

**2009-2010 Annual Performance Report (APR)**  
**CENTER FOR EUROPEAN STUDIES**  
**College of Liberal Arts and Sciences**

## **HIGHLIGHTS**

### **Research**

- During the reporting period CES faculty published fifteen peer reviewed articles and book chapters.
- Six faculty members (Ceobanu, Filip, Kostadinova, Kreppel, O'Dwyer and Stoilkova) presented papers at international conferences (3) and/or gave invited talks (8) in 7 European countries.
- The CES implemented two grants from the Institute of Turkish Studies (totaling \$12,000) to support a dedicated speakers' series and the purchase of substantial new library resources related to Turkish Studies. Speakers included, Jenny White, Zeynep Korkman, and William Hale.
- Maria Stoilkova and Esther Romeyn completed the planned activities included in an EU funded grant (€36,616/\$51,265) to support a series of academic activities on "Engaging Migration in Europe." Including 2 public talks by Saskia Sassen and Deniz Gokturk, a Workshop on "Immigrant Cultural Production in Europe," 6 public film screenings and a photo exhibit in the Marston Library Gallery.

### **Teaching**

- Amie Kreppel (CES) and Sinan Ciddi (CES) developed and taught a new course (funded by a Jean Monnet Module Grant for €28,000) on Turkey and the European Union in Spring 2010. This course included a capstone study abroad program in Brussels during Spring Break and a public debate (led by the students) on Turkish accession to the EU.
- Under the auspices of the Jean Monnet Centre of Excellence (JMCE), the CES hosted Sergio Fabbrini as a visiting scholar from March 15<sup>th</sup> to March 24<sup>th</sup> 2010. During his stay, Dr. Fabbrini taught an intensive special topics course, *on the EU in Comparative Context*, which culminated in a one-day academic workshop with the participation of three European scholars and three American Scholars.
- Two CES undergraduates participated in the 10<sup>th</sup> Annual Model European Union Conference, organized by the University of Pittsburgh (February 19 – 20<sup>th</sup> 2010), three were selected to present posters at the Midwestern Political Science Association Meeting in Chicago (April 21-25, 2010) and two were invited to participate in an interdisciplinary national undergraduate conference on the EU at the Claremont McKenna College in California (April 8-9, 2010).
- CES faculty offered a total of 37 CES (and 13 non-CES) courses, including 11 new or enhanced courses during the 2009-2010 academic-year. In addition, CES provided financial support for the development of 13 courses through CES course development/enhancement and special topics grants.
- During 2009-2010 a total of 17 students completed CES administered minors (10 EUSP and 7 ECES) and 16 completed CES run certificate programs (13 EUSP and 3 ECES).

### **Outreach**

- The CES co-sponsored two major series of events—one for the general public with the Samuel P. Harn Museum of Art for the Project Europa exhibit and the other for the academic community at the 48th Annual Southern Conference on Slavic Studies (SCSS). The SCSS conference was attended by 158 people. All attendance numbers are not in yet for the *Project Europa* events, but 550 attended the Museum Nights and 105 attended the 2-day symposium.
- For the 4<sup>th</sup> time CES organized semester long six-part seminar series for the Institute of Learning in Retirement (ILR) in its effort to reach underserved groups in the community (senior citizens). The CES, for the first time, made contact with and presented a talk to the Retired Faculty of UF.

- The series titled “Turkey and the West” offered an interdisciplinary series of public lectures, which focused on the evolving nature of Turkey’s relationship with Europe and the United States. In total over 450 participants attended the four presentations (see under research as well).
- The CES offered its highly regarded annual intensive two-week Language Teaching Summer Institute (LTSI) for the 6<sup>th</sup> year in a row in summer 2009. During 2009 10 K-12 language teachers from nine different counties. Teachers spend five hours a day, five days a week learning about foreign language pedagogy and the incorporation of new technologies in the language classroom. The program is scheduled to run again in July 2010 with an anticipated enrollment of 10-12 teachers
- The CES organized and hosted more than 70 outreach events during the 2009-2010 academic year including 7 for K-12 teachers and students, 15 for the general public and 32 on campus scholarly events (also open to the general public). In addition, CES provided substantial financial support for 10 events hosted by other UF units. In an effort to broaden its campus wide appeal, CES presented its course offerings and curriculum options to the ROTC on April 13<sup>th</sup> 2010

