OF THE NUMBER OF EUROPEAN STUDIES CERTIFICATE STUDENTS IN 2006 AND 2009 (SPRING AND SUMMER SEMESTERS)

	Spring Semester		Summer Semester	
	Enrolled	Graduated	Enrolled	Graduated
2006	97	45	19*	5
2009	204	109	99*	4

\*During Summer 2006 three new students declared the Certificate, in Summer 2009 four new students declared the Certificate.

Finally, the recent growth of the European Studies Certificate program simultaneously demonstrates the best, and more dubious, qualities of current campus life: the certificate is popular and augments the U-W Madison campus mandate to “internationalize the curriculum and its students,” while betraying the lack of adequate advising resources which could further opportunities for undergraduates in general.

**Remedying Understaffed Undergraduate Initiatives:**

CES has done remarkable things for undergraduates with very little direct institutional support. In early May of 2009, CES underwent a two-day outside evaluation by Professor of Political Science Alberta Sbragia of the University of Pittsburgh, who also directs Pitt’s European Title VI Center and European Union Center of Excellence. Sbragia is also the former President of the European Union Studies Association, and serves on the Board of Directors for the national Title VI association. Professor Sbragia met the key CES figures including Assistant Director, Dr. Csanad Siklos, in whose competent hands the CES advising duties currently lie. Subsequent to a private interview with 8 of our CES undergraduates, Professor Sbragia reported:

The [University of Wisconsin-Madison CES-affiliated] undergraduates almost inadvertently indicated that in general the quality of the

university's undergraduate advising is under very serious strain. The Center staff was praised by students as crucial in helping them to navigate what to many seem to be the Byzantine channels of a very large public university. The students were extremely pleased by the help they receive from Csanad Siklos. They felt he provided them with crucial advice, and they clearly identified with the Center because of his attention. I was surprised that the staff finds time to advise students at all given the overall administrative load they are carrying. I do think their efforts in that regard speak to the very deep commitment they feel to their students and the Center itself.

Professor Sbragia states elsewhere in the report: "While most Title VI centers across the United States are under-staffed, the degree of under-staffing at CES represents an extreme among the Title VI European centers with which I am familiar." This small staff also provides administrative support to the Center for German and European Studies and the European Union Center of Excellence. Currently, a dedicated Outreach Specialist position funded by Title VI monies is doing certificate advising, costing CES its full, and grant-mandated, staff time which should be directed to off-campus communities and projects (e.g., the K-12 community, local business).

### **New Undergraduate Offerings in European Studies:**

The addition of a full-time academic staff member to the Center would enable us to continue to expand the scope of the European Studies Certificate, improve the quality of advising to this expanding group of students, and to increase our level of service to undergraduates in general. In particular, CES plans to initiate the following new undergraduate services:

- Creation of a permanent "Europa Club" cohort, based in European Studies, which provides additional resources and information for students on Europe-based internship possibilities, international scholarship opportunities, and competitive non-campus research grants and programs such as those funded by the DAAD, European Commission, German Parliament, St. Galen Symposium, Robert Bosch Foundation, Council for European Studies, etc.
- Creation of the structure to administer the new undergraduate Foreign Language and Area Studies (FLAS) fellowships, which the Department of Education has provisionally announced for 2010-2014. Undergraduate FLAS grants will provide funding to undergraduates studying less-commonly-taught languages, but require a new recruitment and awarding process which will place an additional administrative burden on our already overtaxed staff.

CES is about to enter the new territory of undergraduate FLAS grants, a US Department of Education sponsored student service innovation. The addition of an academic staff position will enable us to bring these resources to Madison undergraduates without risking our grant itself because we are not able to fulfill our outreach and research mandates.



To: Paul Deluca, Provost  
From: Gilles Bousquet, Dean of International Studies *G.B.*  
Subject: Madison Initiative for Undergraduates Proposal Ranking  
Date: October 1, 2009

I am pleased to offer my enthusiastic support for the following Madison Initiative for Undergraduates proposals submitted to the Division of International Studies. I have ranked the proposals in priority order based on the goals of the MIU and the DIS. I believe the first two proposals listed below will have the broadest and most transformative impact on international undergraduate education.

**1. International Studies Major:**

The International Studies Major is a joint endeavor of the College of Letters and Sciences and the Division of International Studies. The College of Letters and Sciences has endorsed this proposal. This complex, interdisciplinary major serves more than 500 students with a total of .75 faculty FTE (a 25% director, and 50% time teaching faculty member with a tenure home in Political Science), one full time advisor and a half time administrative assistant. My highest priority for the MIU is the addition of faculty and staff resources to eliminate bottlenecks and add the high impact learning experiences that are the key to an integrated learning experience, such as FIGS, Capstone courses, internships around the world, the DC International Semester, and more specific career advising. The two requested faculty FTE would dedicate 25-50% time to support the International Studies Major, sharing the remainder of the FTE with a department. The Division has experience in partnering with departments to hire faculty with dedicated teaching for international programs. The addition of an advisor for this large, interdisciplinary, low faculty resourced major is also critical and will have measurable, direct benefits to students.

