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| P:\LLP IT coordination\Forms\Application Forms\Call 2013\eForms\2. Analysis\1. Prototypes\1. Word Forms\EAC_EU.png |  |  | ***Application Form*****Call: 2016****Jean Monnet Activities*** **Jean Monnet Modules**
* **Jean Monnet Chairs**
* **Jean Monnet Centres of Excellence**
 |
| Erasmus+ |  |  |  |

**2016 Call for proposals**

**DETAILED PROJECT DESCRIPTION**

**(To be attached to the eForm)**

# PART D - Characteristics and relevance

**D.1. Why does your organisation wish to undertake this Action?**

**Summary of the proposal**

* Brief write up of the key points.
* Background and rationale of the proposal.
* Objectives, activities, main outputs, outcomes and impact including indicators of achievement.

*Demonstrate evidence of academic added value, promotion of European Union studies and outline how the proposal impacts on the specific subject area of study at an international level. Please outline to what extent the proposal fosters the development of existing and new teaching and debating activities (including new methodologies, tools and technologies), how it demonstrates evidence of academic added value, how it promotes European Union studies at the host institution and gives greater visibility to this field of study at a national level. Please also provide a short overview of the state of play of EU studies in your Faculty/Institution/Country and indicate to what extent your project responds to an identified need to develop this field of study* (limit 4000 characters)*.*

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| The Jean Monnet Module ”Patterns of Europeanization in Central and Eastern Europe” focuses on a debated, yet insufficiently explored, field of the European studies – the mechanisms of europeanization in the ”newest member-states”. This becomes of topical importance in the current context, which places the EU under multiple pressures (i.e. the conflict in Ukraine, the ”refugees crisis”, populist discourses and extremist movements), which impact upon how citizens relate the EU and to the benefits of European integration. This urges academics in the field of European studies to propose projects, which could stimulate the feeling of belonging to the EU and resurrect the trust in the European project, at such. The Module is premised on the tacitly aknowledged fact that the ”younger” member-states, such as Romania, undergo an European intergration process, which is inherently influenced by both their recent history and current geopolitical position. However, most of the teaching, debates and research on Europeanization employ the concepts and theories developed by scholars in Western and Northern EU, thus matching the explanatory requirements and integration logic of those regions. Teaching, debates, and research on europeanization of the CEE countries is rather scarce. The Module will be dedicated to students enrolled at the MA in Communication and EU Affairs, being hosted by the Center for EU Communication Studies (CECS). This Module builds on an extensive study drafted by CECS fellows and Institute for European Studies (Free University of Brussels) specialists, focusing on the qualifications and competencies required from university graduates to improve their access to the European job market, and more, specifically, to professions dealing with EU Affairs. The study reveals three improvement areas, which are directly addressed by the Module. Firstly, a good academic experience means quality and relevance of knowledge. Secondly, team work abilities, communication skills, and leadership are highly important for future EU affairs specialists. Last but not least, students highlighted the idea that EU affairs-related qualifications should also embody – to a certain extent – regional/national specificities. In this vein, the Module adds academic value through several key elements:* it helps fostering and promoting the idea of European integration, in a contextualized manner, adjusted to the patterns of europeanization in the CEE, by focusing on both core fields (i.e. europeanization) and corrollary notions (i.e. public opinion, EU identity);
* it creates new teaching and debating activities, which strenghtens the new ”EU Affairs expert” academic qualification, that will be launched by our university in Summer 2016, through the Master in Communication and EU Affairs;
* it promotes some transversal competencies deemed essential for an EU affairs specialist, such as communication, team work, negotiation, conflict management, or leadership;
* it promotes new teaching methods (i.e. blended learning, simulations, debates);
* it supports our university in training specialists who will actively contribute to preparing Romania’s Presidency of the Council of the EU, scheduled for 2019;
* it engages the civil society, policy-makers, and the academics in Romania and other CEE countries in fruitful debates on the benefits of europeanization and on how these benefits could be best conserved and capitalized upon;
* it promotes transdisciplinarity and internationalization, by creating opportunities for participation in joint activities for scholars in CEE (i.e. academic conferences and research).

Despite the interested granted to European studies by our university, this Module focuses on a topic – that is unique. NUPSPA offers master programs in European integration, but no specific set of knowledge on Europeanization in the CEE.  |

**D.2. Relevance of the proposal to the specific objectives of the Action**

*Please select as appropriate and specify in the text box provided the relevance of the proposal to the specific objectives of the Action* (limit 6000 characters)*.*

For Jean Monnet Modules:

X promotes research and first teaching experience for young researchers and scholars and practitioners in European Union issues

X fosters the publication and dissemination of the results of academic research

[ ]  creates interest in the EU and constitutes the basis for future poles of European knowledge, particularly in Partner Countries

[ ]  fosters the introduction of a European Union angle into mainly non EU related studies

X delivers tailor-made courses on specific EU issues relevant for graduates in their professional life

For Jean Monnet Chairs:

Main activities (minimum of 90 hours per academic year)

[ ]  deepens teaching in European Union studies embodied in an official curriculum of a higher education institution

[ ]  provides in-depth teaching on European Union matters for future professionals in fields which are in increasing demand on the labour market

Additional activities (at least one additional activity per academic year to be carried out)

[ ]  provides teaching/lectures to students from other departments (e.g. architecture, medicine etc.) to better prepare them for their future professional life

[ ]  encourages, advises and mentors the young generation of teachers and researchers in European Union studies subject areas

[ ]  conducts, monitors and supervises research on EU subjects, also for other educational levels such as teacher training and compulsory education

[ ]  organizes activities (conferences, seminars/webinars, workshops etc.) targeting policy makers at local, regional and national level as well as civil society

For Jean Monnet Centres of Excellence:

[ ]  gathers the expertise and competences of high level experts

**[ ]**  develops synergies between various disciplines and resources in European Union studies

**[ ]**  creates joint transnational activities and structural links with academic institutions in other countries

**[ ]**  ensures openness to civil society

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| The Jean Monnet Module has first and foremost an intrinsic academic value: it aims at educating students and at equipping them with the knowledge and necessary skills to become EU affairs professionals. Thus, the Module *delivers tailor-made courses on specific EU issues relevant to students in their professional life*. The three courses comprised by the Module tackle specific aspects of EU integration studies, in an attempt to thoroughly describe and explain how Europeanization works in countries in Central and Eastern Europe and in Romania, in particular. There is no better outcome of the promotion of EU studies across member states than the integration on labour market in the field of highly professionalized graduates. This Module seeks to impact further than teaching students subjects related to the EU; it aims to substantially and positively impact on the career path of these students once they graduate and, equally important, it seeks to impact on their contribution to the future professionalization of the field of EU affairs (in particular, Europeanization studies) and to the deepening of integration in member states. There is a close link between the Module and the newly created academic qualification of EU affairs expert, which is achievable when successfully graduating from the above mentioned Master’s program. Last, but not least, the Module focuses on Europeanization in Central and Eastern Europe, a subfield of EU studies that has received less attention comparatively with the study of Europeanization in other geographical areas of the EU. Not only does this topic invite to lively debates and discussions in class, it also stimulates in-depth research and scholarly examination. Another important dimension of the Module consists of research activities aimed at explaining and empirically assessing the degree and particularities of Europeanization in Central and Eastern Europe. The Module aims to *foster the publication and dissemination of the results of relevant research work* in thefield. All three courses included in the Module have a solid research component, which will be exploited and developed during the lifespan of the project. Research on Europeanization processes has important socio-economic and cultural implications. There are significant correlations between the level of Europeanization in a country, on the one hand, and the ability of that country to capitalize on the benefits of EU membership at all levels, on the other hand. As for the cultural benefits of the Europeanization, understanding the mechanisms of this complex process can be an important support in identifying the levers of communication and of active citizenship. The course coordinators and teaching assistants involved in this Module are well-established and young scholars whose interest in EU-related topics is two-fold: they promote and disseminate scholarly information on the EU through their teaching and they contribute to the enrichment of research work in the field. The scientific products (papers, report, etc.) resulted from the research activities in the project will be disseminated and promoted within the academic community and the wider public. The Module promotes interdisciplinary approaches to and the internalization of research on Europeanization by creating networks of researchers and scholars working on this topic and by fostering partnerships with research institutions in countries in Central and Eastern Europe. To this end, the Module proposes an international conference that will gather together EU researchers and students who will discuss the particularities of Europeanization in Central and Eastern Europe. Furthermore, selected papers presented to the conference will be published in an edited book and disseminated largely among academic and non-academic EU experts. Another very important outcome of the Module is the study on Europeanization in Romania. This country report will combine theoretical models of Europeanization with empirical data that reveal which model, or part of a model, applies better to Romania, and which country (and possibly region) characteristics are relevant when assessing the Europeanization of the Romanian society. Finally, the Module aims *to promote and enhance teaching and research of EU-related topics among young researchers and scholars* in Romania. The teaching assistants involved in the project are young researchers working on EU-related topics; they have recently obtained their Ph. D degrees and have embarked on an academic career. The Module seeks to provide them with the opportunity to work with more experienced scholars and to contribute to the advancement of Europeanization studies in Romania. Additionally, the Module will constitute a great opportunity for these young researchers to present their research work and discuss it with scholars and established researchers whose feedback will help them refine and improve their contributions. |

# Part E - Participating organisations - teams

**E.1. Aims and activities of the organisation**

*Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the action.* (limit 2000 characters)*.*

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| Founded in 1991, The National University of Political Studies and Public Administration (NUPSPA) in Bucharest is a landmark in the Romanian academic setting. Known both nationally and internationally, NUPSPA is a dynamic state institution of higher education, scientific research and professional academic training that offers degrees (BA, MA, PhD) and competencies in Communication Sciences, European Studies, International Relations, Sociology, Political Sciences, Administrative Studies, Psychology, Management, and Human Resources.NUPSPA has trained professionals who contribute to the design and implementation of public policies in state institutions, to the development of the country’s international affairs, to the improvement of communication and to the process of nation or company branding, etc.As a key-actor in the Romanian academia, NUPSPA plays a leading role in the Europeanization of the Romanian society through research, knowledge transfer, and academic programs focusing on EU communication, governance and EU affairs. The Center for EU Communication Studies (CECS) within the College of Communication and Public Relations (one of the four established faculties of NUPSPA) is the first Romanian academic cluster dedicated to EU Communication. Initiated in 2014 as a key result of the project „Euro-entrepreneurship – academic qualifications for the Europeanization of Romanian society”, CECS benefits from the involvement of both Romanian and foreign researchers who have scholarly interests in the European issues.Debates and research on EU communication have only recently emerged, despite this topic’s strategic role in coping with what specialists call the EU’s crisis of legitimacy or EU’s crisis of leadership. In this context, CECS has been designed as an international platform contributing to the professionalization of the field of EU communication & affairs in Romania and in the European Union, and to the development of national and international partnerships with strategic actors that are active in the area of EU affairs. |

**E.2. Other EU grants**

Please list the projects for which the organisation or the department responsible for the management of this application has received financial support in the last three years from EU programmes (in particular, the Jean Monnet Activities).

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| **Programme or initiative** | **Reference number**  | **Beneficiary Organisation** | **Title of the Project** |
| POS DRU | POSDRU/18/1.2/G/39631SMIS 9975 | NUPSPA | Communication for sustainable development |
| POS DRU | POSDRU/18/1.2/G/16159SMIS 2889 | NUPSPA | Competence, quality, flexibility and employability programs in offer master programs (CAFOC) |
| POS DRU | POSDRU/155/1.2/S/136180SMIS 52867 | NUPSPA | Internationalization, equity and academic management for higher education quality (IEMU) |
| POS DRU | POSDRU/1.5/159/134650SMIS 50696 | NUPSPA | Doctoral and post-doctoral fellowships for young researchers in the fields of Political Science, Public Administration, Sociology and Communication Studies |
| POS DRU | POSDRU/161/2.1/G/132320 | NUPSPA | Counseling and practical training sessions for successful careers in communication |
| POS DRU | POSDRU/156/1.2/G/133208SMIS 53180 | NUPSPA | Developing the curriculum and improving the relevance of curricula in public administration through innovative blended learning methods and correlation with the labor market |
| POS DRU | POSDRU/156/1.2/G/140627SMIS 53222 | NUPSPA | Competitive university education in management program |
| POS DRU | POSDRU/156/1.2/G/140578SMIS 53221 | NUPSPA | EUROANTREPRENEURSHIP - academic qualifications for the Europeanising of the Romanian society |
| POS DRU | POSDRU/156/1.2/G/140719 | NUPSPA | Development of entrepreneurship and enhancement of professional skills for students in Bucharest-Ilfov region |
| Life-Long Learning Program – European Commission – Jean Monnet Chair2013-2016 | 542822-LLP-1-2013-1-RO-AJM-CH | NUPSPA | prof. Dr. Alina Bargaoanu - EU Communication and the European Public Sphere - the first Jean Monnet "chair" dedicated to the study of communication in the European context (2013-2016) |
| Life-Long Learning Program – European Commission – Jean Monnet Module2008-2011 | 141257-LLP-1-2008-1-RO-AJUM-MO | NUPSPA | Communicating European: Policies and Strategies for Increasing EU's visibility among member states - project to introduce a new discipline - "EU Communication Policy" – in the academic curriculum(2008 - 2012) |
| Jean Monnet Module 2015 -2018 | 565269-EPP-1-RO-EPPJMO-MODULE | NUPSPA | EU\*Ro Media. European Standards, Romanian Application: The Media Roadmap for Romania’s 2019 EU Council Presidency |
| Jean Monnet Centre of Excellence 2015 -2018 | 566765-EPP-1-2015-1-RO- EPPJMO-CoE | NUPSPA | Structures of interconnectivity in the EU’s Neighbourhood |
| Jean Monnet Centre of Excellence 2015 -2018  | 565330-EPP-1-2015-1-RO-EPPJMO-CoE | NUPSPA | In and Out: Understanding the European Union Beyond Its Borders |
| Jean Monnet Chair 2014-2017 | 553520-EPP-1-2014-1-RO-EPPJMO-CHAIR | NUPSPA | Bringing European Studies to Journalism, Agriculture, Engineering, Philology, Economics, History, Law and Sociology students |

Please list other grant applications submitted by your organisation, or the department responsible for this project proposal under the 2016 Erasmus+ Call for proposals. For each grant application, please mention the amount requested.

Not applicable

**E.3. Operational capacity: Skills and expertise of key staff involved in the project**

*Special attention should be paid to the quality (excellence) of the academic profile in the specific field of European Union studies. Please add lines as necessary.*

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| **SKILLS AND EXPERTISE OF KEY STAFF MEMBERS** |
| Please provide the names of the key staff members and indicate for each his/her expertise relevant to the implementation of the project and the role to be undertaken in the project |
| Name[[1]](#footnote-1) | Summary of relevant skills and experience (limit 1000 characters per person) |
| Dr. Loredana Radu | *Project Role:* Academic Coordinator of the Jean Monned Module and Coordinator of the ”Europeanization in Central and Eastern Europe” course. Associate Professor at the Faculty of Communication and Public Relations (NUPSPA). Director of the Center for EU Communication Studies and Coordinator of the Master’s in Project Management, the only internationally accredited university program in project management in the CEE. Ph.D in Sociology (2012) and MBA at the CEU Business School (2012). Young researcher, focusing on europeanization, the economic crisis, European public sphere, EU communication policy, and Euroscepticism. Her most relevant academic contributions include 3 books and over 30 scientific papers and chapters. Lecturer in the Jean Monnet Module „Communicating Europe. Policies for Increasing EU’s Visibility Among Member States” (2008 - 2011). She has an extensive teaching, research and project management experience in both the academic and the professional fields.  |
| Dr. Alina Bârgăoanu | *Project Role:* Course coordinator of the “European identity. Theoretical approaches and empirical insights” course. University Professor and Vice-Chancellor of the NUPSPA; Jean Monnet Chair „EU Communication and the Public Sphere” (2013 - 2016); academic coordinator of the Jean Monnet Module „Communicating Europe. Policies for Increasing EU’s Visibility Among Member States” (2008 - 2011); her publications include 12 books, and more than 40 papers, studies and chapters in collective volumes on the crisis of the European Union, Euroscepticism, EU communication policy, European Public Sphere, EU Regional and Cohesion Policy.  |
| Dr. Elena Negrea-Busuioc | *Project role*: coordinator of the “Public attitudes in the European Union” course.Associate professor at the College of Communication and Public Relations (NUPSPA), Ph.D in Linguistics, participant to several EU-funded projects (e.g. European Module “Communicating Europe” (2008-2011), COST Action “Populist Political Communication in Europe” (2014-2018). Lecturer in the Jean Monnet Module „Communicating Europe. Policies for Increasing EU’s Visibility Among Member States” (2008 - 2011). |

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| **ACADEMIC PROFILE OF KEY STAFF MEMBERS** |
| The following **mandatory** information should be provided for each academic key staff member (in particular for the proposed Chair holder or academic coordinator of the activity):* **A curriculum vitae** (using the template included in Part H)
* **A full list of all relevant publications** (using the template included in Part H)
* **The 6 most relevant publications** (the title and an abstract/short summary for each publication, including year of publication and for articles, the name of the review/journal in which the article appears)
* **The 3 most relevant/recent teaching experiences** (the title and a short summary of the content of the teaching course including the name of the organisation and the year in which the course was delivered
 |
| **KEY STAFF MEMBER (Academic Coordinator)** |
| **Title**  | Associate Professor |  **First name** | Loredana |
| **Surname** | Radu |  *Mandatory* 🞏 Male ☑ Female |
| **Department**  | College of Communication and Public Relations |
| **Position/Grade/Category** | Associate Professor, Full-time academic staff |
| **PhD Title** | **☑** Yes🞏 No | **Accredited to supervise doctoral theses?** |  🞏 Yes **☑** No |
| **Address**  | 6, Povernei st.  |
| **Postcode** |  010643 |  **City** |  Bucharest |
| **Country** | Romania |
| **Telephone 1** | ++40/213180881 | **Telephone 2** | ++40/754227595 |
| **Fax** | ++40/213117148 | **Website**  | [www.comunicare.ro](http://www.comunicare.ro) [www.eucommunication.eu](http://www.eucommunication.eu)  |
| **Email** | loredana.radu@comunicare.ro |