## STRENGTHS

The CES is one of just 13 federally funded and recognized National Resource Centers (NRC) for Europe (see Appendix 2 for list of all European NRCs). In addition, the CES currently houses the *only* EU funded Jean Monnet Centre of Excellence (JMCE) in the USA. The CES has also received more grant support from the Jean Monnet program generally than any other institution in the United States (the JMCE, a Jean Monnet Chair (Kreppel), three Jean Monnet teaching modules and one research and information grant). All of which led to the CES External evaluator John Keeler (Dean of Graduate Studies at the University of Pittsburgh and former Title VI center Director and President of the EU Studies Association) to write in his 2009 assessment that the CES “*has emerged as one of the most dynamic and innovative Title VI European Studies centers in the country*” and that “*Director Kreppel and her colleagues are to be credited with a superb record of external fundraising in an increasingly competitive environment.*”

In terms of its research and teaching agenda the CES has several core strengths. Geographic strengths in Central-Eastern and Southern Europe are present in course offerings in both language and area studies, as well as in the research profiles of our faculty members. The Balkan region (Greece, Turkey, Romania and Bulgaria), as well as the Visegrad region (Poland, Hungary, and the Czech Republic) have especially strong and nationally competitive resources in terms of faculty, courses and active research programs. In addition, cross regional topical strengths exist in the area of Migration, Citizenship and Identity (Ceobanu, Stoilkova, Romeyn and others), in European Union Politics (Kreppel, Kostadinova, O’Dwyer) and in Film, Literature and Cultural Studies (Caes, Raynard, Romeyn, Wampuszyc)

In large part, the success of the CES has been grounded in the ability of its faculty and staff to develop strong collaborative relationships with individuals and units across campus. As these networks continue to develop CES is better able to efficiently utilize existing on-campus resources, while also providing significant support to a wide variety of UF faculty and students across a broad spectrum of colleges and departments. At its core, CES is a service unit designed to provide opportunities for research, education and outreach to the entire UF community.

Similarly the CES has developed strong and positive relations with segments of the community—including the school board, retirement community, the city of Gainesville and local small and medium sized businesses through our outreach activities that target these diverse groups. By providing informational talks and workshops, training seminars and a diverse spectrum of educational events and materials CES has made a significant contribution to UF’s general goal of providing useful services to the broader Gainesville and Florida community.

In support of both its on campus and off campus efforts CES has developed a strong visual presence through the creation of a wide variety of printed materials and online resources. Our success in these

efforts has depended to a great degree on the skill of the CLAS graphic design department and our ability to work with them. New efforts are underway to update our brochures advertising our minors and recent additions to the CES website highlight new courses, study abroad programs and grant opportunities.

## **BUDGET**

Because of the unique character of the CES and its reliance primarily on external funding and matching support it has suffered less from the current budget crisis than many other units on campus. That said, the basic operating expense budget of the CES has been dramatically cut (from a high of over \$14,000 to just \$5,000). While the absolute value of this cut is relatively quite small, as a percentage it is substantial and has deeply impacted the operating norms of CES (in some cases for the better).

The largest negative impact has been the inability of the CES to provide support to its faculty members for academic travel to conferences. While we have substantial funding to bring other scholars to UF the rules regulating our grants do not allow us to provide support to CES faculty for standard conference presentations. Over the past three years this has been mitigated to some extent through the use of the Director's research support (\$4,000 annually) to support faculty travel – and in particular to provide matching support for faculty who apply for CLAS travel grants).<sup>1</sup>

Other responses to the reduction in funding have been to restrict supplies of printer cartridges for individual faculty printers and instead route all printing through the CES printer in the main office. All faculty members are also given photocopy caps and total usage is reported to them monthly.<sup>2</sup> CES also invested in an effective multi-page scanner available for faculty use to facilitate the scanning and posting online of course materials to reduce copying expenses. ***These are comparatively small annoyances and pale in comparison to the inability to provide faculty members with substantive travel support.***

One positive side effect of the current budget crisis is that more people across campus have become aware of the resources offered by the CES and have begun to apply for CES grants and seek CES support for their own Europe-related initiatives. Over the past 6 years the CES has awarded well over \$500,000 to UF faculty and students, with sharp increases in the number/quality of applications over the past few years.