The International Studies major is a key anchor to UW-Madison's commitment to international education, training students in systematic, integrated thinking about global systems and international issues. It builds on a long tradition of excellence in international engagement, research and training, one of the hallmarks of the UW-Madison, as evidenced by the eight federally supported area and international studies National Resource Centers on our campus. Support for faculty partially dedicated to the IS major will have spillover benefits for the area studies and language programs on campus, adding faculty expertise that

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will provide integrative courses to students in language majors and area studies majors and certificates as well.

The International Studies major is also critical to preparing globally competent graduates to advance the international competitiveness of Wisconsin organizations. In fact, to be competitive in the global economy, Wisconsin business and services need graduates with the interdisciplinary, international skills provided by the IS major to assist them in their international endeavors, such as increasing foreign direct investment and export growth.

Success will be measured by the increase in both quantity of students served and increase in high value programming, including options that allow students to practice integrated thinking and apply knowledge in an international setting.

## **2. International Academic Internship Program:**

Another top priority is support for the proposal for an innovative new International Academic Internship Program. Study Abroad and internships are two of the high impact educational practices identified nationally and endorsed by our campus community. International internships are the intersection of these two practices and lead to global competence and other types of student outcomes we must offer in order to remain competitive. International internships are in high demand by undergraduate students. Both nationally and locally, career services units and study abroad offices report a marked increase in requests for work abroad opportunities and it is clear that the supply of such opportunities currently made available by our campus fails to meet this demand.

This collaborative initiative of the UW-Madison Division of International Studies, the Office of Corporate Relations, the College of Engineering, the School of Business, the College of Letters & Sciences, and the College of Agriculture and Life Sciences. It is the connection between the schools and colleges through their career services units, Corporate Relations, and the deep relationships with international partners and employers that make it effective, efficient, and unique.

One of the reasons I have ranked this new initiative as a priority is that I expect that it will have high impact results in numerous areas, and serve students from across campus. We anticipate that this initiative will not only increase the number of students participating in international internships, but strengthen campus relationships with global organizations, and result in more student career placements with the companies and organizations where students participated in internships. For the longer term, we expect that this program will be an important aspect of an integrated set of programs designed to produce a globally competent workforce and therefore improve competitiveness for Wisconsin and its graduates in the global economy. Through an on-going feedback process with companies who participate in international internships program, we will document the results of this feedback, and will solicit specific comments addressing this issue.

We are aware of international internship opportunities, and the benefits of an international internship experience have been demonstrated to be of high value to

students. We now need to make a modest investment in the human infrastructure to meet the increasing demand for international internships, and deepen our relationships with key corporations.

### **3. International Learning Community:**

My third priority for the MIU is the International learning Community proposal for TA support for language learning. The ILC is an immersion language option on campus that provides students with a campus “field” experience to increase language proficiency outside of a typical classroom setting. As a leader in language programs, and as the federal government puts more emphasis on proficiency levels (rather than seat time) in assessing language and area programs, the ILC offers a successful model toward this goal. Currently, it is difficult to get departmental funding for the TA’s, especially in the small departments of less commonly taught languages where this creates a very difficult burden. The ILC makes an important contribution toward our goal of global competence through an integrated learning experience. Support for TAs for language would strengthen the ILC language component, which is a critical element of its innovation and success.

### **4. European Studies:**

The European Studies program requests a student services coordinator to assist with advising students. While I believe this would benefit the program, I have made it fourth on my list because it would not have a transformative impact or improve program quality in a significant way.

### **5. East Asian Studies:**

This proposal requests a faculty associate to help diversify teaching of Chinese language and potentially offer courses leading to a certificate and Business Chinese and Business Japanese. This is a proposal with merit, especially with regard to the Title VI competition. It is not ranked as high as other proposals because it lacks the broad impact of the highest priority proposals, and is not as well developed as those proposals.

### **Endorsements:**

I have endorsed the following proposals on behalf of the Division of International Studies:

1. **Public Health and Global Health:** This proposal builds on the UW-Madison’s position as a leader in Medicine and Public Health, Nutritional Sciences, Global Health, and International Studies to meet the growing demand for training in global public health. This program would have broad impact and I give it strong endorsement.

2. Economics of Natural Resources and the Environment: This proposal, submitted by the Department of Agriculture and Applied Economics requests faculty resources to address a bottleneck in access to high demand courses in economics of the environment. Of particular interest to International Studies is new hiring to increase access to courses such as Environmental and the Global Economy which are in high demand by international studies students.