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| **Model of publication list**Please add a new table for each member of staff mentioned in the table above (if appropriate).  |
| **Name:** | Loredana Radu |
| **Role:** | 🞏 Chair holder**☑** Academic coordinator | **☑** Module leader🞏 Member of the teaching staff |
| **Title of publication 1:****Year:****Abstract:** | Radu, L. (2016). **Unconditional Trust? Public Opinion Towards the EU in Romania.** Journal of Media Research. Vol. 9, nr. 24, pp. 60-78. 2016Building on the largely acknowledged fact that attitudes towards the European Union are multidimensional (Hobolt 2014; Harteveld et. al. 2013), this paper aims at exploring the relationship between three important and presumably related dimensions: trust in national institutions, trust in the European Union, and confidence regarding the future of the European Union.  |
| **Title of publication 2:****Year:****Abstract:** | Bârgăoanu, A., Radu, L., Varela, D.(eds.)(2015). **United by or against Euroscepticism? An Assessment of Public Attitudes Towards the European Union in Times of Crisis**. UK: Cambridge Scholars Publishing. 2015A book that sheds light on the future of the European Union in a critical context marked by what appears to be a “never-ending” crisis of leadership and legitimacy. Will anti-European views and their corollary, such as Euro-populism, Euro-denial Euro-cynicisms, along with all types of nationalisms, crush or further consolidate the European project?  |
| **Title of publication 3:****Year:** **Abstract:** | Radu, L., Bargaoanu, A. (2015). **Advocates or Challengers of Europeanization? An Inquiry into the Discourse of the Romanian Elites on the European Union in the Context of EU Elections 2014.** In Transylvanian Review of Administrative Sciences, no 46E/2015, pp. 162-1772015This paper aims to shed light on the role of elites in the Europeanization of the national public sphere. 15 semi-structured in-depth interviews with representatives of political, administrative, and media elites in Romania were carried out between March 23 and April 24, 2014, which was on the eve of the 2014 European Elections campaign. |
| **Title of publication 4:****Year:****Abstract:** | Radu, L. (2014)**. Building The “Eurosphere” Under External Pressure? The Arab Crisis As Seen By** [**Www.Euronews.Net**](http://Www.Euronews.Net)**.** In Corbu, N., Popescu-Jourdy, D., Vlad, T., ”Identity and Intercultural Communication”, UK: Cambridge Scholars Publishing, pp. 97-116.2014The paper examines the extent to which the European “we” is used and promoted by Europe’s official news portal www.euronews.net, during a series of violent events that shattered the globe in 2011, extensively labelled as “the Arab crisis”. |
| **Title of publication 5:****Year:****Abstract**  | Radu, L., Bârgăoanu, A., Corbu, N. (eds.) (2013). **The Crisis of the European Union. Identity, Citizenship, and Solidarity Reassessed.** Bucharest: comunicare.ro**2013**This book contains 11 chapters drafted by Romanian, Polish, Slovenian, Spanish, and Dutch scholars, aiming at answersing some very necessary questions - Where does the “core vs. periphery” dichotomy originate? How does the new Southern periphery affect the Eurozone? What are the perceived implications of the “multi-speed” Europe? |
| **Title of publication 6:****Year:****Abstract**  | Radu, L. (2012). **Criza economică în Uniunea Europeană. O perspectivă comunicațională. [The Economic Crisis in the European Union. A Communicational Approach]** București: comunicare.ro.2012This book contains and extensive, yet refined, quantitative and qualitative analysis of the economic crisis. It revolves around two key actors of the public sphere: the public and mass-media. It explores how media has framed the crisis in 2009 and 2011, and, furthermore, the patterns of EU trust in Eastern Europe.  |
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| **Model of teaching experiences**Please add a new table for each member of the staff mentioned in the table above (if appropriate). |
| **Name:** | Loredana Radu |
| **Role:** | 🞏 Chair holder**☑** Academic coordinator | 🞏 Module leader🞏 Member of the teaching staff |
| **Title of the teaching course:****Year:****Summary of content:** | **Design and Implementation of EU Communication Campaigns** 2016This course aims at equipping students with knowledge and abilities needed for initiating, planing, and implementing a public communication campaign designed to contribute to the europeanization of the national public spheres. It focuses on the following topics: Europeanization concepts and theories, designing a public communication campaign, evaluating the impact of a communication campaign on grounds of Europeanization.  |
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| **Title of the teaching course:****Year:****Summary of content:** | **Project Management** 2015 and 2016This course has three key objectives: to help students become familiar with the international project management standards, to equip students with knowledge and abilities needed for effectively initiating, planing and implementing both publicly and privately funded projects, and to support students in developing their team work and leadership skills.  |
| **Title of the teaching course:****Year:****Summary of content:** | **Strategic Management**2016The course builds a comprehensive analysis of strategy analysis and implementation in both European and national contexts. Building on relevant literature and research, it supports students in developing their critical thinking skills, designing effective organizational strategies, and employing management tools for adjusting their strategies in an increasingly complex environment. |

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| **KEY STAFF MEMBER (Course Coordinator)** |
| **Title**  | Professor |  **First name** | Alina  |
| **Surname** | Bârgăoanu |  *Mandatory* 🞏 Male ☑ Female |
| **Department**  | College of Communication and Public Relations |
| **Position/Grade/Category** | Professor, Full-time academic staff |
| **PhD Title** | **☑** Yes🞏 No | **Accredited to supervise doctoral theses?** |   **☑** Yes 🞏 No |
| **Address**  | 6, Povernei st.  |
| **Postcode** |  010643 |  **City** |  Bucharest |
| **Country** | Romania |
| **Telephone 1** | ++40/213180881 | **Telephone 2** | ++40/745045152 |
| **Fax** | ++40/213117148 | **Website**  | [www.snspa.ro](http://www.snspa.ro)[www.comunicare.ro](http://www.comunicare.ro)  |
| **Email** | alina.bargaoanu@comunicare.ro |

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| **Model of publication list**Please add a new table for each member of staff mentioned in the table above (if appropriate).  |
| **Name:** | Alina Bârgăoanu |
| **Role:** | 🞏 Chair holder🞏 Academic coordinator | 🞏 Module leader**☑**Member of the teaching staff |
| **Title of publication 1:****Year:****Abstract** (Limit: 5 lines): | **”EU Cohesion Policy in the post-crisis European Enion: Convergence and Competitiveness”**.In INTED 2015 Proceedings. Spain: Valencia. 2015The paper aims at shedding light on the role played by the Cohesion and Investment Funds in the implementation of the Cohesion Policy, highlighting that it is vital for the Cohesion Policy to remain loyal to its development targets, without undermining the necessity to (further) promote real convergence between East and West, and between North and South, respectively. |
| **Title of publication 2:****Year:****Abstract:** | **”What kind of Union? The future of the European Union as seen by the candidates to the European Commission Presidency in 2014 EP Elections”.** In *Europolity. Continuity and Change in European Governance,* vol 8(2), No. 46 E/20152014The paper, we analyses the three debates between the candidates to the Presidency of the European Commission, with a particular focus on the scenarios for Europe proposed by three of the five main participants. The paper examines their proposals against the arguments on the future of the European project made by established scholars and experts (i.e. federation, supranational democracy, Europe of nation states, an association of sovereign states, fiscal union, banking union, etc.). |
| **Title of publication 3:****Year:****Abstract** (Limit: 5 lines): | **”Communication and solidarity in crisis: challenges and prospects for the European Union”** (2013)**.** In in Delia Balaban (ed.). PR Trend, Mittweida: Mittweida Hochschulverlag.2013This paper seeks to examine the concept of solidarity deficit as manifested in the European Union against the established concepts of democratic and communication deficits. The author claims that the presence of a democratic deficit within the EU results in a greater remoteness of the Union from its citizens, which naturally leads to a decrease in solidarity. |
| **Title of publication 4:****Year:** **Abstract**  | **”The Crisis of the European Union and Its Reflection in the Romanian Public Sphere. Some Recent Findings” (2013).** In Romanian Journal of European Affairs, Vol. 13, No. 1, March 2013.2013This paper addresses the implications of the eurocrisis, which turned from „a Greek mess” to a political, institutional, economic and confidence crisis of the European Union. The authors show that in Romania and for the moment at least, the “EU” has not fallen victim to the crisis. There is a considerable drop in public trust in the EU, but it is our assessment that the descending trend could be reversed, provided a clear vision, accompanied by strong leadership, emerges. |
| **Title of publication 5:****Year:****Abstract**  | **“The Historical Legacy of the Current Euro Crisis. The Battle for Interpretation” (2012).** In *Transylvanian Review*, Vol. 21, Issue: 1, pag. 101-114, [ISI indexed]2012This article reviews the major events in the unfolding of what is conveniently and somehow mistakenly labelled as the Euro Crisis. The topic of the EU public sphere as the battleground where the battle over interpretations takes place is brought in, together with the role of the most important actors in the public sphere--mass media and the elites.  |
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| **Title of publication 6:****Year****Abstract:** | **The Schengen Test. In Search of the European Public Sphere (2011)**2011The book analyses the Romanian public sphere in the special context created by the postponement of Romania’s accession to the Schengen area. The “Schengen test” is put under scrutiny by taking into the results provided by both quantitative (media analysis, national survey) and qualitative methods (interviews with elites).  |
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| **Model of teaching experiences**Please add a new table for each member of the staff mentioned in the table above (if appropriate). |
| **Name:** | Alina Bârgăoanu |
| **Role:** | 🞏 Chair holder🞏 Academic coordinator | 🞏 Module leader**☑** Member of the teaching staff |
| **Title of the teaching course:****Year:****Summary of content:** | **EU Regional and Cohesion Policy**2015The course is focused on a thorough analysis of EU Regional and Cohesion Policy. The course topics are: development theories, Regional and Cohesion Policy in the context of globalisation, Single European Act, Agenda 2000, EU’s development policy for the 2007 – 2013 period. A special attention is paid to the role played by EU-funded projects in the implementation of EU Regional and Cohesion Policy. |
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| **Title of the teaching course:****Year:****Summary of content:** | **EU Communication Policy**2015The course aims at providing students with concepts, theories and case studies related to: EU main official documents and communication stipulations, EU Action Plan on Communication, EC White Paper on Communication, Communicating Europe in Partnership, EC Practical Guide to Communicating within Structural Funds, role of public consultation, involvement of main EU actors in improving transparency and relation to citizens. |
| **Title of the teaching course:****Year****Summary of content:** | **Mass Media and Society** 2015The course builds a comprehensive analysis of the mass media role in our society. Its focus is on the key developments taking place in mass media (the public opinion, communication tools and means, new media, mass communication etc.) and the impact on these developments on how the present society is shaped.  |

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| **KEY STAFF MEMBER (Course coordinator)** |
| **Title**  | Dr.  |  **First name** | Elena |
| **Surname** | Negrea-Busuioc |  *Mandatory* 🞏 Male X Female |
| **Department**  | Communication and Public Relations |
| **Position/Grade/Category** | Associate professor |
| **PhD Title** | X Yes🞏 No | **Accredited to supervise doctoral theses?** |  🞏 Yes X No |
| **Address**  | 30A Expozitiei Bvd. |
| **Postcode** |  012104 |  **City** |  Bucharest |
| **Country** | Romania |
| **Telephone 1** | 40 / 0372249777 | **Telephone 2** | ++ / |
| **Fax** | 40 /0213117148 | **Website**  | www.comunicare.ro |
| **Email** | Elena.negrea@comunicare.ro |

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| **Model of publication list**Please add a new table for each member of staff mentioned in the table above (if appropriate).  |
| **Name:** | Elena Negrea-Busuioc |
| **Role:** | 🞏 Chair holder🞏 Academic coordinator | 🞏 Module leaderX Member of the teaching staff |
| **Title of publication 1:** | Bargaoanu, A., & Negrea-Busuioc, E. (2014**). What kind of Union? The future of the European Union as seen by candidates to the EC Presidency in the 2014 EP elections**. *Europolity*. no.2, vol. 8, 19-35. |
| **Year:****Abstract** (Limit: 5 lines): | 2014 We focus on the scenarios for Europe proposed by three of the five main participants and examine their proposals against the arguments on the future of the European project made by established scholars and experts (i.e. federation, supranational democracy, Europe of nation states, an association of sovereign states, fiscal union, banking union, etc.) |
| **Title of publication 2:** | Bârgăoanu, A., Radu, L., & Negrea-Busuioc, E. (2014). **The rise of Euroscepticism in times of crisis. Evidence from the 2008-2013 Eurobarometers.** *Romanian Journal of Communication and Public Relations*, vol.16, no.1, 9-23.  |
| **Year:****Abstract:** | 2014This paper seeks to show the dynamics of public opinion between 2008 and 2013 with a special focus on the rise of Euroscepticism, using secondary data analysis of standard Eurobarometers. Our longitudinal analysis reveals the dynamics of EU-related attitudes and perceptions before, during, and after most of events that are usually labeled under the rather generic term “crisis”.We particularly  |
| **Title of publication 3:** | Negrea, E. (2014). **Reading between the headlines. How media framed the postponement of Romania’s accession to the Schengen Area.** In N. Corbu, D. Jourdy and T. Vlad (eds.) *Identity and Intercultural Communication*. pp.199-210. Cambridge Scholars Publishing. |
| **Year:****Abstract:** | 2014This paper examines the role of conceptual metaphors in the representation of the postponement of Romania’s accession to the Schengen Area and the connection between the metaphoric interpretation and the news frames used to present this issue. |
| **Title of publication 4:** | Negrea, E. (2011). **The making of European identity: the EC President’s 2011 address to the European Parliament.** *Romanian Journal of Communication and Public Relations*, volume 13, no. 4 (24), 49-59. |
| **Year:****Abstract:** | 2011This study draws on a constructivist approach to identity as built through discourse. It seeks to examine the production of European identity by discourse. This analysis explores the categories used in linguistic interaction to define and understand the sense of belonging to a European identity. |
| **Title of publication 5:** | Bârgăoanu, A., Negrea, E. (eds.) (2011). ***Comunicarea în Uniunea Europeană. Modele teoretice și aspecte practice* [Communication in the European Union. A view from theory and practice].** București: communicare.ro. |
| **Year:****Abstract:** | 2011The book seeks to examine and challenge EU communication and the impact of EU’s communication actions in times of economic crisis. The volume includes chapters on EU identity, The European public sphere, the Europeanization of the Romanian public sphere, Euroscepticism, etc.  |
| **Title of publication 6:** | Bârgăoanu, A., Negrea, E., & Dascalu, R. (2010). **Communicating the European (Lack of) Union. An Analysis of Greece's Financial Crisis in Communication Terms.** Romanian Journal of Communication and Public Relations, volume 12, no. 18, 27-38. |
| **Year:****Abstract:** | 2010Our analysis starts from the theoretical discussions around the emergence of a European public sphere and the correlation with its intrinsically related concept of public sphere. Our goal is to demonstrate how EU’s current lack of intellectual leadership and political commitment is aggravated by the lack of (a) solid European public sphere(s) and consistent EU communication. |

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| **Model of teaching experiences**Please add a new table for each member of the staff mentioned in the table above (if appropriate). |
| **Name:** | Elena Negrea-Busuioc |
| **Role:** | 🞏 Chair holder🞏 Academic coordinator | 🞏 Module leaderX Member of the teaching staff |
| **Title of the teaching course:****Year:** | **Euroscepticism and the future of the European Union**2015 |
| **Summary of content:** | Recent Eurobarometers have registered a significant drop of citizens’ trust in the EU, in the EU institutions and in the future of the European project; this distrust has been accompanied (perhaps fed) by the lack of trust in national government and politics. This course aims to investigate Euroscepticism and related concepts (such as populism) in the context of current transformations and challenges to the EU and its politics.  |
| **Title of the teaching course:****Year:** | **European identity and citizenship**2014 |
| **Summary of content:** | This course seeks to familiarize the students with the concepts of European identity and European citizenship as they are defined and discussed in the scholarly literature in the field. It also aims to present the EU communication strategy and to favor reflection and debates over Europeanization, European public sphere, EU communication and Euroscepticism and the effects of the current financial and economic crisis on public support to and identification with the European Union. Furthermore, the course proposes an assessment of the importance of feeling European and developing a sense of belonging to a European community for the future of the European project.  |
| **Title of the teaching course:****Year:** | **EU Communication Policy**2014 |
| **Summary of content:** | This course seeks to familiarize the students with the most important aspects related to EU’s communication actions over time. It also aims to present the EU communication strategy and to favor reflection and debates over Europeanization, European public sphere, European identity and the effects of the current financial and economic crisis on the European communication. |

# PART F - Design and implementation of the proposal

**F.1. Work Programme**

*Please describe how the work programme was conceived in terms of the activities proposed, including reference to the appropriate phases for preparation, implementation, evaluation, follow-up and dissemination. Explain how consistency between project objectives, activities and the proposed budget will be achieved* (limit 3000 characters).

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| Module’s objectives will be achieved through the activities in section F, carefully coordinated by the Academic Coordinator. In implementing all activities, the Module’s Coordinator will receive administrative support from the administrative staff within of our university. All teaching activities and events will be organized within the university, thus benefiting from all necessary logistical input.**1.The Preparation Phase** (the first four months of the project): the development of the three academic courses (e.g. preparing course notes, revisiting the proposed syllabus, revisiting the references lists), as well as of the Module’s web page. **2. The Implementation phase** (the remaining 32 months): making the teaching materials available to students (by uploading free electronic versions on the webpage), calibrating the Moodle platform for the Module’s students, implementing teaching activities, organizing events, creating and constantly updating the Module data base, and publishing the Module’s book. **3.Evaluation activities**: 1) self-evaluation (self-assessment made team members in relation to their teaching activities) and 2) participants’ feedback. Feedback forms will be handed to students at the end of each course, and to participants at the project’s events (Roundtable debates and conferences), by the end of each event. The feedback collected during the implementation of the project will be systematized in yearly reports and used for improvement.**4.** A general **dissemination** campaign will be implemented to create a broad understanding of the importance and the particularities of Europeanization processes in CEE. The main dissemination and visibility tools will be: the Module’s web page, the events, the Module’s book, the scientific papers drafted by the Module’s team, and the information materials. By capitalizing on the Center for EU Communication Studies’ audience and colaborators, we will disseminate the project results beyond the direct participants in the project, by reaching a broader audience consisting of: representatives of the academia, the civil society, journalists, and public servants. **5.Follow up:** The deliverables of the Module will acquire a permanent basis as a consequence of 1) the inclusion of the courses in the official curricula of the MSc programme in Communication and EU Affairs, and 2) the research focusing on Europeanization in the CEE that will be carried out through the Center for EU Communication Studies. The proposed Module will contribute to the professionalization of EU affairs in Romania, with a direct impact on the. Furthermore, as the Module’s work programme will engage students in research activities, it will provide a suitable basis for their enrolment in doctoral studies. As a result of the conjugated effects of the teaching, research, and dissemination activities, the visibility of a highly specialized EU-related topic (Europeanization as a narrative of public communication) will be increased. Overall, EU visibility will increase among the target groups. |

**F.2. Work plan and specific activities**

Please enter the different activities you intend to carry out. *There are up to four specific types of activity (teaching, deliverables, research and events) that can be selected. Please use one table per specific activity and add as many tables as required (by copying and pasting the template table). Each specific activity must be numbered.*

For **Jean Monnet Chairs** please identify and detail the activities that are proposed in addition to the obligatory 90 teaching hours by completing the appropriate table(s). At least one additional activity per academic year is required (see Section D.2.).