If CES were to receive an additional \$10K in college OE support (returning to previous levels of funding) our first priority would unquestionably be to once again provide guaranteed travel support to faculty presenting papers at significant academic conferences and meetings. If additional resources were available the CES would institute an internal competition for summer research grants for faculty members. The amount of additional funding available would dictate the size and number of awards, but the ability of the CES to provide a number of \$5,000 grants to allow for the hire of research assistance, the purchase of materials, summer research related travel and/or the purchase of relevant research related materials would greatly facilitate an increase in the research productivity of CES faculty. If significant additional funds were available CES would begin to increase its funding support for graduate students as well though increasing CES grad assistantships and expanding the graduate teaching “special topics” program (which cannot be funded by Title VI).

## **ALLOCATION/REALLOCATION**

The CES has not faced any significant obstacles in the allocation of its resources beyond those restrictions imposed by our external granting agencies which limit our ability to use grant funds to directly support CES faculty members. In the future, now that the existing agreement that provided support for CES Graduate Assistantships has expired (Spring 2010) the CES will face significant obstacles in its efforts to increase SCHs through selected large courses because it does not have internal resources to support TAs.

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<sup>1</sup> This will not be possible in 2010-2011 due to the agreement reached with the Acting Director, Conor O'Dwyer.

<sup>2</sup> Those with large courses or courses that require more handouts (such as the least commonly taught language courses where books and prepared materials do not exist) are given higher caps.

Currently CES offers three courses that regularly draw 110-140 students and is in the process of working to develop two more. These courses will be difficult to manage without some form of TA-ship support (and no existing grant funds can be used for this purpose).

## **CURRICULUM**

The CES works to develop and offer a comparatively large number of Europe-related area and language courses aimed at satisfying student demand based on internal tracking of students pursuing CES minors and certificates.<sup>3</sup> This is especially important given that all CES students must also meet the requirements of their major.<sup>4</sup> See “Teaching” section of highlights above for details on CES courses for 2009-2010.

In the language programs the ability to offer a variety of courses is restricted by low enrollments that are simply part of teaching “Least Commonly Taught Languages (LCTLs) – part of our mandated role as a Title VI National Resource Center. As a result, significant innovation is required to provide courses at multiple levels for graduate and undergraduates, as well as heritage and non-heritage language learners despite low enrollments. This has led to the development of several concurrent courses with variable credits and assignment structures. An additional initiative to develop a new, team taught, combined course, which will pool second year and advanced students across the languages with relevant language faculty taking turns as the instructor of record. Both of these strategies effectively represent a substantial additional burden on faculty who are often teaching multiple courses in one or will only get “credit” for teaching an advanced language course once every 4 semesters despite doing the work every semester..

To improve our curriculum, CES believes that we need to develop a more cohesive definition of ‘European Studies’ in the context of the CES and UF curriculum. As the CES has grown, the number of our course offerings has increased as well, and a more structured approach to course design, scheduling and curriculum design is required. CES faculty believe that such an approach will be facilitated by the establishment of a European Studies Major (independent of the IDS major in Modern European Studies) in the 2010-14 grant cycle, supported by our current minors in European Union Studies and East Central European Studies. Furthermore, CES believes in the necessity to develop and offer more targeted introductory level courses (2000 level) to increase enrollments for our minors and proposed major.

## **DEVELOPMENT**

More than 50% of CES funding comes from external grants. In all, over the past seven years CES has received nearly 3 million dollars in grant support. In Spring 2010 the CES submitted a proposal for its 3<sup>rd</sup> Title VI NRC and FLAS grant with an anticipated award of over 2 million dollars for the 2010-2014 grant cycle. In addition, Kreppel will be applying for a renewal of the Jean Monnet Centre of Excellence as soon as this is allowed in Spring 2011 (approximately \$105,000 for the 2011-2014 cycle). Also in Spring 2011 the CES has been encouraged to apply for an EU Center of Excellence from the Commission Delegation of the EU in Washington DC (estimated to be approximately \$400,000 over three years). Continued efforts will also be made to apply for smaller grant opportunities as these become available.

While CES has been very successful in obtaining grant funding, other fund-raising efforts remain under - developed. In particular, despite the development of an extensive set of promotional materials and possible fundraising objectives (scholarships, visiting professorships, endowed positions etc) efforts to actively engage with the UF Foundation have been largely unsuccessful. In part this is due to the realization that CES does not yet have a substantial alumni base upon which to build a strong fundraising initiative. Efforts to maintain contact with all CES alumni have been initiated, however, including the

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<sup>3</sup> Students are sent regular email reminders of their progress to degree and updates on available courses that will fulfill their missing requirements.