**F.2.1. Specific Activity: TEACHING**

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| **Teaching Nr.**  | 1  |
| **Title** | **Europeanization in Central and Eastern Europe** |
| **Prof. in charge**[[2]](#footnote-2) | Associate professor Loredana Radu, PhD |
| **Typology** | ⌧ Lecture 🞏 Seminar🞏 Summer course | 🞏 Training course 🞏 Intensive course🞏 Distance learning course |
| **Description** | *Short description:* For decades now, in seeking to address EU democratic deficit, communication scholars and political scientists have focused on two interrelated processes: Europeanization and the emergence of the European public sphere. If one could summarize the academic debate in one single phrase, the best choice would be that ‘Europeanization literature meets the public sphere debate’ (Meyer, 2005). Europeanization of the national public spheres is often regarded as a corollary of European integration and as a means of providing for its sustainability (Koopmans and Pfetsch, 2003; Koopmans and Erbe, 2004; Brüggemann et al., 2006; Machill, Beiler and Fischer, 2006; de Vreese et al., 2006; Kitus, 2008). Europeanization is a form of transnationalization, and some use the two terms interchangeably in order to name the process of creating a common European discourse (Brüggemann et al., 2006, p. 1) on topics of common concern and relevance. Europeanization can be ‘approached as a set of puzzles’ (Radaelli, 2004, p. 2), and assembling the pieces of this puzzle has proved to be challenging for both researchers and decision-makers. Inquiring into the complex mechanisms of Europeanization has gradually transformed the public debate into a scientific quest for the meaning of Europe. This course will specifically approach Europeanization processes from various angles, thus encouraging students to gain a comprehensive yet critical view on European integration – its benefits and challenges, the key actors involved in the debate on the EU future, and the main explanatory models designed to explain how europeanization processes work in CEE. *Course topics*1. Introduction. What is Europeanization?2. A brief history of European integration3. Europeanization key concepts and theoretical models (I)4. Europeanization key concepts and theoretical models (II)5. The last EU ascension “waves”. An inquiry into the Eastern enlargement 6. Understanding the current challenges of Europeanization: the economic crisis (I)7. Understanding the current challenges of Europeanization: the conflicts in Eastern Europe (II)8. Understanding the current challenges of Europeanization: the “Arab Spring” and the Middle East war (III)9. Horizontal Europeanization in the CEE. Theoretical models and practical insights10. Vertical Europeanization in the CEE. Theoretical models and practical insights11. CEE Elites and Europeanization12. Narratives of Europeanization in the CEE Media 13. Public Attitudes and Europeanization in the CEE14. Summary and revision*Seminar topics*1. Empirical studies on Europeanization
2. Pros and Cons of Eastern Enlargement (simulation-debate)
3. Measuring horizontal europeanization
4. Measuring vertical europeanization
5. Populism, nationalism, and extremism – how they impact upon europeanization?
6. Europeanization and the future of the EU (guest speaking sessions given by specialists in EU affairs)
7. Europeanization case studies – contesting the past, debating the future (simulation game)

*Methods of teaching* *-* Theoretical approach (e.g.: lecture, theories, methodologies etc) during **courses** (14 hrs/ year);- Practical approach (e.g.: case studies, lessons learned, group discussions, simulations) during **seminars** (14 hrs / year);- Onsite courses & seminars (approx. 30 students) – 1 study group. Onsite courses and seminars will take place in classrooms foreseen with all necessary teaching facilities. Online courses and seminars will take place through the Moodle platform, which will also host a dedicated library (containing course notes, .ppt slides, specific templates and forms). Group discussions and analysis of case studies are highly encouraged; students are encouraged to work in groups of 4 - 5 in order to elaborate comprehensive analysis on various subjects related to the course topics. Also, students are asked to actively participata at simulation games and debates, to find and to bring into the attention of their colleagues interesting case studies and lessons learned in the field. *Evaluation*1. Attendance and active participation (2 points/ attendance + 4 points for active participation): 20% of final grade2. Team project: empirical and exploratory research on a topic at students’ choice, related to the topics of the course: 30% of final grade3. Final written exam: 50% of final grade*Bibliography*1. Börzel, T., ‘Shaping and Taking EU Policies: Member State Responses to Europeanization’, Queen’s Papers on Europeanisation, no. 2, 2003, [Online];
2. Börzel, T. and Pamuk, Y., ‘Europeanization Subverted? The European Union’s Promotion of Good Governance and the Fight against Corruption in the Southern Caucasus’, Working Paper KFG The Transformative Power of Europe, 2011, [Online].
3. Börzel, T. and Risse, T., ‘When Europe Hits Home: Europeanization and Domestic Change’, 2000, European Integration online Papers, vol. 4, no. 15, [Online]
4. Brüggemann, M., Sifft, S., Kleinen von Königslöw, K., Peters, B. and Wimmel, A., ‘Segmented Europeanization: the Transnationalization of Public Spheres in Europe; Trends and Patterns’, TranState Working Papers, no. 37, 2006, [Online];
5. McCauley, D., ‘Bottom-Up Europeanization Exposed: Social Movement Theory and Non-State Actors in France’, 2011, *Journal of Common Market Studies*, vol. 49, no. 5, pp. 1019-1042.
6. Meyer, C.O., ‘The Europeanization of Media Discourse: A Study of Quality Press Coverage of Economic Policy Co-ordination since Amsterdam’, 2005, *Journal of Common Market Studies*, vol. 43, no. 1. pp. 121-148.
7. Meyer, C.O., ‘The Europeanization of Media Discourse: A Study of Quality Press Coverage of Economic Policy Co-ordination since Amsterdam’, 2005, Journal of Common Market Studies, vol. 43, no. 1. pp. 121-148.
8. Moller Sousa, M., ‘The Domestic Turn in Europeanization Studies: Elite Perceptions of Europe’, paper presented at the ECPR Joint Sessions Workshop at Nicosia, April 25-30, 2006, [Online]
9. Radaelli, C.M., ‘Europeanisation: Solution or Problem?’, 2004, European Integration online Papers, vol. 8, no. 16, [Online]
10. Seagle, A., ‘The European Union: a Regional International Society from the Point of View of the Romanian Governmental Elites’, 2014, *Romanian Journal of European Affairs,* vol. 14, no. 3, pp. 65-83.
11. Trenz, H.J., ‘The Saga of Europeanisation. On the Narrative Construction of the European Society’, ARENA Working Paper 7, July 2014,[Online].
 |
| **Impact** | The course will ensure detailed and highly specialized knowledge on europeanization processes and will address the key challenges of these processes, by keeping a particular focus on the CEE countries. By the end of the course, students will be able to demonstrate capacity to understand and use concepts such as horizontal europeanization, vertical europeanization, bottom-up vs. top-down europeanization, European public sphere, transnationalization; furthermore, they are expected to critically assess the benefits of European integration, by building on both the most relevant scholarly contributions and the latest political developments and social phenomena in the EU and its neighbourhood (i.e. the ”refugees crisis”, the emergence of extremism in many Member-States, the dillution of the Schengen area, and the ”Brexit”).  |
|  | **1st acad. year:** | **2nd acad. year:** | **3rd acad. year:** | **Total over 3 years:** |
| **N° of hours[[3]](#footnote-3)** | 28 | 28 | 28 | 84 |
| **N° of students** | 30 | 30 | 30 | 90 |
| **Discipline of** **audience[[4]](#footnote-4)** | sociology, communication, political science, foreign languages, technical specializations, psychology, international relations  |
| **Year/type of study** | 🞏 1st cycle (Bachelor) ⌧ 2nd cycle (Masters)🞏 3rd cycle (Postgraduate) | 🞏 Doctoral studies🞏 Summer school |
| **Nature**[[5]](#footnote-5) | ⌧ Compulsory 🞏 Optional | ⌧ New 🞏 Existing |
| **Timing**[[6]](#footnote-6) | ⌧ 1st year ⌧ 2nd year⌧ 3rd year | ⌧ 1st semester 🞏 2nd semester |

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| **Teaching Nr.**  | 2  |
| **Title** | **Public Opinion in the European Union** |
| **Prof. in charge**[[7]](#footnote-7) | Associate professor Elena Negrea-Busuioc, PhDTeaching Assistant: Flavia Alupei-Durach, PhD |
| **Typology** | ⌧ Lecture 🞏 Seminar🞏 Summer course | 🞏 Training course 🞏 Intensive course🞏 Distance learning course |
| **Description** | *Short description:* This course provides understanding of the perceptions on European integration/ Europeanization at societal level by documenting and conceptualizing the public opinion towards the EU. What is public opinion and what is its role in a democracy? What is public support for the EU and how can it be measured? How do media and the elites influence the opinions of citizens? How do the crises of the EU impact on the level of public support? This course aims to provide answers to these questions and to others regarding the public opinion in the EU. In connection to support for the EU, concepts such as polarization and contestation, Euroscepticism and populism will be discussed. *Course topics*1. Introduction. What role should citizens have in a democratic Europe?2. What is public opinion and how can it be studied empirically?3. Support for the EU4. Explaining support for the EU. (I). Economy and politics5. Explaining support for the EU. (II). Cognitive mobilization and identity6. Elites and their support for the EU7. Support for the EU in times of crisis8. The rise of Euroscepticism9. Party-based and popular Euroscepticism10. Euroscepticism and referenda11. Euroscepticism and the media12. Euroscepticism and populism13. Will Europe turn Eurosceptic (populist)?14. Summary and revision*Seminar topics*1. Empirical studies on public opinion2. Measuring support for the EU (I)3. Measuring support for the EU (II)4. Political and popular contestation of the EU5. Euroscepticism in Eurobarometer data (I)6. Euroscepticism in Eurobarometer data (II)7. Debate over the future of the EU*Methods of teaching* *-* Theoretical approach (e.g.: lecture, theories, methodologies etc) during **courses** (28 hrs/ year);- Practical approach (e.g.: case studies, lessons learned, group discussions) during **seminars** (14 hrs / year);- Onsite courses & seminars (approx. 30 students) – 1 study group. Onsite courses and seminars will take place in classrooms foreseen with all necessary teaching facilities. Online courses and seminars will take place through the Moodle platform, which will also host a dedicated library (containing course notes, .ppt slides, specific templates and forms). Group discussions and analysis of case studies are highly encouraged; students are encouraged to work in groups of 4 - 5 in order to elaborate comprehensive analysis on various subjects related to the course topics. Also, students are asked to actively participata at simulation games and debates, to find and to bring into the attention of their colleagues interesting case studies and lessons learned in the field. *Evaluation*1. Attendance and active participation (2 points/ attendance + 4 points for active participation): 20% of final grade2. Team project: empirical and exploratory research on a topic at students’ choice, related to the topics of the course: 30% of final grade3. Final written exam: 50% of final grade*Bibliography*1. Krouwel, A., & Abts, K. (2007). “Varieties of Euroscepticism and Populist Mobilization: Transforming Attitudes from Mild Euroscepticism to Harsh Eurocynicism”, Acta Politica, 42, 252-270.2. Rooduijn, M. (2013). The Nucleus of Populism: In Serach of the Lowest Common Denominator. Government and Opposition, 1-27.3. Gabel, M. 1998. Public support for European integration: An empirical test of five theories. Journal of Politics 60 (2):333-54. 4. Eichenberg, R. C., and R. J. Dalton. 2007. Post-Maastricht Blues: The Transformation of Citizen Support for European Integration, 1973-2004. Acta Politica 42: 128-52.5. Anderson, C. J. 1998. When in doubt, use proxies - Attitudes toward domestic politics and support for European integration. Comparative Political Studies 31 (5):569-601.6. Sánchez-Cuenca, Ignacio. 2000. The Political Basis for Support for European Integration. European Union Politics 1 (2):147-71.7. Harteveld, E., T. van der Meer, and C. E. De Vries. 2013. In Europe we trust? Exploring three logics of trust in the European Union. European Union Politics 14 (4):542-65.8. Hooghe, L., and G. Marks. 2004. Does identity or economic rationality drive public opinion on European integration? Political Science & Politics 37 (3):415-20.9. McLaren, L. M. 2002. Public support for the European Union: Cost/benefit analysis or perceived cultural threat? Journal of Politics 64 (2):551-66. 10. Serricchio, F., M. Tsakatika, and L. Quaglia. 2013. Euroscepticism and the Global Financial Crisis. Jcms-Journal of Common Market Studies 51 (1):51-64.11. De Vreese, Claes H. and Hajo G. Boomgaarden. (2005). Projecting EU Referendums: Fear of Immigration and Support for European Integration. European Union Politics, Vol. 6, No. 1 (March 2005): 59-82. 12. Karp, J., S. Banducci and S. Bowler. 2003. To Know It Is to Love It? Satisfaction with Democracy in the European Union. Comparative Political Studies, 36(3): 271-292.13. Marks, G., and M. Steenbergen. 2002. Understanding Political Contestation in the European Union. Comparative Political Studies 35: 879-92. |
| **Impact** | The course will ensure detailed and highly specialized knowledge on the public opinion towards the EU. By the end of the course, students will be able to demonstrate capacity to understand and use concepts such as public opinion and support for the EU; to explain the connection between public opinion, support for the EU, Euroscepticism and related concepts; and to discuss the rise of contestation of the EU in the context of the political, economic and institutional development of the Union. |
|  | **1st acad. year:** | **2nd acad. year:** | **3rd acad. year:** | **Total over 3 years:** |
| **N° of hours[[8]](#footnote-8)** | 42 | 42 | 42 | 126 |
| **N° of students** | 30 | 30 | 30 | 90 |
| **Discipline of** **audience[[9]](#footnote-9)** | sociology, communication, political science, foreign languages, technical specializations, psychology, international relations  |
| **Year/type of study** | 🞏 1st cycle (Bachelor) ⌧ 2nd cycle (Masters)🞏 3rd cycle (Postgraduate) | 🞏 Doctoral studies🞏 Summer school |
| **Nature**[[10]](#footnote-10) | ⌧ Compulsory 🞏 Optional | ⌧ New 🞏 Existing |
| **Timing**[[11]](#footnote-11) | ⌧ 1st year ⌧ 2nd year⌧ 3rd year | 🞏 1st semester ⌧ 2nd semester |

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| **Teaching Nr.**  | 3  |
| **Title** | **European identity. Theoretical approaches and empirical insights** |
| **Prof. in charge**[[12]](#footnote-12) | Professor Alina BârgăoanuTeaching Assistant: Georgiana Udrea, PhD |
| **Typology** | ⌧ Lecture 🞏 Seminar🞏 Summer course | 🞏 Training course 🞏 Intensive course🞏 Distance learning course |
| **Description** | *Short description:* European identity has been a research topic on the European Commission’s agenda since 1990s, and with the socio-economic crisis in Europe it has gained renewed attention from scholars and specialists. However, despite the centrality of the concept to so much recent research across a broad spectrum of disciplines, there are many questions that still remain open and require further clarification: What is European identity and how can it be measured in order to say that some people are more European than others?, How does European identity (if and when experienced) function in relation to other components of people’s identity?, What are the factors, the actors and, moreover, the contexts enhancing European identification for ordinary citizens?, How do people in the newer EU states experience and define European identity as compared to their fellows in the old member states?, How does the present times of tension and turmoil impact peoples’ identification with the EU?, etc. In this context, the present course aims to provide clear and documented answers to these questions and others alike, by reviewing the most recent theoretical approaches of the European issues and comparing them with empirical evidence retrieved from quantitative and qualitative studies. *Course topics*1. Introduction. What is identity? Common theoretical trends in research
2. European identity: theoretical perspectives and current challenges
3. Beyond theory: Do people believe in the idea of a European identity?
4. European identity and academic mobility
5. European identity in times of crisis: new approaches and recent findings
6. European identity and the immigration crisis (I)
7. European identity and the immigration crisis (II)
8. Mass media and European identity (I)
9. Mass media and European identity (II)
10. Being European in Eastern Europe versus Western Europe. Case studies
11. European identity and European elections (I)
12. European identity and European elections (II)
13. European identity in the digital era. What are the effects of the new digital communication media in the construction of a European sense of belonging?
14. Summary and revision

*Seminar topics*1. How can European identity be measured? Research methodologies in the study of EI2. European identity in Eurobarometer data3. Empirical studies on European identity (quantitative)4. Empirical studies on European identity (qualitative)5. Students and European identity (case studies)6. Being European. Old member states versus Newcomers (center versus periphery; elites versus ordinary citizens).7. Debate over the future of the European identity *Methods of teaching* *-* Theoretical approach (e.g.: multimedia teaching, lectures, theories, problem-based learning, etc.) during courses (28 hrs/ year);- Practical approach (e.g.: debates, case studies, lessons learned, team-work projects) during seminars (14 hrs / year);- Onsite courses & seminars (approx. 30 students) – 1 study group. Onsite courses and seminars will take place in classrooms foreseen with all necessary teaching facilities. Online courses and seminars will take place through the Moodle platform, which will also host a dedicated library (containing course notes, .ppt slides, specific templates and forms). Group discussions and analysis of case studies are highly encouraged; students are encouraged to work in groups of 4 - 5 in order to elaborate comprehensive analysis on various subjects related to the course topics. Also, students are asked to actively participata at simulation games and debates, to find and to bring into the attention of their colleagues interesting case studies and lessons learned in the field. *Evaluation*1. Final written exam: 40 points2. Attendance: 10 points (1.5 points for each seminar)3. Active participation in class: 20 points (4 points for each seminar (with the exception of the first and the last seminars)4. Team-work project: 30 points*Bibliography*1. Arts, W., & Halman, L. (2006). Identity: The case of the European Union. *Journal of Civil Society,* 2(3), 179-198.2. Brubaker, R., Cooper, F. (2000). Beyond ‘Identity’. *Theory and Society,* 29(1), 1-47.3. Bruter, M. (2009). Time Bomb? The Dynamic Effect of News and Symbols on the Political Identity of European Citizens. *Comparative Political Studies,* 42(12), 1498-1536.4. Bruter, M. (2008). Legitimacy, Euroscepticism & Identity in the European Union – Problems of Measurement, Modeling & Paradoxical Patterns of Influence. *Journal of Contemporary European Research,* 4(4), 273-285.5. Bruter, M. (2005). *Citizens of Europe? The Emergence of a Mass European Identity.* Basingstoke: Palgrave McMillan.6. Citrin, J. & Sides, J. (2004). More than Nationals: How Identity Choice Matters in the New Europe. In Herrmann, R., Brewer, M. & Risse, T. (eds.). *Transnational Identities: Becoming European in the EU.* Lanham: Rowman & Littlefield.7. Favell, A., Recchi, E., Kuhn, T., Solgaard Jensen, J. & Klein, J. 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Varieties of Euroscepticism and Populist Mobilization: Transforming Attitudes from Mild Euroscepticism to Harsh Eurocynicism, *Acta Politica,* 42, 252-270.13. Mitchell, K. (2012). Student mobility and European Identity: Erasmus Study as a civic experience? *Journal of Contemporary European Research,* 8(4), 490-518.14. Pötzschke, S. (2012). *The Europeanisation of Everyday Life: Cross-Border Practices and Transnational Identifications Among EU and Third-Country Citizens (Measuring Transnational Behaviours and Identities). EUCROSS Working Paper # 4.* Retrieved on April, 25th 2014 from: http://www.eucross.eu/cms/15. Smith, A.D. (1992). National Identity and the Idea of European Unity*. 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| **Impact** | The course will enhance detailed and highly specialized knowledge on European identity in contemporary Europe. At the end of the course, the students will be able to:- explain and use concepts and key-terms in the field (European identity, Euroscepticism, Europopulism, etc.);- understand the logic of research in relation to European issues;- distinguish between the empirical perspectives presented;- develop correlations between theoretical claims and applied research;- formulate a personal and critical point of view when analyzing theoretical and empirical data on European topics;- choose appropriate tools to analyze and discuss empirically European topics (team-work projects); |
|  | **1st acad. year:** | **2nd acad. year:** | **3rd acad. year:** | **Total over 3 years:** |
| **N° of hours[[13]](#footnote-13)** | 42 | 42 | 42 | 126 |
| **N° of students** | 30 | 30 | 30 | 90 |
| **Discipline of** **audience[[14]](#footnote-14)** | sociology, communication, political science, foreign languages, technical specializations, psychology, international relations  |
| **Year/type of study** | 🞏 1st cycle (Bachelor) ⌧ 2nd cycle (Masters)🞏 3rd cycle (Postgraduate) | 🞏 Doctoral studies🞏 Summer school |
| **Nature**[[15]](#footnote-15) | ⌧ Compulsory 🞏 Optional | ⌧ New 🞏 Existing |
| **Timing**[[16]](#footnote-16) | ⌧ 1st year ⌧ 2nd year⌧ 3rd year | 🞏 1st semester ⌧ 2nd semester |

**F.2.2. Specific Activity: DELIVERABLES**

|  |  |
| --- | --- |
| **Deliverable Nr.**  | 1 |
| **Title** | **Teaching materials for the course “Europeanization in Central and Eastern Europe”** |
| **Typology** | ⌧ Didactic materials 🞏 Learning tools🞏 Virtual platform 🞏 Website🞏 Database | 🞏 CD-Rom/DVD 🞏 Books/Other academic publications🞏 Paper-Brochure-Newsletter🞏 Other (please specify): |
| **Description** | The teaching materials for the course **“Europeanization in Central and Eastern Europe”** will consist of Course Notes available for students to download from the virtual platform of the Module (see deliverable “Virtual platform” below). The Course Notes will consist of approx. 80 pages, A4 format, font Times New Roman, 12 p.Author: Loredana Radu**Table of contents:**1. Introduction. What is Europeanization?2. A brief history of European integration3. Europeanization key concepts and theoretical models:3.1. vertical vs. horizontal europeanization3.2. bottom-up vs. top-down europeanization4. The last EU ascension “waves”. An inquiry into the Eastern enlargement 5. Understanding the current challenges of Europeanization: * 1. the economic crisis
	2. the conflicts in Eastern Europe
	3. the “Arab Spring” and the Middle East war
1. Patterns of Europeanization in CEE:
	1. CEE Elites and Europeanization
	2. Narratives of Europeanization in the CEE Media
	3. Public Attitudes and Europeanization in the CEE
2. Case studies
 |
| **Impact** | The teaching materials will provide students with detailed, up-to-date information on the course topics and will complement all learning activities during the courses and the seminars. Furthermore, the public availability for unlimited download makes possible the dissemination of the course notes to the general public interested in the aforementioned topics, thus broadening the impact of this deliverable beyond its primary target.  |
| **Language** | English |
| **N° of copies** | Free electronic copies (unlimited downloads) |
| **Estimated Date of publication** | Uploaded by the end of month no. 3 of the project (December 2016) |

|  |  |
| --- | --- |
| **Deliverable Nr.**  | 2 |
| **Title** | **Teaching materials for the course “Public opinion in the EU”** |
| **Typology** | ⌧ Didactic materials 🞏 Learning tools🞏 Virtual platform 🞏 Website🞏 Database | 🞏 CD-Rom/DVD 🞏 Books/Other academic publications🞏 Paper-Brochure-Newsletter🞏 Other (please specify): |
| **Description** | The teaching materials for the course **“Public opinion in the EU”** will consist of Course Notes available for students to download from the virtual platform of the Module (see deliverable “Virtual platform” below). The Course Notes will consist of approx. 80 pages, A4 format, font Times New Roman, 12 p.Authors: Elena Negrea-Busuioc, Flavia Alupei-Durach**Table of contents:**1. Introduction. What role should citizens have in a democratic Europe?
2. Public opinion
	1. Theoretical and empirical approaches to public opinion
	2. Measuring public opinion
	3. Public opinion and its role in politics
3. Support for the EU
	1. Explaining support for the EU. Economy and politics
	2. Explaining support for the EU. Cognitive mobilization and identity
	3. Elites and their support for the EU
4. Euroscepticism and the decline of public support for the EU
	1. Explanations of the declining public support for the EU in old and new member states
	2. Party-based Euroscepticism
	3. Popular Euroscepticism
	4. Euroscepticism and the media
	5. Euroscepticism and populism
5. Support for the EU in Central and Eastern Europe
	1. Challenges to democratic consolidation in CEE
	2. Public perceptions of EU membership in CEE countries
	3. Factors explaining support for the EU in CEE
6. Empirical evidence of support for the EU
	1. Eurobarometer data
	2. Measurements of Europeanization of national public spheres
	3. Qualitative data
7. What future for the EU?
	1. Trends in the evolution of support for the EU
	2. Will Europe turn Eurosceptic or populist or both?
8. Conclusions
 |
| **Impact** | The teaching materials will provide students with detailed, up-to-date information on the course topics and will complement all learning activities during the courses and the seminars. Furthermore, the public availability for unlimited download makes possible the dissemination of the course notes to the general public interested in the aforementioned topics, thus broadening the impact of this deliverable beyond its primary target.  |
| **Language** | English |
| **N° of copies** | Free electronic copies (unlimited downloads) |
| **Estimated Date of publication** | Uploaded by the end of month no. 5 of the project (February 2017) |

|  |  |
| --- | --- |
| **Deliverable Nr.**  | 3 |
| **Title** | **Teaching materials for the course “European identity. Theoretical approaches and empirical insights”** |
| **Typology** | ⌧ Didactic materials 🞏 Learning tools🞏 Virtual platform 🞏 Website🞏 Database | 🞏 CD-Rom/DVD 🞏 Books/Other academic publications🞏 Paper-Brochure-Newsletter🞏 Other (please specify): |
| **Description** | The teaching materials for the course **“European identity. Theoretical approaches and empirical insights”** will consist of Course Notes available for students to download from the virtual platform of the Module (see deliverable “Virtual platform” below). The Course Notes will consist of approx. 80 pages, A4 format, font Times New Roman, 12 p.Authors: Elena Negrea-Busuioc, Flavia Alupei-Durach**Table of contents:**1. General introduction
2. Chapter 1 (In search of identity, its meanings and conceptualizations),
3. Chapter 2 (European identity. Theoretical perspectives and current challenges),
4. Chapter 3 (European identity and student mobility. The Erasmus experience),
5. Chapter 4 (Identity and intercultural adaptation. Students’ adjustment process to foreign environments),
6. Chapter 5 (European identity in Romania and the Netherlands. A case study),
7. Final remarks.
 |
| **Impact** | The teaching materials will provide students with detailed, up-to-date information on the course topics and will complement all learning activities during the courses and the seminars. Furthermore, the public availability for unlimited download makes possible the dissemination of the course notes to the general public interested in the aforementioned topics, thus broadening the impact of this deliverable beyond its primary target.  |
| **Language** | English |
| **N° of copies** | Free electronic copies (unlimited downloads) |
| **Estimated Date of publication** | Uploaded by the end of month no. 5 of the project (February 2017) |

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| --- | --- |
| **Deliverable Nr.**  | 4 |
| **Title** | **Module’s webpage ”EUROEAST” on the website** [www.eucommunication.eu](http://www.eucommunication.eu).  |
| **Typology** | 🞏 Didactic materials 🞏 Learning tools🞏 Virtual platform ⌧ Website🞏 Database | 🞏 CD-Rom/DVD 🞏 Books/Other academic publications🞏 Paper-Brochure-Newsletter🞏 Other (please specify): |
| **Description** | - A special section dedicated to the Jean Monnet Module “Patterns of Europeanization in Central and Eastern Europe” will be created on the pre-existingwebsite [www.eucommunication.eu](http://www.eucommunication.eu). The latter is the official website of one of the research centres of the National University for Political Studies and Public Administration, namely the Centre for EU Communication Studies. Due to the high profile and visibility of this website for scholars, experts, students and the general public interested in topics related to EU communication, we consider it to be an excellent host for the European Module’s webpage. - the website will include information about the Jean Monnet Module “Patterns of Europeanization in Central and Eastern Europe” and about the activities and results of the Module- news related to the Module’s activities will be disseminated through the webpage- Courses notes will be made available for download in a specific section of the webpage Webpage content (draft):* About (general information about the scope, objectives and activities of the Module, in the broader context of the Erasmus+ programme)
* Team (information about the team involved in the implementation of the Module)
* News (section related to the latest news and announcements related to the Module’s activities)
* Future events (information on the Module’s related events)
* Module date base (see below)
* Alumni (section dedicated to the alumni of the Module)
* List of alumni
* Testimonials
* Students’ recommendations & feedback
* Useful links
* Contact
 |
| **Impact** | * The European Module’s online presence is a means of increasing the visibility of topics related to the patterns of Europeanization among the project target groups: students, academics, civil society representatives;
* The webpage will become of valuable resource of information for students, scholars and the general public
* A high visibility of the webpage is ensured by connecting it with University website ([www.snspa.ro](http://www.snspa.ro)) and to the College of Communication and Public Relations website ([www.comunicare.ro](http://www.comunicare.ro))
 |
| **Language** | Romanian/English |
| **N° of copies** | -  |
| **Estimated Date of publication** | - created by the end of the first month of the project (aprox. October 2016)- updated during the project and beyond the project’s lifecycle |

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| --- | --- |
| **Deliverable Nr.**  | 5 |
| **Title** | **Virtual platform ”EUROEAST” (Moodle)** |
| **Typology** | 🞏 Didactic materials 🞏 Learning tools⌧ Virtual platform 🞏 Website🞏 Database | 🞏 CD-Rom/DVD 🞏 Books/Other academic publications🞏 Paper-Brochure-Newsletter🞏 Other (please specify): |
| **Description** | - A special section dedicated to the Jean Monnet Module “Patterns of Europeanization in Central and Eastern Europe” will be created on the pre-existingMoodle platform, which our university employs in order to implemend blended learning as an effective mix of onsite and online teaching. Moodle content (draft):* About (general information about the scope, objectives and activities of the Module, in the broader context of the Erasmus+ programme)
* Professors (information about the team involved in the implementation of the Module)
* CV
* Professional experience/Short description
* Course/Courses taught
* Curricula (all information related to the teaching activities)
* Course syllabus
* Teaching materials
* Timetable of teaching activities
* Forum – this is where the online classes will take place;
* Virtual library (course notes, papers, useful links, research reports, etc.)
 |
| **Impact** | By complementing the onsite teaching with online activities, the Module will gain visibility and a more practical insight. It will better simulate an European teaching environment, thus better equipping students with the needed skills in order to use their knowledge in the professional environment. The Module promotes modern teaching methods – such as blended learning – in order to be able to better comply with the students’ needs and requirements.  |
| **Language** | Romanian/English |
| **N° of copies** | -  |
| **Estimated Date of publication** | - created by the end of the first month of the project (aprox. October 2016)- updated during the project and beyond the project’s lifecycle |

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| --- | --- |
| **Deliverable Nr.**  | 6 |
| **Title** | **European Module database: Data on Europeanization in countries from Central and Eastern Europe** |
| **Typology** | 🞏Didactic materials 🞏 Learning tools🞏 Virtual platform 🞏 Website⌧ Database | 🞏 CD-Rom/DVD 🞏 Books/Other academic publications🞏 Paper-Brochure-Newsletter🞏 Other (please specify): |
| **Description** | * The European Module database will gather data on the level and particularities of Europeanization in countries from Central and Eastern Europe, especially from Romania.
* The database will be updated periodically throughout the project’s lifecycle, as new data emerge.
* The sources of the data are: Eurobarometers (questions relevant to measuring Europeanization), national statistics, research carried out by the Centre for EU Communication Studies (content analysis, surveys, etc.). This data will be reorganized and structured to fit the purpose of this Module (i.e. theorizing and measuring Europeanization in countries from Central and Eastern Europe, especially in Romania).
* The database will be available for student and researchers interested in the topic and will be accessible on the virtual platform of the Module (see deliverable no. 6).

Database table of content (draft): 1. Data from Eurobarometers
	1. Central and Eastern Europeans’ attitudes towards the EU
	2. EU identity development in countries in CEE
	3. Europeanization and deepening of the integration in CEE
2. Data from national surveys (Romania)
	1. Romanians’ attitudes towards the EU
	2. EU identity in Romania
	3. Europeanization and deepening of the integration in Romania
3. Data from research carried out by the Centre for EU Communication Studies
	1. Europeanization of the Romanian public sphere (vertical and horizontal Europeanization)
	2. Europeanization and framing of the EU by the media
	3. Romanian elites’ assessment of the Europeanization in Romania
 |
| **Impact** | * The database will impact primarily on students’ and researchers’ work on Europeanization in Central and Eastern Europe, particularly in Romania. It will gather valuable data on different Europeanization-related aspects and will be a great tool to be used in order to generate knowledge of and advance the study of Europeanization.
* Access to the database will be granted to any affiliated student, scholar or EU expert interested in the topic of Europeanization for study and research purposes.
* The database will contribute to the enrichment of Europeanization studies and to the visibility of EU-related topics in academia and outside it.
 |
| **Language** | English |
| **N° of copies** | -  |
| **Estimated Date of publication** | Structured and populated with available data by the end of the second semester of first academic year (approx. July 2017)Updated throughout the lifetime of the project |

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| --- | --- |
| **Deliverable Nr.**  | 7 |
| **Title** | **Information materials for the Module’s events** |
| **Typology** | 🞏Didactic materials 🞏 Learning tools🞏 Virtual platform 🞏 Website🞏 Database | 🞏 CD-Rom/DVD 🞏 Books/Other academic publications🞏 Paper-Brochure-Newsletter⌧ Other (please specify): promotional materials |
| **Description** | * Promotional materials will be produced and disseminated with the occasion of the European Module’s main events, specifically: 2 roundtable debates, 2 academic conferences, 1 international conference
* The following promotional materials will be created for each of the two roundtable debates:
* Roundtable debate portfolio (Programme, presentation of the Module’s objectives, activities and results, notebook & pen)
* The following promotional materials will be created for each of the two academic conferences:
* Poster of the event
* Conference portfolio (Programme, presentation of the Module’s objectives, activities and results, notebook & pen)
* The following promotional materials will be created for the international conference:
* Poster of the event
* Conference portfolio (Programme, presentation of the Module’s objectives, activities and results, notebook & pen)
 |
| **Impact** | The promotional materials will:* ensure the visibility of the Module among the target groups
* raise awareness of Europeanization-related issues
* inform stakeholders on the main goals and results of the European Module
* contribute to a smooth organization of the events
 |
| **Language** | Romanian/ English |
| **N° of copies** | * For roundtable debates: 100pcs
* for workshops: posters: 2 x 15 posters, 2 X100 conference portfolios
* for international conference: 15 posters, 200 conference portfolios
 |
| **Estimated Date of publication** | - Created prior to each event, respectively:* Roundtable debates: promotional materials created by January 2018 and January 2019
* workshops: promotional materials created by May 2017 and May 2018
* international conference: promotional materials created by April 2019
 |

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| --- | --- |
| **Deliverable Nr.**  | 8 |
| **Title** | **Edited book “Patterns of Europeanization in Central and Eastern Europe”** |
| **Typology** | 🞏Didactic materials 🞏 Learning tools🞏 Virtual platform 🞏 Website🞏 Database | 🞏 CD-Rom/DVD ⌧ Books/Other academic publications🞏 Paper-Brochure-Newsletter🞏Other (please specify) |
| **Description** | The edited book will comprise selected papers presented at the International Conference “Patterns of Europeanization in Central and Eastern Europe” (see F.2.4.3.) and will be published by the Comunicare.ro Publishing House. The book will be made available to students, scholars, EU experts and the general public. Table of content (Draft): * Introduction
* Section 1. Public discourse and media discourse on the EU and the European integration