<sup>4</sup> CES degrees allow double-counting of up to 6 credits with relevant majors/minors, which reduces time to degree.

development of mailing lists, a ‘facebook’ page for CES graduates and grant recipients, networking facilitation efforts through campus visits for recent graduates to talk to current students etc.

Future initiatives to actively engage with the UF Foundation in pursuit of non-grant development fundraising would be welcomed by the CES, and especially the CES Director. Such initiatives could include meeting prospective donors interested in Europe, alumni who studied abroad in Europe or members of heritage communities covered by the CES including in particular those with links to Czech, Hungarian, Polish or Turkish Studies.<sup>5</sup> The support of the College in encouraging greater engagement of the Foundation with the CES (administration and faculty) would be appreciated. Relevant Foundation staff members are on all CES list-serves and receive regular updates on CES events and activities as well as the CES Gazette (three times per year) and all other supplementary CES informational materials.

## **HIRING PRIORITIES**

The CES is currently engaged in a search for a Lecturer **in Polish Studies** to replace Ewa Wampuszyc, who will join UNC as a tenure track Assistant Professor in fall 2010. If this search is not successful (as it was begun quite late) we will need to re-run the search during the 2010-2011 academic year. Beyond this immediate need, for which we have already received approval to conduct a search, there are no urgent faculty or staff needs within CES. That said, there continues to be strong interest and a growing need in several areas including: (1) Religion in Europe (with the department of Religion – Islam in Europe would be ideal – but not required), (2) Turkish Studies (open as to particular field), and (3) Economics (single market/common currency – could be political economy). These are all positions that would serve current teaching needs, while integrating with existing research clusters both within and outside of CES to further facilitate strong interdisciplinary research networks within the college.

## **STRATEGIC PLANNING**

The CES is already actively engaged in a number of activities that fulfill or support the initiatives set out in the college strategic plan. In particular, the CES, by its nature fosters **interdisciplinary collaboration** in both teaching and research and **actively serves and engages with the broader (non-campus) community** through its broad variety of outreach activities. Both of these activities are required by both the Title VI program and the various EU funded grants that support the CES (see above and CES website for detailed examples). The CES also serves as a resource for faculty and students across UF by offering **a variety of grant opportunities**, as well as supplemental funding resources for academic and outreach events initiated by other units. These grants have totaled over half a million dollars over the past six years.

In addition, because of the reporting requirements of the external grants managed by the CES, there is already a very high level of **data collection and analysis** of CES activities. This includes both output and outcomes assessments in all areas of CES activity (teaching research and outreach) and incorporates the collection and analysis of enrollment data, student learning surveys, participation data, tracking of publications by CES and affiliated faculty, post graduation placement information etc. This information is analyzed every semester and reported on regularly. It is used within the CES to shape decision on program development, outreach activities (on and off campus), grant distribution, new hiring priorities and future grant proposals/new initiatives. The CES has also worked with the other Title VI centers and the office of the Provost and UFIC to initiate the hire of a new Evaluation Specialist for International Programs (funded by UFIC and the Provost’s office). The new position is expected to begin August 2010.

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<sup>5</sup> Although the CES also supports Modern Greek Studies, the existence of the Greek Studies Center makes efforts to go after donors with an interest in Modern Greece potentially problematic. Similarly, those who support study abroad initiatives should be directed to the UFIC.

## **DEPARTMENTAL STRATEGY**

At this stage in its development the CES (through a Strategic Plan developed by a faculty committee and unanimously approved by all faculty) has determined that a primary task facing the center is to capitalize on and maximize its interdisciplinary character by creating a stronger, more unified center identity, and improving internal synergies, while increasing collaboration with other actors both within CLAS and across UF more broadly. To this end there are several internal activities and externally oriented efforts /initiatives that CES will pursue. Below is a partial list of the suggestions and initiatives provided in the full document (available on the CES website [www.ces.ufl.edu](http://www.ces.ufl.edu)).

### **Internally oriented initiatives**

- Adopt a more structured approach to course scheduling and/or design to help avoid offering competing courses and saturation; approach the course scheduling process more programmatically.
- Retool curriculum of ECES minor to offer a better integrated program of courses; offer more required courses for this minor
- Offer more 2000 and 3000 level courses for minors that capitalize on our interdisciplinary character (i.e. a 2000 level intro course to ECES to increase enrollments for the minor)
- Design introductory courses that are better geared toward our constituency. For example, a course entitled "Travel Companion to Europe" or "Europe Today" that focuses on contemporary Europe and what to expect when there.