Approx 4 academic papers* Section 2. Europeanization and support for the EU in Central and Eastern Europe

Approx 4 academic papers* Section 3. Europeanization and the sense of Europeanness. Building an European identity

Approx 4 academic papers* Section 4. Comparative approaches to Europeanization processes in Central and Eastern Europe

Approx 4 academic papers* Section 5. Institutional consolidation through Europeanization in Central and Eastern Europe
* Approx 4 academic papers
* Conclusions

*(Specific titles to be added when the academic papers titles and abstracts will be received by the project team)* |
| **Impact** | * The book will make target groups become aware of the significance and impact of Europeanization processes for Romania, in particular, and for members states from Central and Eastern Europe.
* The book will increase EU visibility among target groups.
* It will stimulate knowledge of the Europeanization processes and it will enhance the visibility of scientific resources and academic activities in this field.
 |
| **Language** | English |
| **N° of copies** | 200 hardcopies |
| **Estimated Date of publication** | September 2019 |

**F.2.3. Specific Activity: RESEARCH**

|  |  |
| --- | --- |
| **Research Activity Nr.**  |  1 |
| **Person in charge** | **Loredana Radu and Elena Negrea-Busuioc** |
| **Title** | **Research report on “Patterns of Europeanization in Central and Eastern Europe”** |
| **Description** | The research report will contain an extensive analysis of three aspects:1. Opinions and attitudes related to the EU in Romania;
2. European identity and national identity in Romania;
3. Indicators of europeanization in Romania:
	1. Mass-media
	2. Elites
	3. Citizens
 |
| **Methodology** | The report will be based on a mixed methods research design:* Quantitative methods:
	+ Content analysis of online media: salience of European topics, key actors involved, framing of Europe;
	+ Secondary data analysis: analysis of Eurobarometers – more specifically, of the most relevant questions related to europeanization (i.e. trust in EU, opinions related to the future of the European Union, knowledge of European institutions) and European Values Survey.
* Qualitative methods:
	+ Interviews with elites (high-ranking public servants, journalists, political analysts, etc.)
	+ Focus groups with citizens (different demographic categories);
	+ Discourse analysis and qualitative framing – applied to the public discourse on the Romanian Presidency of the Council of the EU.
 |
| **Impact** | Uncovering the mechanisms of europeanization in Romania has important implications, for it might support policy-makers in finding some ways for reinvigorating the European idea. By looking at the mechanisms of europeanization in a traditionally euro-enthusiast country – such as Romania – scholars, civil society, and policy makers alike could effectively design tools and actions aimed at fixing the alleged EU’s democratic deficit.  |
| **Resulting publications** | * Full research report, published online (unlimited download) on the Module’s web pagel;
* Three academic papers published in international peer-reviewed journals.
 |

**F.2.4. Specific Activity: EVENTS**

|  |  |
| --- | --- |
| **Event Nr.**  | 1 |
| **Title** | **Roundtable debates** |
| **Typology** | 🞏 Conference🞏 Webinar🞏 Workshop⌧ Roundtable debate | 🞏 Study visit 🞏 Promotional event🞏 Other (please specify): |
| **Description** |  - During the first and second year of the Module, one roundtable will be organized with the aim of publicly debating Europeanization processes - the roundtables are designated primarily for students and the representatives of the civil society, also including other target groups affected by or interested in the topics discussed- *Participants:* students, members of the academia, representatives of the public administration, the media, and the civil society. Each roundtable will focus on a particular topic of interest for the aforementioned audience. * The roundtables are fully open to the general public. That is why information about the roundtable debates will be extensively advertised.

*Roundtable 1: The on-going Journey: Europeanization of the Romanian society from the perspective of the public institutions*Programme (Preliminary draft) 09.30-10.00 Registration of participants 10.00-11.30 Keynote interventions 11.30-12.30 Q&A Session with the audience *Roundtable 2: Fostering the sense of belonging to the EU in the light of the new challenges*Programme (Preliminary draft) 09.30-10.00 Registration of participants 10.00-11.30 Keynote interventions 11.30-12.30 Q&A Session with the audience  |
| **Impact** | - these activities are carefully designed to address a less specialized audience- the engagement of a broader audience in discussing topics related to the European Module’s focus will help identify the main issues related to the Europeanization of the Romanian society and propose suitable solutions to tackle them- the dissemination of the Module’s results and the overall visibility of its main activities for a broader audience will also be ensured |
| **Host country** | Romania |
| **Duration** | 3 h/ roundtable debate |
| **N° of participants** | 30 participants each |
| **Target group** | 🞏 Teachers⌧ University students⌧Researchers⌧ Postgraduate students🞏 Administrative and other non-teaching university staff | 🞏 Public administrators⌧ Professional groups⌧ Civil society representatives⌧ General public |
| **Timing**[[17]](#footnote-17) | ⌧ 1st year ⌧ 2nd year🞏 3rd year | 🞏 1st semester ⌧ 2nd semester |

|  |  |
| --- | --- |
| **Event Nr.**  | 2 |
| **Title** | **Workshops on Europeanization**  |
| **Typology** | 🞏 Conference🞏 Webinar⌧ Workshop🞏 Roundtable debate | 🞏 Study visit 🞏 Promotional event🞏 Other (please specify): |
| **Description** | * During the first and second year of the project, an academic conference on topics related to the theme of the European Module. Each year, the conference will have a specific focus: “Narratives of Europeanization in the Romanian media” (year 1) and “Perspectives on Europeanization: empirical findings about a multidimensional concept”
* During each of the two conferences, students will have the opportunity to present their own work, using as a starting point the research projects and case studies that they had to prepare for the courses evaluation.
* *Participants:* students, members of the academia, guest speakers, civil society representatives.

**Draft program****Workshop “Narratives of Europeanization in the Romanian media” (Year 1)**

|  |  |
| --- | --- |
|  |  |
| 9:00 – 9:30 | Registration  |
| 9:30 – 10:00 | Welcome address  |
| 10:00 – 11.00 | Panel 1 Positive and negative narratives of Europeanization- Papers 1, 2, 3 |
| 11:00 – 11:30 | *Coffee break*  |
| 11:30 – 12.30  | Panel 1 Positive and negative narratives of Europeanization- Papers 4, 5, 6 |
| *12:30 – 13:30* | *Lunch break*  |
| 13:30 – 15:00 | Panel 2 Media representations of the EU and Romania’s Europeanization- Papers 1, 2, 3 |
| 15:00 – 15:30 | *Coffee break* |
| 15:30 – 16:30  | Panel 2 Media representations of the EU and Romania’s Europeanization- Papers 4, 5, 6 |
| 16.30 – 17.00 | Closing address |
| **Draft program****Workshop “Perspectives on Europeanization: empirical findings about a multidimensional concept”****(Year 2)** |
| 9:00 – 9:30 | Registration  |
| 9:30 – 10:00  | Welcome address  |
| 10:00 – 11.00  | Panel 1 Distinctive features of public discourse and media discourse on EU and European integration- papers 1, 2, 3  |
| 11:00 – 11:30 | *Coffee break*  |
| 11:30 – 12:30  | Panel 1 Distinctive features of public discourse and media discourse on EU and European integration- papers 4, 5, 6 |
| *12:30 – 13:30* | *Lunch break* |
| 13:30 – 15:00  | Panel 2 Europeanization and public communication- papers 1, 2, 3  |
| 15:00 – 15:30 | Coffee break |
| 15:30 – 16:30  | Panel 2 Europeanization and public communication- papers 4, 5, 6 |
| 16:30 – 17:00  | Closing address |

 |
| **Impact** | - by including and the most outstanding research projects of the students who are targeted by the project, the academic conferences will contribute to the dissemination of the projects’ results- the conferences will raise awareness on the topics including, the narratives of Europeanization, Europeanization from a discourse approach, Europeanization in the media - target groups become aware of the relationship between Europeanization, public communication and media discourse- the academic conferences will stimulate knowledge on the European integration process and enhances the visibility of scientific resources and academic activities in this field. |
| **Host country** | Romania |
| **Duration** | 8 h/academic workshop |
| **N° of participants** | 100 persons each/academic workshop |
| **Target group** | 🞏 Teachers⌧ University students⌧Researchers⌧ Postgraduate students🞏 Administrative and other non-teaching university staff | 🞏 Public administrators⌧ Professional groups⌧ Civil society representatives⌧ General public |
| **Timing**[[18]](#footnote-18) | ⌧ 1st year ⌧ 2nd year🞏 3rd year | 🞏 1st semester ⌧ 2nd semester |

|  |  |
| --- | --- |
| **Event Nr.**  | 3 |
| **Title** | **International Conference “Patterns of Europeanization in central and Eastern Europe”** |
| **Typology** | ⌧ Conference🞏 Webinar🞏 Workshop🞏 Roundtable debate | 🞏 Study visit 🞏 Promotional event🞏 Other (please specify): |
| **Description** | * During the third year of the project, an international conference called “Patterns of Europeanization in Central and Eastern Europe” will be organized.
* The conference is mainly targeted to the international academic community, but welcomes participants outside academia, too (e.g. EU experts, representatives of civil society, public officials, policy makers, etc.)
* We will invite relevant scholars from other CEE countries (i.e. Poland, Slovenia, Slovakia, Bulgaria) to present their research and to give key lectures;
* *Participants:* students, professors, guest speakers involved in European affairs and public administration, civil society representatives
* Selected papers presented at the conference will be published in the Edited book (see deliverable no. 7).

**Draft program****International conference****“Patterns of Europeanization in Central and Eastern Europe”**

|  |  |
| --- | --- |
| ***Day 1: 9:00 – 17:00*** |  |
| 9:00 – 9:30 | Registration  |
| 9:30 – 10:00 | Welcome address  |
| 10:00 – 11:00 | Keynote addresses (speakers to be confirmed)  |
| 11:00 – 11:30 | *Coffee break*  |
| 11:30 – 13.00  | Panel 1 Public discourse and media discourse onEuropeanization |
| *13:00 – 14:00* | *Lunch break*  |
| 14:00 – 15.00 | Panel 2 Europeanization and the sense of Europeanness. Creating an European identity  |
| 15:00 – 15:30 | *Coffee break* |
| 15:30 – 17:00  | Panel 3 Comparative approaches to Europeanization in Central and Eastern Europe |
| ***Day 2*** |  |
| 9:00 – 9:30 | Registration  |
| 9:30 – 11:00  | Panel 4. Institutional consolidation through Europeanization in Central and Eastern Europe |
| 11:00 – 11:30 | *Coffee break*  |
| 11:30 – 13:00  | Panel 4. Europeanization of the higher education system  |
| 13:00 – 14:00  | Lunch break  |
| 14:00 – 15.30  |  Roundtable: Narratives of Europeanization in the Romanian public sphere - part 1 |
| 15:30 – 16:00  | Coffee break  |
| 16:00 – 17.00  | Roundtable: Narratives of Europeanization in the Romanian public sphere - part 2 |

 |
| **Impact** | * The Conference will impact on target groups by increasing awareness of the significance and impact of Europeanization to Romania, in particular, and to members states from Central and Eastern Europe, in general;
* The Conference will increase EU visibility among target groups;
* It will stimulate knowledge on the Europeanization processes and enhance the visibility of scientific resources and academic activities in this field;
* The Conference will foster networking and collaboration between academia (scholars, students) and experts in the field of EU affairs (representatives of the government, EU experts, members of civil society, etc.)
 |
| **Host country** | Romania |
| **Duration** | 2 days |
| **N° of participants** | Minimum 120 participants |
| **Target group** | 🞏 Teachers⌧ University students⌧Researchers⌧ Postgraduate students🞏 Administrative and other non-teaching university staff | 🞏 Public administrators⌧ Professional groups⌧ Civil society representatives⌧ General public |
| **Timing**[[19]](#footnote-19) | 🞏 1st year 🞏2nd year⌧3rd year | 🞏 1st semester ⌧ 2nd semester |

**F.3. Methodology**

*Please define the working methodology proposed for achieving the proposal's objectives with special emphasis on the quality and detail of the planned teaching programme, research and/or debating activities and paying particular attention to pedagogical approach, multidisciplinary synergies and openness to civil society* (limit 3000 characters).

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| This Module will impact upon teaching methodologies for specialized courses on European-related issues and upon the development of valuable skills that will make the students as “future specialists in EU affairs” better prepared to deal with EU-related issues in their profession and better equipped to promote EU integration in Romania and in Central and Eastern Europe. Each of the three courses included in the Module will have both a theoretical and a practical component. Structured in this way and using innovative teaching techniques and methods (e.g. multimedia teaching, debates, team-work projects, problem-based learning, blended learning etc.), the courses will enhance the excellence in teaching and will provide graduates with necessary skills that are highly relevant in their professional life (such as drafting policy papers and recommendations on Europeanization aspects specific to Romania and CEE). Since knowledge is no longer and end, but rather a means to solving “real-life problems”, the competences acquired by the students during the courses of the Module mostly regard the analytical, critical thinking, the ability to question what they have learned, to ask questions and to associate the new content with previously acquired knowledge. At the same time, aiming to provide an educational offer that is synchronized with the market requirements in EU affairs, this Module seeks to reduce the gap between student academic learning and the European job market (using, in this regard, the main results put forward by the project Euroentrepreneurship - university qualifications for the Europeanization of the Romanian society, as already mentioned). The latter project, which was implemented by the university, identified through a comprehensive comparative study the professional requirements associated with the specialization in EU affairs, from the perspective of the national and Brussels based institutions and private employers. The findings will be used as valuable insight, improving the connection between the Module’s curricula and the employers’ needs and expectations, leading to the students’ successful inclusion on the job market. The Jean Monnet Module “Patterns of Europeanization in Central and Eastern Europe” aims to stimulate high quality teaching, research and reflection activities in the field of European integration studies, through three main pillars: interdisciplinary approach, internationalization, and innovative teaching methodologies.By bringing together academics and experts from various fields of knowledge, from civil society organizations and institutions, the interdisciplinary teaching and research approach of this Module provides the students with an in-depth and systematic understanding of key EU topics. At the same time, through its main activities and courses, the Module aims to foster the openness towards the civil society, by opening up avenues for quality debates, multicultural dialogue and reflection. The cross-fertilization of teaching activities and scientific research will result in new ideas that will be disseminated within the international academic community and beyond, and some will be put into practice, leading ultimately to the improvement of the quality of education, to personal and intellectual development.  |

# PART G - Impact, dissemination and exploitation

**G.1. Expected impact of the project**

*Please describe how the target groups will be reached and involved during the lifetime of the project and how the action will benefit the target groups within the host institution and at local, regional, national and or European level. How will the project contribute to stimulating knowledge on the European integration process and to enhancing the visibility of scientific resources and academic activities in this field?* (limit 3000 characters).

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| Impact on students: In the short run, the Module will stimulate knowledge of the particularities of the Europeanization process among the primary target group (i.e. students enrolled in the 1st year of study, MA in EU Communication Affairs). The students will be equipped with the necessary theoretical expertise and practical skills to identify and analyze Europeanization-related factors influencing the deepening of European integration in Romania. Furthermore, upon graduation, students will also be able to draft policy proposals and recommendations as highly skilled young professionals in the field of European affairs. The Module impacts greatly on the professionalization of EU studies in Romania by adding content and value to the qualification of EU affairs expert, which is a new and unique academic qualification in Romania.Impact on scholars and researchers: The Module will also impact significantly on future research in the field of Europeanization. The courses and the relevant research activities included in the Module will provide scholars and researchers with theoretical models and methodological tools to suggest new studies on Europeanization in countries in Central and Eastern Europe. Furthermore, the Module will also gather and structure data that can be used to test models and approached and, thus, to advance knowledge in the field. Impact on secondary target groups (EU experts, policy makers, civil society, etc.): On the medium and long term, the project will impact on a larger public, composed of experts in EU-related subjects, policy makers, representatives of the civil society, as the effects of Europeanization reflect on the society at large. These categories will benefit from the theoretical explanations and empirical measurements of the Europeanization in Romania and other CEE countries, which will allow them to make predictions and to recommendations with respect to the optimization of the integration process in these countries. As a result of using a theoretically solid and empirically validated view on Europeanization and its effects, EU experts, policy makers, etc. will suggest measures and future policies that increase the level of country’s preparedness to address challenges and future prospects of a deeper integration and a harmonious Europeanization. |

**G.2. Dissemination and exploitation strategy**

*How will the dissemination be organised and how will exploitation activities ensure optimal use of the results within the project's lifetime and after? How will exploitation activities ensure optimal use of the results in terms of teaching activities and/or research and debating outputs both within and outside the host institution? To what extent have open educational resources been used to reach a wider public?* (limit 3000 characters).

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| The content and the results of the Module will be promoted and disseminated among all target groups and the general public. Lectures and notes for all three courses included in the Module will be readily accessible to students enrolled in the MA in EU Communication Affairs. Scientific papers written by professors and researchers involved in the project, the Module’s database and the study of Europeanization of the Romanian society will be available on the virtual platform of the Module and will be open to students, researchers and other groups from outside academia interested in the topics related to Europeanization covered by the Module. The virtual platform, the database and the section dedicated to the Module on website of the Center for EU Communication Studies will be used to grant open access to the results of the Module to target groups and the wider public.A general dissemination campaign will be implemented to create a broad understanding of the importance of Europeanization in Central and Eastern Europe and to emphasize the particularities and defining features of the consolidation of European integration in this area. Promotional materials will be produced aimed both at the target groups (students, researchers) and the general public (EU experts, policy makers, civil society, etc). The aim of the international conference is to disseminate the outcomes of the project beyond the academia and exceed the lifetime of the project. In addition, a particular dissemination strategy will be implemented to stir the interest of academia active in the field of Europeanization. All information concerning the teaching materials, the participants, the events etc., will be made available on Module’s section on the website of the Centre for EU Communication Studies. Furthermore, the deliverables resulting from the project - related academic activities (such as teaching materials/ courses, books, and the database) shall be distributed free of charge to those interested in this  |

**G.3. Quality control and Monitoring**

*Please describe the mechanisms that will be put in place to ensure the quality of the project and how an evaluation of the outcomes of the teaching activities will be carried out* (limit 3000 characters).

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| The Academic Coordinator, together with the project team, will elaborate detailed project plans. All the project plans will be made in accordance with the cost and time estimations to be found in the present Application Form. The project plans (e.g. Gantt chart, milestones plan, Work Break-down Structure – WBS, responsibility assignment matrix etc.) will offer a realistic view on the development of the project activities, thus allowing for a proper coordination and monitoring of all the project activities. Based on the project management plans that will be elaborated, the Academic Coordinator, supported by the key staff and teaching assistants, will set up the project-monitoring plan. This plan will consists in the following aspects:* Detailed description of each activity outputs and milestones;
* Important deadlines for each activity;
* Performance indicators to be measured for each activity;
* Measurement methods for the progress of each activity (e.g. Earned Value Method to measure progress vs. costs).

The monitoring plan will be backed-up by a risk management plan that will foresee potential issues that may arise from the implementation of the project tasks. The risk management plan will be elaborated based on the project management experience of the key staff and will also contain specific measures to be taken in case things to not develop as planned (e.g. contingency plans). The Academic Coordinator, supported by the project team members, will elaborate a detailed monitoring plan for project deliverables that will contain a full description of all the deliverables that have to be achieved during this contract and additional details, such as specific deadlines, contractual provisions, human / financial resources that are needed, or risks that would prevent the team from accomplishing each deliverable. All project team members will be made aware of the project progress through monthly meetings. The monthly project meetings will be organized to assure a flawless project progress and to let all stakeholders know about important project decisions. During the project monthly meetings, each team member will present the status of the activities / tasks she or he is in charge. All the information gathered and discussed during the monthly meetings will be aggregated in a monthly project report that will allow for a comprehensive analysis of the project progress by comparing between the actual project status and the planned project status. In this way, corrective measures will be made before the project is seriously delayed or financially overrun.  Criteria to evaluate project outputs and results will be settled in accordance with the Jean Monet Application Form and to the provisions that are to be found in the Financing Contract / Agreement signed between the Agency and the Beneficiary (university). Quality criteria will also play an essential role in evaluating project results. Each task or activity will be closely supervised by the Academic Coordinator and by the task coordinator based on the quality criteria. The final goal is to ensure that all project indicators will be properly implemented.  |

# PART H. Curriculum Vitae and full list of publications

The template provided must be completed by each member of the academic staff. Please use one table per staff member and add as many tables as required (by copying and pasting the template table).

Please note that as submission size limitations are very specific (maximum 5 MB for the application e-Form and all its attachments), you are asked **not to include photographs or graphics** in the model curriculum.

|  |
| --- |
| **ACADEMIC COORDINATOR** |
| **Title**  | Associate professor Dr. |  **First name** | Loredana |
| **Surname** | Radu |  *Mandatory* 🞏 Male ⌧ Female |
| **Department**  |  Communication Sciences |
| **Position/Grade/Category** | Associate Professor |
| **PhD Title** | ⌧ Yes🞏 No | **Accredited to supervise doctoral theses?** |  🞏 Yes ⌧ No |
| **Address**  | Expozitiei Bld., no 30A, sector 1, Bucharest |
| **Postcode** |  010643 |  **City** |  Bucharest |
| **Country** | Romania |
| **Telephone 1** | +40 754 227 595 | **Telephone 2** |  - |
| **Fax** |  | **Website**  |  - |
| **Email** | loredana.radu@comunicare.ro |
|  |  |
| **EDUCATIONAL BACKGROUND:** |
| **Dates:** May 2014 – Nov. 2015**Diploma:** Postdoctoral program in communication – europeanization and euroscepticism**Name and address of organisation providing education and training:** The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 34A, Expozitiei Bld., Bucharest**Dates:** Sept 2008 – May 2012**Diploma:** Ph.D. in sociology - The economic crisis in the European Union. A communicational perspective**Name and address of organisation providing education and training:** The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 30A, Expozitiei Bld., Bucharest**Dates:** February 2013 and June 2015**Diploma:** ECPR Winter School in Methods and Techniques**Name and address of organisation providing education and training**: ECPR and The University of Viena/The University of Llublijana**Dates:** August – September 2009**Diploma:** Basic Project Management in Primavera**Name and address of organisation providing education and training**: Oracle University**Dates:** January 2008 – June 2012**Diploma:** Master of Business Administration**Name and address of organisation providing education and training**: CEU Business School (Central European University), Budapest, 34., Frankel Leó utca 30, 1023 Hungary**Dates:** Sept 2006 – February 2008**Diploma:** Master in Project Management**Name and address of organisation providing education and training**: The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 34A, Expozitiei Bld., Bucharest **Dates:** Sept 2002 – July 2006**Diploma:** Bachelor’s Degree**Name and address of organisation providing education and training**: Faculty of Communication and Public Relations, The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 34A, Expozitiei Bld., Bucharest **Dates:** December – May 2015**Diploma:** Project Management**Name and address of organisation providing education and training**: CODECS & Open University U.K.**Dates:** Sept 2006 – February 2008**Diploma:** Diploma of Excellence in Philosophy, Ancient Greek & Logic**Name and address of organisation providing education and training**: National Centre of Excellence in Philosophy, Ministry of Education, no. 204, Splaiul Independentei, Sector 6, Bucharest |
| **WORK EXPERIENCE:** |
| **Dates:** May 2014 – present **Position:** Director at Center for EU Communication Studies**Name and address of employer:** The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 34A, Expozitiei Bld., Bucharest**Dates:** Jan. 2016 – present **Position:** Head of Communication Department – College of Communication and Public Relations**Name and address of employer:** The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 30A, Expozitiei Bld., Bucharest**Dates:** September 2011 – present **Position:** Academic Coordinator of the Master in Project Management (PMI GAC accredited)**Name and address of employer:** The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 34A, Expozitiei Bld., Bucharest**Dates:** May 2014 – December 2015**Position:** Coordinator position 3 - Project ATHENS - Technical and Educational Assistance at nationwide level to fight gender discrimination in companies in the gas industry**Name and address of employer:** Association for Education and Nature, no. 9 Aleea Bucovina, Bl.O2, ap.32, Sector 3, Bucharest**Dates:** March – July 2014 **Position:** Consultant of the Project: "Administrative Capacity of the Ministry of National Education"**Name and address of employer:** International Bank for Reconstruction and Development (World Bank), UTI Building, 6th floor, 31, Vasile Lascar St. Sector 2, Bucharest**Dates:** November 2012 – July 2014 **Position:** Key expert in Communication**Name and address of employer:** Mecury 360 Communications, no. 9-9A Dimitrie Pompei Bd., Bucharest**Dates:** 2008 – 2011 **Position:** Lecturer - Jean Monnet European Module ”Communicating Europe: Policies and Strategies for Increasing EU’s Visibility among Member States”**Name and address of employer:** The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 34A, Expozitiei Bld., Bucharest**Dates:** Nov 2011 – March 2012 **Position:** Project Manager - “Eurosphere under pressure. The economic crisis in Romania”**Name and address of employer:** The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 34A, Expozitiei Bld., Bucharest**Dates:** March 2011 – June 2013 **Position:** Trainer/Steering Committee Member in strategic project "Model of best practices in the management of the national trade union activities"**Name and address of employer:** Association for Education and Nature, no. 9 Aleea Bucovina, Bl.O2, ap.32, Sector 3, Bucharest**Dates:** January – April 2008 **Position:** Public Awareness Expert**Name and address of employer:** Stella Consulting, Emilie Vonck, Avenue des Arts, 1210, Brussels, Belgium**Dates:** November 2007 – February 2008 **Position:** Lecturer in MATRA Project**Name and address of employer:** AMECO Environmental Services, Utrecht, Kingdom of Netherlands**Dates:** March – November 2007 **Position:** Expert in public consultation in Phare project “Strengthening institutional capacity for implementing and enforcing SEA (strategic environmental assessment) and Reporting Directives”**Name and address of employer:** Ramboll România, 10 Sf. Constantin, sector 1, Bucharest**Dates:** March – November 2007 **Position:** Expert in Public Awareness in Phare project Phare “Technical assistance to support the implementation of the Phare ESC 2004 – 2005 Grant Schemes”**Name and address of employer:** Ramboll România, 10 Sf. Constantin, sector 1, Bucharest**Dates:** January – November 2006 **Position:** Public Awareness Expert/Trainer Proiect “Technical Assistance to support de implementation of the waste management investment / infrastructure projects under ESC”**Name and address of employer:** Hill International, 3A Doctor Felix St., Bucharest**Dates:** October – December 2006 **Position:** IMPACT Program - Support for potential beneficiaries of the Sectoral Operational Programme, Axis 2 Research - development – innovation**Name and address of employer:** EDB Tehnic Consulting Grup, 64 Matei Basarab, Block L110, Sc. C, Ap 41, Sector 3, Bucharest**Dates:** December 2005 – December 2006 **Position:** Public Awareness ISPA project "Rehabilitation of Piatra Neamt Waste water Treatment Plant"**Name and address of employer:** Hill International, 3A Doctor Felix St., Bucharest**Dates:** January 2005 – June 2006 **Position:** Public Awareness ISPA Project “Technical Assistance for Management and Supervision of ISPA Contracts in Piatra Neamt”**Name and address of employer:** Hill International, 3A Doctor Felix St., Bucharest |
| **PUBLICATIONS:** |
| **I. Books**1. Bârgăoanu, A., Varela, D., Radu, L. (eds.) (2015). United for or against Euroscepticism? An Assessment of Public Attitudes Towards the European Union in Times of Crisis. UK: Cambridge Scholars Publishing. 2. Radu, L., Bârgăoanu, A., Corbu, N. (eds.) (2013). The Crisis of the European Union. Identity, Citizenship, and Solidarity Reassessed. București: comunicare.ro3. Radu, L. (2012). The Economic Crisis in the European Union. A Communicational Approach, București: comunicare.ro. **II. Articles and chapters in collective works (last 5 years)** 1. Radu, L., Lupescu, L., Alupei-Durach, F., and Pârvan, M. (2016). The 2014 European Elections in Romania. Translating low media salience into electoral ”silence”? The USV Annals of Economics and Public Administration. ISSN 2285-3332,on-line, ISSN 2344-3847,ISSN-L2285-3332. 2. Stănescu, D., Radu, L. (2016). Understanding misconduct. A quantitative inquiry into academic dishonesty, peer pressure and perceived self-efficacy. In IATED 2016 Proceedings, Valencia, Spain. 3. Radu, L. (2016). Unconditional Trust? Public Opinion Towards the EU in Romania. Unconditional Trust?. Journal of Media Research. Vol. 9, nr. 24. ISSN 1844-8887. 4. Bârgăoanu, A., Radu, L., and Varela, D. (2015). Introduction: United By or Against Euroscepticism? In United for or against Euroscepticism? An Assessment of Public Attitudes Towards the European Union in Times of Crisis. UK: Cambridge Scholars Publishing, pp. 1-16. 5. Bârgăoanu, A., Radu, L. (2015). Eu Cohesion Policy in the post-crisis European Enion: Convergence and Competitiveness. In INTED 2015 Proceedings. Spania: Valencia. (ISI Proceedings)6. Bârgăoanu, A., Radu, L. (2015). ” EU Cohesion Policy post-crisis”. In Anglițoiu, G. (2015). ” Europeanization. Governance and Security Studies”, București: C.H. Beck. 7. Dobrescu, P., Radu, L. (2015). Technical and Vocational Education in the Context of Reindustrialization. The Case of Romania. In Proceedings of the 1st International Conference on Higher Education Advances, Spania, Valencia. 8. Radu, L., Bargaoanu, A. (2015). Advocates or Challengers of Europeanization? An Inquiry into the Discourse of the Romanian Elites on the European Union in the Context of EU Elections 2014. In Transylvanian Review of Administrative Sciences, no 46E/2015, pp. 162-177, ISSN 2247 – 8310.9. Radu, L. (2014). Building the “Eurosphere” under External Pressure? The Arab Crisis Seen by www.euronews.net. In Corbu, N., Popescu-Jourdy, D., Vlad, T., Identity and Intercultural Communication, Cambridge: Cambridge Scholars Publishing, pp. 97-116. 10. Bârgăoanu, A., Radu, L., Negrea-Busuioc, E. (2014). The Rise of Euroscepticism in Times of Crisis. Evidence from the 2008–2013 Eurobarometers. In Romanian Journal of Communication and Public Relations. Vol. 16 No. 1. April 2014, pp. 9-23.11. Dobrescu, P., Radu, L., Bârgăoanu, A. (2014). The role of universities in the post-crisis European Union. Strategies for redesigning the european universities. In INTED2014 Proceedings, Valencia, pp. 2210-2216. 12. Bârgăoanu, A., Radu, L., Corbu, N. (2013). Introduction. ”More Europe” Means Many Things to Many People. In Radu, L., Bârgăoanu, A., Corbu, N. (coord.) (2013). The Crisis of the European Union. Identity, Citizenship, and Solidarity Reassessed, București: comunicare.ro, pp. 7-11.13. Bârgăoanu, A., Radu, L. (2013). The European Union’s Existential Crisis. Review of the book The Crisis of the European Union. A Response, by J. Habermas. Polity Press, Malden, MA. 2012. ISBN-13: 978-0-7456-6242-8. 140 pp. In Romanian Journal of European Affairs, vol. 13, no. 4. 14. Bârgăoanu, A., Radu, L. (2013). ”Universities as knowledge corporations. Professional strategic planning and market positioning as key triggers of university's competitiveness”. In ICERI 2013 Proceedings, Madrid, Spain (ISI indexed)15. Bârgăoanu, A., Corbu, N., Radu, L. (2013). ”The Role of Government Evaluations and EU Identity in Shaping Economic Expectations During the Crisis. The Case of Romania”. In European Journal of Science and Theology, august 2013, vol. 9, no. 4, pp. 225-241. [ISI Indexed].16. Dobrescu, P., Negrea-Busuioc, E., Radu, L. (2013). ”Requiem for European Solidarity. An Analysis of the European Discourse on the 2014-2020 Multiannual Financial Framework”. In Romanian Journal of Communication and Public Relations. Vol. 16, no. 1 (28), Guest editor: Henk-Jan Rebel, pp. 75-89.17. Radu, L. (2013). ”America’s Economic Crisis and Europe’s Hamletian Dilemma”. In Management Dynamics in the Knowledge Economy, volume 1 (2013) no. 1, pp. 143-156.18. Radu, L, Ştefăniţă, O. (2012). “Framing the Economic Crisis in the Romanian Online Media”. In Romanian Journal of Communication and Public Relations. Vol. 15, no. 2 (26), Guest editor: Hans-Jörg Trenz, ARENA Centre for European Studies, pp. 29 – 46. 19. Bonghez, S., Radu, L., Grigoroiu, A. (2012). Implementing Project Management as a Business Development Strategy in Medium Sized Companies, In proceedings of ”2012 International Conference on Technology and Management”, Coreea, pp. 82 – 85. 20. Radu, L. (2011). Crisis in Europe - Economic Fallout and Degrading Trust. In Romanian Journal of Communication and Public Relations. Vol. 13. no. 4 (24), Special Issue 2011, pp. 63 – 73.21. Radu, L. (2011). “The Public Sphere and Its Transformations”. In Bargaoanu, A., Negrea E. (eds.). Communication in the European Union. Theoretical Models and Practical Aspects, București: comunicare.ro.22. Radu, L. (2011). “History of EU Communication”. In Bargaoanu, A., Negrea E. (eds.). (2011) Communication in the European Union. Theoretical Models and Practical Aspects,București: comunicare.ro. 23. Bonghez, S., Radu. L. (2011). Project Management. Course published on www.comunicareonline.ro platform. 24. Bargaoanu, A., Radu, L., Negrea, E. (2011). “The Changing Face of Higher Education: The Project-Oriented University”. (2011). In Proceedings of the International Conference on Social Sciences and Society. Shanghai: Information Engineering Research Institute. 25. Bargaoanu, A., Radu, L., Negrea, E. (2011). ”Project-Orientation as a Core Competence in Changing Universities”. In Management of Technological Changes conference proceedings, Grecia. 26. Bargaoanu, A., Calinescu, L. (2009). „Regional and Cohesion Policy – the Crossroads of EU Sectoral Policies”, In Romanian Journal of European Affairs, Vol. 9, No. 4, December.  |
| **ADDITIONAL INFORMATION:** |
| **Dates:** April 2015 – present **Position:** Columnist/Editorialist at “Convorbiri Europene” Opinion Magazine |