### **Externally oriented initiatives**

- Work toward more CES courses "counting" toward majors (IDS is not sufficient approach); hopefully this will be fulfilled via the International Studies Major (European Studies track).
- Establish relations with academic advisors outside of CLAS by visiting other colleges and meeting with undergraduate coordinators and representatives from the professional schools
- Develop a theme based approach to projects with maximum collaboration with other UF units. For example: LAS, CAS & CES could introduce a joint themed speakers' series by pooling resources, allowing UF centers bring in renowned scholars and increase visibility
- Organize graduate/undergraduate conferences on European Studies in collaboration with other Florida universities to encourage interdisciplinary study among students from a variety of fields.
- Increased efforts by the college office to promote cross listing of courses within the college.
- Increasing efforts to modify Graduate School policy to allow graduate students to take 1000 & 2000 level language courses in LCTLs for credit for research purposes.

### **OTHER**

- During 2009-2010 the CES awarded 10 grants totaling \$9,000 to support student and faculty travel/ research as well as 9 grants totaling \$45,000 to support new course development and course enhancement by faculty and advanced graduate students. CES also provided over \$130K to support 11 graduate students through the Title VI Foreign Language and Area Studies (FLAS) program (~\$30K additional funding was made available to the Latin American and African Title VI Centers).
- The CES funded the purchase by UF libraries of more than 150 books, films and databases at a cost of almost \$10,000 during 2009-2010, in addition to providing \$1,000 in support to the Turlington Language Learning Center.
- CES provided approximately \$6,000 in funding to support a variety of activities wholly initiated/organized by other units across campus including guest speakers, conferences and workshops.

## APPENDIX 1 – CES FACULTY AND STAFF

Name	Position Type	Position Rank	FTE in CES	FTE Other	Other Unit
Bergamnn, Peter	Faculty	Assoc. Professor/Director	0.50	0.50	History
Caes, Chris	Faculty	Assistant Professor	0.50	0.50	WLLC
Ceobanu, Alin	Faculty	Assistant Professor	0.50	0.50	Sociology
Ciddi, Sinan	Faculty	Lecturer	1.00	0.00	NA
Filip, Hana	Faculty	Assistant Professor	0.50	0.50	WLLC
Kostadinova, Petia	Faculty	Assistant Professor	0.50	0.50	Political Science
Kostopoulos, Tom	Faculty	Lecturer	0.50	0.50	Classics
Kreppel, Amie	Faculty	Associate Professor	1.00	0.00	Political Science
Nagy, Edit	Faculty	Lecturer	1.00	0.00	NA
O'Dwyer, Conon	Faculty	Assistant Professor	0.50	0.50	Political Science
Raynard, Holly	Faculty	Lecturer	1.00	0.00	NA
Romeyn, Esther	Faculty	Assistant Scholar	1.00	0.00	NA
Stoilkova, Maria	Faculty	Assistant Professor	0.50	0.50	Anthropology
Wampuszyc, Ewa	Faculty	Lecturer	1.00	0.00	NA
<b>Total CES Faculty FTE*</b>			<b>10.00</b>		
Keeler, Gail	Staff	Outreach Coord.	1.00	0.00	NA
Kovalcik, Brano	Lecturer	Acad. Programs Coord.	1.00	0.00	NA
Sarah Spaid	Staff	Office Manager	1.00	0.00	NA
<b>Total CES Staff FTE*</b>			<b>3.00</b>		

\* Currently 50% of all CES staff positions, in addition to 50% of the Assistant Director's position (Kostadinova), Turkish Studies Lecturer (Ciddi) and Hungarian Studies Lecturer (Nagy) are currently funded by the Title VI grant.

Proposed Title VI funding support for the 2010 - 2014 grant cycle will continue to include 50% funding for all staff positions, the Assistant Director and declining support (80%, 60%, 40% and 20%) for the Czech, Hungarian and Turkish Studies lines (to average 50% over all 4 years of the grant cycle).

## APPENDIX 2 - 2006-2010 Europe and Russia and Europe/Western Europe Title VI NRC Grantees

- Cornell University and Syracuse (*consortia*)
- Indiana University
- New York University and Columbia University (*consortia*)
- University of California, Berkeley
- University of California, Los Angeles (*no FLAS support*)
- University of Florida
- University of Illinois, Urbana Champaign
- University of Minnesota
- University of North Carolina, Chapel Hill
- University of Pittsburgh
- University of Washington, Seattle
- University of Wisconsin, Madison
- Yale University