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| **Course Coordinator** |
| **Title**  | Prof. Dr. |  **First name** | Alina |
| **Surname** | Bârgăoanu |  *Mandatory* 🞏 Male ⌧ Female |
| **Department**  |  Communication Sciences |
| **Position/Grade/Category** | Professor  |
| **PhD Title** | ⌧ Yes🞏 No | **Accredited to supervise doctoral theses?** |  ⌧ Yes 🞏 No |
| **Address**  | Expozitiei Bld., 30A, sector 1, Bucharest |
| **Postcode** |  010643 |  **City** |  Bucharest |
| **Country** | Romania |
| **Telephone 1** | ++004 / 021 318 08 81 | **Telephone 2** |  - |
| **Fax** | 021 311 71 48 | **Website**  |  - |
| **Email** | alina.bargaoanu@comunicare.ro |
|  |  |
| **EDUCATIONAL BACKGROUND:** |
| **Dates:** 28-30 October 2012**Diploma:** Participant - Performance assessment in higher education**Name and address of organisation providing education and training:** Harvard Graduate School of Education (Boston, USA)**Dates:** 2000-2006**Diploma:** Ph.D. in cinematography and media**Name and address of organisation providing education and training:** National University of Theatre and Film "I.L. Caragiale", 75-77, Matei Voievod Str., Bucharest**Dates:** 2001-2002**Diploma:** Fullbright Scholar certificate for research in communication/ mass-media**Name and address of organisation providing education and training**: J.William Fulbright Foreign Scholarship Board,Fulbright Scholar at the University of Alabama, USA**Dates:** 1997-1999**Diploma:** Post-University academic studies diploma in social communication and public relations**Name and address of organisation providing education and training**: The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 34A, Expozitiei Bld., Bucharest**Dates:** 1998**Diploma:** Postgraduate Diploma in Philology - English applied linguistics specialization**Name and address of organisation providing education and training**: University of Bucharest, Faculty of Foreign Languages, 7-13 Pitar Mos Street, Bucharest **Dates:** 1993-1997**Diploma:** Bachelor's degree in English language and literature, Romanian language and literature**Name and address of organisation providing education and training**: University of Bucharest, Faculty of Foreign Languages, 7-13 Pitar Mos Street, Bucharest |
| **WORK EXPERIENCE:** |
| **Dates:** Jan 2013 – Dec 2015**Position:** Rector**Name and address of employer:** The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 34A, Expozitiei Bld., Bucharest**Dates:** March 2014 – present**Position:** President of ECREA Temporary Working Group ”Communication and the European Public Sphere”**Name and address of employer:** The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 34A, Expozitiei Bld., Bucharest**Dates:** Oct 2013 – present **Position:** Coordinator of EU Communication and Governance Master Program (engl.)**Name and address of employer:** The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 34A, Expozitiei Bld., Bucharest**Dates:** Sept 2013 – present **Position:** Professor Jean Monnet Chair ”European Media and the Public Sphere”**Name and address of employer:** European Commission – Lifelong Learning Program**Dates:** Jul 2012 – present **Position:** Member CNATDCU Commission of Sociology, Political Science and Public Administration**Name and address of employer:** CNATDCU, 28-30, General Berthelot Str., Bucharest**Dates:** 2002 – present **Position:** Academic coordinator "Master of Project Management" - internationally accredited by ProjectManagement Institute - Global Accreditation Center**Name and address of employer:** The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 34A, Expozitiei Bld., Bucharest **Dates:** March 1999 – present **Position:** Professor (junior in 1999, assistant in 2000, lecturer in 2003, associate professor in 2007, professor in 2009,PhD supervisor 2010)and project director or member in ten projects**Name and address of employer:** The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 34A, Expozitiei Bld., Bucharest**Dates:** April – Nov 2012 **Position:** Dean**Name and address of employer:** The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 34A, Expozitiei Bld., Bucharest**Dates:** 2010 – 2012 **Position:** External Lecturer in „Process and Project Management” MBA at Vienna University of Economics and Business**Name and address of employer:** Vienna University of Economics and Business, Welthandelsplatz 1 1, 1020 Wien, Austria**Dates:** 2008 – 2011 **Position:** President of Commission for Evaluation and Quality Assurance**Name and address of employer:** The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 34A, Expozitiei Bld., Bucharest**Dates:** Apr 2008 – 2012 **Position:** National expert Aracis, National Commission of Social Sciences **Name and address of employer:** Romanian Agency for Quality Assurance in Higher Education, No. 1, Schitu Magureanu Bld., Bucharest **Dates:** Oct 2008 - 2011 **Position:** Academic Coordinator of Jean Monnet Module “Communicating Europe. Policies for Increasing Among EU Member States's Visibility "(Lifelong Learning Programme 2007-2013)**Name and address of employer:** The National University of Political Studies and Public Administration, financed by The Education, Audiovisual and Culture Executive Agency, Avenue du Bourget 1, Brussels, Belgium**Dates:** 2004 - 2006 **Position:** Project Manager, Training Expert**Name and address of employer:** Ministry of Finance - Central Finance and Contracts Unit, 17 Apolodor Str., Sector 5, Bucharest |
| **PUBLICATIONS:** |
| **I. Books**1. Bârgăoanu, A., Varela, D., Radu, L. (eds.) (2015). United by or Against Euroscepticism? An Assessment of Public Attitudes Towards Europe in the Context of the Crisis. Newcastle: Cambridge Scholars Publishing 2. Radu, L., Bârgăoanu, A., Corbu, N. (eds.) (2013). The Crisis of the European Union. Identity, Citizenship, and Solidarity Reassessed. Bucharest: comunicare.ro 3. Bârgăoanu, A., Negrea, E. (2011). Communication in the European Union. Theoretical models and Practical issues (eds.). Bucharest: comunicare.ro4. Bârgăoanu, A. (2011). The Schengen exam. Looking for a European public sphere. Bucharest: comunicare.ro5. Pricopie, R., Frunzaru, V. Corbu, N., Ivan, L., Bârgăoanu, A. (2011). Access to higher education in Romania. Dialogue with pupils and students. Bucharest: comunicare.ro (research report)6. Bârgăoanu, A. (2009). European funds. Strategies to promote and use. Bucharest: Tritonic 7. Bârgăoanu, A., Pricopie, R. (2008). Education, Research and Innovation. Strategies and Policies in the Age of Globalization. (eds). Bucharest: comunicare.ro8. Bârgăoanu, A., Dobrescu, P., Țăranu, A. (2007). Globalization and Policies of Development (eds.). Bucharest: comunicare.ro9. Dobrescu, P., Bârgăoanu, A., Corbu, N. (2007). History of Communication. Bucharest: comunicare.ro10. Bârgăoanu, A. (2006). Tyranny of the actuality. An introduction to the history and theory of news. Bucharest:Tritonic11. Dobrescu, P., Bârgăoanu, A. (2003, 2001). Mass-media and society. Bucharest: comunicare.ro12. Dobrescu, P., Bârgăoanu, A., (2002). Mass-media: power without counter-power, Bucharest: All13. Dobrescu, P., & Bârgăoanu, A., (2001). Geopolitics. Bucharest: comunicare.ro**II. Articles and chapters in collective works (last 5 years)** 1. Radu, L., Bârgăoanu, A. (2015). Advocates or Challengers of Europeanization? An Inquiry into theDiscourse of the Romanian Elites on the European Union in the Context of EU Elections 2014. Transylvanian Review of Administrative Sciences2. Bârgăoanu, A., Radu, L. (2015). EU Cohesion Policy in the post-crisis European Union: convergenceand competitiveness. In IATED 2015 Proceedings,Madrid, Spain.3. Bârgăoanu, A., Radu, L. (2015). EU Cohesion Policy in the post-crisis context. In Anglițoiu, G. Europeanization. Government and Security Studies. Bucharest: C.H. Beck, pp. 282-294.4. Bârgăoanu, A., Negrea-Busuioc, E. (2014). ”What kind of Union? The future of the European Union as seen by the candidates to the European Commission Presidency in 2014 EP Elections”. Europolity. Continuity and Change in European Governance, vol 8(2).5. Bârgăoanu, A., Radu, L., Negrea-Busuioc, E. (2014). ”The Rise of Euroscepticism in Times of Crisis. Evidence from the 2008-2013 Eurobarometers.” In Romanian Journal of Communication and Public Relations, Vol. 16 No. 1, pp. 9-236. Dobrescu, P., Radu, L., Bârgăoanu, A. (2014). ”The Role of Universities in the Post-crisis European Union. Strategies for Redesigning European Universities”. In ICERI 2014 Proceedings, Valencia, Spain7. Bârgăoanu, A., Durach, F. (2013). “Nothing bad could come out from the EU? An Analysis of Euroenthusiasm among young Romanian students”. In Radu, L., Bârgăoanu, A., Corbu, N. (coord.) (2013). The Crisis of the European Union. Identity, Citizenship, and Solidarity Reassessed, Bucharest: comunicare.ro, pp. 225 – 2558. Bârgăoanu, A., Radu, L. (2013). “The European Union’s Existential Crisis. Review of the book The Crisis of the European Union. A Response by J. Habermas. Polity Press, Malden, MA. 2012, 140 pp. In Romanian Journal of European Affairs, vol. 13, no. 49. Bârgăoanu, A., Radu, L. (2013). ”Universities as knowledge corporations. Professional strategic planning and market positioning as key triggers of university's competitiveness”. In ICERI 2013 Proceedings, Madrid, Spain10. Bârgăoanu, A., Corbu, N., Radu, L. (2013). ”The Role of Government Evaluations and EU Identity in Shaping Economic Expectations During the Crisis. The Case of Romania”. In European Journal of Science and Theology. Vol. 9, no. 2/July 201311. Bârgăoanu, A., Negrea, E. (2013). “Communication and Solidarity in Crisis: Challenges and Prospects for the European Union”. In Delia Balaban (ed.). PR Trend. Mittweida: Mittweida Hochschulverlag12. Durach, F., Bârgăoanu, A. (2013). ”Euroenthusiasm in Romania: Is the Romanian Youth in Favor of the European Union or too Apathetic to Object?”. In Romanian Journal of Communication and Public Relations. Vol. 15, no. 1(28)/April 201313. Bârgăoanu, A, Durach, F. (2013). “The Crisis of the European Union and its Reflection in the RomanianPublic Sphere. Recent Findings”. In Romanian Journal of European Affairs, Vol. 13, No. 1, March14. Bârgăoanu, A. (2012). “The Historical Legacy of the Current Euro Crisis.The Battle for Interpretation”. In Transylvanian Review, Vol. 21, Issue 1, pp. 101-11415. Bârgăoanu, A. (2011). “The Discourse of Romanian Elites on an EU Topic: Islands of Europeanization in the Romanian Public Sphere”. In Romanian Journal of Communication and Public Relations, Special Issue16. Bârgăoanu, A., Durach, F. (2011). "The public sphere in Romania - between Europeanization and parochial trends. The Schengen case”, In Bârgăoanu, A., Negrea, E. (eds.). Communication in the European Union. Theoretical models and practical issues. Bucharest: comunicare.ro17. Dascălu, R., Bârgăoanu, A. (2011). “Regional and Cohesion Policy – Insights into the Role of the Partership Principle in the New Policy Design”. In I. G. Barbulescu, I. Horga, A. Ivan, M. Palinchack, I. Suli-Zakar, Regional Development and Territorial Cooperation in Central and Eastern Europe, Oradea: University of Oradea Press**III. Preliminary studies**1. Bârgăoanu, A. (2015). Afterword to G. Soros, Tragedy of the European Union: Disintegration or Revival? Bucharest: comunicare.ro2. Bârgăoanu, A., Radu, L., Corbu, N. (2013). ”More Europe” Means Many Things to Many People. Preface to Radu, L., Bârgăoanu, A., Corbu, N. (coord.) (2013). The Crisis of the European Union. Identity, Citizenship, and Solidarity Reassessed, Bucharest: comunicare.ro, pp. 7-113. Bârgăoanu, A. (2012). “European Union - A Project That Cannot Be Allowed to Fail”. Foreword to J. Habermas, About Europe’s Constitution. An essay. Bucharest: comunicare.ro4. Bârgăoanu, A., Negrea, E. (2011). „European communication in crisis”. Preface to Bârgăoanu, A.,Negrea, E. (eds). EU Communication. A View from Theory and Practice. Bucharest: comunicare.ro  |
| **ADDITIONAL INFORMATION:** |
| Keynote speaker/ guest lecturer:* First Polish-Romanian Roundtable (Jagellonian University, Nov 2015)
* Krynica Economic Forum (Sept 2015)
* International Conference “Wielkopolska opened for citizens. Wielkopolska opened for Europe. 25 Years of Self-government” (Poznan, May 2015)
* ”10 Years in the EU: Taking Stocks and Assessing Prospects” (CEU – Center for EU Enlargement Studies, Budapest, May 2014)
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| **Course coordinator** |
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| **Department**  | Communication and Public Relations |
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| **PhD Title** | X Yes🞏 No | **Accredited to supervise doctoral theses?** |  🞏 Yes X No |
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| **EDUCATIONAL BACKGROUND:** |
| Please detail all relevant studiesPh.D. Diploma in Linguistics, Department of Foreign Languages, University of Bucharest (2005-2009)Master of Arts in Communication, Media and Society, Department of Sociology and Social Work, University of Bucharest (2003-2005)BA in Communication, Department of Communication and Public Relations, National University of Political Studies and Public Administration (1999-2003) |
| **WORK EXPERIENCE:** |
| Please include all recent positions which have a direct bearing on European Union studiesAssociate professor, Department of Communication and Public Relations, National University of Political Studies and Public Administration, subjects taught: *EU Communication Policy*, *Euroscepticism and the future of the EU* (started as Teaching assistant in 2004, then lecturer (2007-2016) and associate professor (since February 2016)Editor, *Romanian Journal of Communication and Public Relations* (since 2011)Researcher, “Romania’s accession to the Schengen Area – the social perception, the media framing and the public debate” project, funded by the Centre for Research in Communication (February – April 2011)Researcher, “Globalisation and Education. Project-oriented University – the New Model of the XXIst Century University” project funded by the National Council for Higher Education Research (2009-2012)Assistant Professor, „Communicating Europe: Policies and Strategies for Increasing EU’s Visibility among Member States”, Jean Monnet Teaching Module, European Commission – Education, Audiovisual and Culture Executive Agency (2008-2013)Communication expert, “Doctoral Scholarships for Supporting Research: Competitiveness, Quality and Cooperation within the European Higher Education Area”, funded by SOP Human Resources Development, 2007-2013 |
| **PUBLICATIONS:** |
| Please detail all relevant publicationsNegrea-Busuioc, E., & Pirvan, M. (2015). *Communication and entrepreneurship in the European context*. București: Comunicare.roUlman, A., & Negrea-Busuioc, E. (2015). EU funding for rural development. Stimulating small business in a Romanian village. In Elena Negrea-Busuioc & Mirela Pirvan (eds.) *Communication and entrepreneurship in the European context* (pp. 35-51). București: Comunicare.ro.Bargaoanu, A., & Negrea-Busuioc, E. (2014). What kind of Union? The future of the European Union as seen by candidates to the EC Presidency in the 2014 EP elections. *Europolity*. no.2, vol. 8, 19-35. Bârgăoanu, A., Radu, L., & Negrea-Busuioc, E. (2014). The rise of Euroscepticism in times of crisis. Evidence from the 2008-2013 Eurobarometers. *Romanian Journal of Communication and Public Relations*, vol.16, no.1, 9-23. Negrea, E. (2014). Reading between the headlines. How media framed the postponement of Romania’s accession to the Schengen Area. In N. Corbu, D. Jourdy and T. Vlad (eds.) *Identity and Intercultural Communication*. pp.199-210. Cambridge Scholars Publishing. Radu, L., Negrea-Busuioc, E. (2013). Solidarity as a shared value in the European Union. In Loredana Radu, Alina Bargaoanu & Nicoleta Corbu (eds). *The Crisis of the European Union. Identity, Citizenship, and Solidarity Reassessed.* pp. 287-303.Bucuresti: comunicare.roBargaoanu, A., Negrea-Busuioc, E. (2013). Communication and Solidarity in Crisis: Challenges and Prospects for the European Union. in Delia Cristina Balaban, Ioan Hosu & Meda Mucundorfeanu (eds.). *PR Trend New Media: Challenges and Perspectives*. pp. 181-193. Mitteldeutsche Hochschul-Schrifte.Negrea, E. (2011). The making of European identity: the EC President’s 2011 address to the European Parliament. *Romanian Journal of Communication and Public Relations*, volume 13, no. 4 (24), 49-59. Negrea, E. (2011). Tendințe ale euroscepticismului în România. Observații pe marginea rezultatelor unui sondaj național. In Alina Bârgăoanu & Elena Negrea (coord.) *Comunicarea în Uniunea Europeană. Modele teoretice și aspecte practice*. pp. 167-186. București: communicare.ro. Bârgăoanu, A., Negrea, E. (coord.) (2011). Comunicarea în Uniunea Europeană. Modele teoretice și aspecte practice. București: communicare.ro. Corbu, N., Negrea, E., Tudorie, G. (coord.) (2010). *Globalization and Changing Patterns in the Public Sphere*. Bucureşti: communicare.ro.Bârgăoanu, A., Negrea, E., & Dascalu, R. (2010). Communicating the European (Lack of) Union. An Analysis of Greece's Financial Crisis in Communication Terms. Romanian Journal of Communication and Public Relations, volume 12, no. 18, 27-38. Bârgăoanu, A., Negrea, E., & Dascalu, R. (2010). The Emergence of a European Public Sphere. An analysis of Europe’s News Website presseurop.eu. *Journal of Media Research*, No. 6, 3-17. |
| **ADDITIONAL INFORMATION:** |
| Please include any other relevant information including awards, titles, honorary positions etc.Fulbright Senior Fellow, Department of Communication, Portland State University, Portland OR, US (October 2013 – March 2014)CEU Summer University grant, Culture and Cognition summer course, Budapest, Hungary (July 4-14, 2007) |

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| **Teaching assistant** |
| **Title**  | Dr. |  **First name** | Flavia |
| **Surname** | Alupei-Durach |  *Mandatory* 🞏 Male ⌧ Female |
| **Department**  | Communication Sciences |
| **Position/Grade/Category** | Teaching Assistant |
| **PhD Title** | ⌧ Yes🞏 No | **Accredited to supervise doctoral theses?** |  🞏 Yes ⌧ No |
| **Address**  | 34A, Expozitiei Bld., Sector 1 |
| **Postcode** |  012104 |  **City** |  Bucharest |
| **Country** | Romania |
| **Telephone 1** | ++004 / 0724266918 | **Telephone 2** |  - |
| **Fax** | - | **Website**  |  - |
| **Email** | flavia.durach@comunicare.ro |
|  |  |
| **EDUCATIONAL BACKGROUND:** |
| **Dates:** 2012-2015**Diploma:** PhD in Communication Sciences**Thesis:** *Public Opinion towards the EU: Triumphalism, Euroscepticism or Banal Representations?***Name and address of organisation providing education and training:** The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 34A, Expozitiei Bld., Bucharest**Dates:** 2010 – 2012**Diploma:** Master in Project Management (in English)**Name and address of organisation providing education and training:** The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 34A, Expozitiei Bld., Bucharest**Dates:** 2007 - 2010**Diploma:** BA Graduate in Communication Sciences**Name and address of organisation providing education and training**: National University of Political Science and Public Administration, The Faculty of Communication and Public Relations, 34A, Expozitiei Bld., Bucharest**Other****Dates:** 2014**Diploma:** Attendance Certificate - Training “Euro-Entrepreneurship: University qualifications for the Europeanization of the Romanian Society”**Name and address of organisation providing education and training**: Institute for European Studies (IES) at the Vrije Universiteit Brussel (VUB), Brussels, Belgium**Dates:** 2010**Diploma:** Project Manager Accreditation**Name and address of organisation providing education and training**: Roland Gareis Consulting, Bucharest (Romania)**Dates:** 2006 **Diploma:** Linguistic Competencies Certificate ESOL examinations CAMBRIDGE Certificate in Advanced English-Grade A**Name and address of organisation providing education and training**: ESOL examinations- Brasov (Romania) |
| **WORK EXPERIENCE:** |
| **Dates:** 2015-present**Position:** Member, Center for EU Communication Studies (Director: conf. univ. dr. Loredana Radu)**Name and address of employer:** The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 34A, Expozitiei Bld., Bucharest**Dates:** 02/2016-present**Position:** Teaching assistant, Communication Sciences Department**Name and address of employer:** The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 34A, Expozitiei Bld., Bucharest**Dates:** 05/2014-11/2015**Position:** Expert (Public information coordinator)- Project: “Euroentrepreneurship – university qualifications for the Europeanization of the Romanian society” (POSDRU/156/1.2/G/140578)**Name and address of employer:** The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 34A, Expozitiei Bld., Bucharest**Dates:** 05/2014-07/2014**Position:** Team Member. Research project: *European Parliament Elections: Social Perception, Media Coverage and Public Debate***Name and address of employer:** The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 34A, Expozitiei Bld., Bucharest**Dates:** 11/2011 – 03/2012**Position:** Team Member. Research Project: *Euro Crisis: social perception, media framing and public debate* **Name and address of employer:** The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 34A, Expozitiei Bld., Bucharest**Dates:** 03/2011 - 06/2011**Position:** Intern, European Studies and Analysis Unit**Name and address of employer:** The European Institute in Romania, 7-9 Regina Elisabeta Bld., RO-030016, Bucharest (Romania) **Dates:** 01/2011 - 03/2011 **Position:** Tam member. *Research Project: Romania’s Adhesion to Schengen- social perception, media framing and public debate* **Name and address of employer:** The National University of Political Studies and Public Administration, The Faculty of Communication and Public Relations, 34A, Expozitiei Bld., Bucharest |
| **PUBLICATIONS:** |
| **I. PhD Thesis**Durach, Flavia. (2015). PhD Thesis Public Opinion towards the EU: Triumphalism, Euroscepticism or Banal Representations?, BucureştiSuperviser: prof. univ. dr. Alina BărgăoanuPublic defense: July 21st .2015, Bucharest**II. Chapters in edited volumes**1. Durach, Flavia. (2015). The Transformations of Euroscepticism. A Cross-Country Analysis of Eurobarometer results 2007-2014. In Bârgăoanu, Alina (Ed.), Varela, Diego (Co-ed).United by or against Euroscepticism? An Assessment of Public Attitudes towards Europe in the Context of the Crisis; Publisher: Cambridge Scholars Publishing, ISBN (10): 1-4438-8090-6, ISBN (13): 978-1-4438-8090-9, pp. 16-40 2. Dobrescu, Paul, Durach, Flavia. (2015). Euroscepticism After the Crisis. In Bârgăoanu, Alina (Ed.), Varela, Diego (Co-ed). United by or against Euroscepticism? An Assessment of Public Attitudes towards Europe in the Context of the Crisis, Publisher: Cambridge Scholars Publishing, ISBN (10): 1-4438-8090-6, ISBN (13): 978-1-4438-8090-9, pp. 223-242 3. Bârgăoanu, Alina, Durach, Flavia. (2013). Nothing bad could come out from the EU? An Analysis of Euroenthusiasm among Young Romanian Students. In: Radu, Loredana, Bargaoanu, Alina, Corbu, Nicoleta (eds). The Crisis of the European Union. Identity, Citizenship, and Solidarity Reassessed. Editor: comunicare.ro, ISBN 978-973-711-479-2, pp. 225-2564. Bârgăoanu Alina, Durach, Flavia. (2011). Sfera publică din România-între europenizare şi tendinţe parohiale. In Alina Bârgăoanu, Elena Negrea (coord.), Comunicarea în Uniunea Europeană. Modele teoretice și aspecte practice, Editor: comunicare.ro, ISBN 978-973-711-344-3, pp. 126-149 **III. Articles**1. Radu, Loredana, Lupescu Liliana, Durach, Flavia, Pîrvan, Mirela. (2015). European Elections in Romania: Translating Low Media Salience into Electoral Silence. In The USV Annals of Economics and Public Administration, Ed. Univ. “Ştefan cel Mare”, Suceava, ISSN 2285-3332, On-line ISSN 2344-3847, ISSN-L 2285-3332, (în curs de publicare)2. Dobrescu, Paul, Durach, Flavia. (2014). Euroscepticism – a sign of a Europe in distress. In Romanian Journal of Communication and Public Relations | Vol. 16 No. 1. April 2014, ISSN 1454-8100, pp. 25-40 3. Durach, Flavia, Bârgăoanu, Alina. (2013). Euroenthusiasm in Romania: Is the Romanian Youth in Favor of the European Union or too Apathetic to Object? In Romanian Journal of Communication and Public Relations, vol 15, no. 1, April 2013, ISSN 1454-8100, pp. 57-744. Bârgăoanu, Alina, Durach, Flavia. (2013). The Crisis of the European Union and its Reflection in the Romanian Public Sphere. Recent Findings. In Romanian Journal of European Affairs, Vol. 13, No. 1, March 2013, ISSN 1582-8271, pp. 5-245. Durach, Flavia. (2010). Blogs as Sources for Political News. In Romanian Journal of Communication and Public Relations, Vol. 12, no. 3 (20) /2, ISSN 1454-8100, pp. 33-46**IV. Conference papers published in edited volumes**1. Durach, Flavia, Corbu, Nicoleta. (2015). Fragmented Euroscepticism: Distinctive Features of the Public Opinion towards the EU in the Light of the Economic Crisis. În Negrea-Busuioc, Elena, Pîrvan, Mirela (eds.), Volumul Conferinţei Communication and Euroentrepreneurship in the European Context, ed.comunicare.ro, Bucureşti, ISBN 978-973-711-523-2, pp. 55-72 (în curs de publicare) 2. Durach Flavia. (2015). Public Opinion towards the EU in Central and Eastern Europe: Different Representations of the EU. În Negrea-Busuioc, Elena, Pîrvan, Mirela (eds.), Volumul Conferinţei Communication and Euroentrepreneurship in the European Context, ed.comunicare.ro, Bucureşti, ISBN 978-973-711-523-2, pp. 117-124 (în curs de publicare) 3. Dobrescu, Paul, Durach, Flavia, Bârgăoanu, Alina. (2014). Is Europe the Problem or the Solution? An Analysis of Euroscepticism in Romania. In Corbu, Nicoleta;Popescu-Jourdy, Dana;Vlad, Tudor. (2014). Identity and Intercultural Communication. Cambridge Scholars Publishing, ISBN (10): 1-4438-6397-1, ISBN (13): 978-1-4438-6397-1, pp. 134-157 4. Durach, Flavia, Ştefăniţă, Oana. (2014). Towards a Europeanized Romanian Public Sphere? Media Framing of Romania’s Accession to the Schengen Area of Free Movement. In Corbu, Nicoleta;Popescu-Jourdy, Dana;Vlad, Tudor. (2014). Identity and Intercultural Communication, Cambridge Scholars Publishing, ISBN (10): 1-4438-6397-1, ISBN (13): 978-1-4438-6397-1, pp. 210-236  |
| **ADDITIONAL INFORMATION:** |
| ARCUB UNATC Creativity Award for Original Scientific Contribution |

|  |
| --- |
| **Teaching assistant** |
| **Title**  | Ms. |  **First name** | Udrea |
| **Surname** | Georgiana |  *Mandatory* 🞏 Male  ⌧ Female |
| **Department**  | Communication and Public Relations |
| **Position/Grade/Category** | Teaching Assistant |
| **PhD Title** | ⌧ Yes🞏 No | **Accredited to supervise doctoral theses?** |  🞏 Yes ⌧No |
| **Address**  | 9 Mai street, No. 5, Bl. 36, Ap. 23, Bucharest, Romania |
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|  |  |
| **EDUCATIONAL BACKGROUND:** |
| **October 2011 – June 2012**Guest Researcher (doctoral scholarship), Department of European Studies, University of Amsterdam;**October 2010 – November 2013**PhD in Communication Sciences, Doctoral School of Communication Sciences, National University of Political Studies and Public Administration, Bucharest;**October 2007 – June 2009**MA in Communication and Public Relations, College of Communication and Public Relations, National University of Political Studies and Public Administration**October 2002 – June 2006**BA in Romanian and English Languages and Literatures, College of Letters (Romanian-English), University of Bucharest |
| **WORK EXPERIENCE:** |
| **October 2015 – present**Teaching Assistant, College of Communication and Public Relations, National University of Political Studies and Public Administration**October 2010 – present**Researcher, Center for Research in Communication (Media and the European Public Sphere Laboratory), Center for EU Communication Studies (since 2015);**November 2013 – December 2013**Short-term consultant, Project’s Title: RO/ RAS for Increasing Tertiary Education Attainment, Quality, and Efficiency, World Bank, Romania**February 2013 – June 2013**Short-term expert, POSDRU/87/1.3/S/61341, Project’s title: “Learning Style and Pupils’ Temperament – Tools for Creative Learning”, National University of Political Studies and Public Administration;**November 2011 – March 2012**Member in the research project team “Crisis in Europe – Economic Fallout and Degrading Trust”, Center for Research in Communication, National University of Political Studies and Public Administration;**January 2011 – April 2011**Member in the research project team “Romania’s Accession to the Schengen Area – social perception, media framing and public debate”, Center for Research in Communication, National University of Political Studies and Public Administration |
| **PUBLICATIONS:** |
| **Books** Udrea, G. (2014). *European Identity in Intercultural Context. Insights from Erasmus Students’ Experiences*. Bucharest: Tritonic, ISBN: 978-606-8571-35-5. **Articles** **Udrea**, G., Dumitriu, D.L., Scîrlat, M. & Stroe, A. (2015). The Role of Host-Universities in the Process of Erasmus Students’ Intercultural Adaptation. *Romanian Journal of Communication and Public Relations*, Vol.17, No.1, 83-99; ISSN 1454-8100. Corbu, N., Ştefăniţă, O., Oprea, D. & **Udrea**, G. (2015). The European Union – From Agenda Setting and Media Frames to Citizens’ Conversations. *Romanian Journal of Communication and Public Relations*, Vol.17, No.1, 41-57; ISSN 1454-8100. **Udrea**, G., Udrea, M. & Ţugmeanu, A. (2013). National and European Identity: An empirical research on how Romanian students experience identities during their long-term studies abroad. *Romanian Journal of Communication and Public Relations*, Vol. 15, 1(28), 17-35, ISSN: 1454-8100. **Udrea**, G. (2012). European identity and Erasmus mobility: Insights from Romanian students’ experiences. *Romanian Journal of Communication and Public Relations*, 14(5), *Special Issue*, 21-32. Creţu, F., **Udrea**, G. (2012). European identity, media and otherness: empirical findings from a framing perspective. *Review of the Air Force Academy* , Vol. IX, No. 1(20), 116-126, ISSN: 1842 – 9238. **Udrea**, G. (2011). European Identity and Otherness. Theoretical Perspectives. *Eurolimes*, Vol.11, Supplement 3: European Union between the constraint of the borders and global competition, pp. 117-130, ISBN 978-606-10-0709-7. **Udrea**, G., Corbu, N. (2010). The Building of a European Identity and its Challenges. *Romanian Journal of Communication and Public Relations*, 12(3), 63-83, ISSN: 1454-8100. **Chapters in collective volumes** **Udrea**, G., Oprea, D., Corbu, N. & Ştefăniţă, O. (2015). Being European in times of elections: perspectives on European identity. In I. Chiciudean & M. Bîră (Eds.) *The Europe We Voted for: National and European Topics of the 2014 Elections for the European Parliament* (pp. 83-99). Bucharest: Comunicare.ro, ISBN: 978-973711-534-8. Corbu, N., **Udrea**, G. (2014). European Cultural Identity and Its Challenges in Intercultural Context. An Empirical Approach. In N. Corbu, D. Popescu-Jourdy & T. Vlad (Eds.) *Identity and Intercultural Communication* (pp. 158-173), Cambridge Scholars Publishing, ISBN: 978-1-4438-6397-1. Ştefăniţă, O., Oprea, D. & **Udrea**, G. (2013). EU – from media to citizens. Building the European Identity. In L. Radu, N. Corbu & A. Bârgăoanu (Eds.), *The Crisis of the European Union. Identity, Citizenship, and Solidarity Reassessed* (pp. 92-128). Bucharest: Comunicare.ro, ISBN: 978-973-711-479-2.**Udrea**, G., Corbu, N. (2011). Ȋn căutarea identităţii europene. Perspective teoretice (In Search of European Identity. Theoretical Perspectives). In A. Bȃrgăoanu & E. Negrea (coord.) *Comunicarea ȋn Uniunea Europeană. Modele teoretice şi aspecte practice* (*Communication in the EU. Theoretical Models and Practical Aspects*) (pp. 85-99). Bucharest: Comunicare.ro, ISBN: 978-973-711-344-3. **Studies in conference volumes** **Udrea**, G., Dumitriu, D. (2015). Identity and Intercultural Adaptation. Students’ Adjustment Process to European Environments. In A. Lesenciuc (Ed.) *Redefining Community in Intercultural Context* (pp. 129-137). Braşov: „Henri Coandă” Air Force Academy Publishing House, ISSN: 2285-2689. Dumitriu, D., **Udrea**, G. (2015). Media-Sport Community: Going Beyond an Ad-Hoc Complicity. In A. Lesenciuc (Ed.) *Redefining Community in Intercultural Context* (pp.165-174). Braşov: „Henri Coandă” Air Force Academy Publishing House, ISSN: 2285-2689. Scîrlat, M., Stroe, A., **Udrea**, G. (2014). Studenții Erasmus și adaptarea interculturală. Influenta universităților-gazdă în facilitarea procesului adaptativ. In E. Buja & M. Stanca (coord.), *Structure, Use, and Meaning in Intercultural Settings* (pp. 225-242), Braşov: Transilvania University Publishing House, ISBN: 978-606-19-0466-2. **Udrea**, G., Corbu, N. (2011). Cultural Adaptive Patterns in European Contexts. In A. Lesenciuc (Ed.), *Redefining Community in Intercultural Context* (pp. 157-162), Braşov: „Henri Coandă” Air Force Academy Publishing House, ISBN: 978-973-8415-99-7. Creţu, F., **Udrea**, G. (2011). Framing and Reframing Perceptions of European Identity: An Empirical Approach. In A. Lesenciuc (Ed.), *Redefining Community in Intercultural Context* (pp. 137-152), Braşov: „Henri Coandă” Air Force Academy Publishing House, ISBN: 978-973-8415-99-7. |
| **ADDITIONAL INFORMATION:** |
| Please include any other relevant information including awards, titles, honorary positions etc.NOT APPLICABLE |

1. For Jean Monnet Chairs, the name of the proposed Chair holder; for Jean Monnet Modules and Centres of Excellence, the name of the academic coordinator and the names of all the staff members involved in delivering the teaching programme/programme of activities. For Jean Monnet Chairs please note that other staff members may be involved in delivering those activities proposed in addition to the required minimum of 90 teaching hours, which must be delivered by the Chair holder alone. [↑](#footnote-ref-1)
2. Please note: For **Jean Monnet Chairs**, only one professor may hold the Chair and must assume sole responsibility for delivering the minimum number of teaching hours required (90 hours) per academic year. He/she must be a permanent staff member of the applicant institution and hold the rank of professor. It is possible to involve other teaching staff members for additional teaching activities. [↑](#footnote-ref-2)
3. Please indicate the number of hours per year and total over the 3-year duration of the project. This information must be consistent with the financial form. [↑](#footnote-ref-3)
4. e.g. Law, medicine, architecture etc. [↑](#footnote-ref-4)
5. Please select "new" to indicate the creation of an activity previously not offered at the institution and "existing" to indicate the renewal of an on-going activity, already being offered at the institution at the time of application. [↑](#footnote-ref-5)
6. Please indicate the timing for each activity within the project's lifetime, e.g. first year, first semester, second year etc.. [↑](#footnote-ref-6)
7. Please note: For **Jean Monnet Chairs**, only one professor may hold the Chair and must assume sole responsibility for delivering the minimum number of teaching hours required (90 hours) per academic year. He/she must be a permanent staff member of the applicant institution and hold the rank of professor. It is possible to involve other teaching staff members for additional teaching activities. [↑](#footnote-ref-7)
8. Please indicate the number of hours per year and total over the 3-year duration of the project. This information must be consistent with the financial form. [↑](#footnote-ref-8)
9. e.g. Law, medicine, architecture etc. [↑](#footnote-ref-9)
10. Please select "new" to indicate the creation of an activity previously not offered at the institution and "existing" to indicate the renewal of an on-going activity, already being offered at the institution at the time of application. [↑](#footnote-ref-10)
11. Please indicate the timing for each activity within the project's lifetime, e.g. first year, first semester, second year etc.. [↑](#footnote-ref-11)
12. Please note: For **Jean Monnet Chairs**, only one professor may hold the Chair and must assume sole responsibility for delivering the minimum number of teaching hours required (90 hours) per academic year. He/she must be a permanent staff member of the applicant institution and hold the rank of professor. It is possible to involve other teaching staff members for additional teaching activities. [↑](#footnote-ref-12)
13. Please indicate the number of hours per year and total over the 3-year duration of the project. This information must be consistent with the financial form. [↑](#footnote-ref-13)
14. e.g. Law, medicine, architecture etc. [↑](#footnote-ref-14)
15. Please select "new" to indicate the creation of an activity previously not offered at the institution and "existing" to indicate the renewal of an on-going activity, already being offered at the institution at the time of application. [↑](#footnote-ref-15)
16. Please indicate the timing for each activity within the project's lifetime, e.g. first year, first semester, second year etc.. [↑](#footnote-ref-16)
17. Please indicate the timing for each activity within the project's lifetime, e.g. first year, first semester, second year etc.. [↑](#footnote-ref-17)
18. Please indicate the timing for each activity within the project's lifetime, e.g. first year, first semester, second year etc.. [↑](#footnote-ref-18)
19. Please indicate the timing for each activity within the project's lifetime, e.g. first year, first semester, second year etc.. [↑](#footnote-ref-19)