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# List of Abbreviations

AA Ann Arbor

AACC American Association of Community Colleges

AATSP American Association of Teachers of Spanish and Portuguese ACTFL American Council on the Teaching of Foreign Languages AD Associate Director

AP Absolute Priority

CPP Competitive Preference Priority

AS Area Studies

ASC African Studies Center

AY Academic Year

BI Brazil Initiative

BL Budget Line

BTTA Big Ten Academic Alliance CA California

CC Community College

CEAL Center for Engaged Academic Learning

CEDER Center for Education Design, Evaluation, and Research CGIS Center for Global and Intercultural Study

CIH Centro de Investigaciones Históricas, University of Puerto Rico CJS Center for Japanese Studies

CLAS Center for Latin American Studies

CLASP Consortium of Latin American Studies Programs CMENAS Center for Middle Eastern and North African Studies CMM Chinese Migration in Mexico

CNRC Council of National Resource Centers CRL Center for Research Libraries

CRLT Center for Research on Learning and Teaching CSAS Center for South Asian Studies

CSEAS Center for Southeast Asian Studies CWPS Center for World Performance Studies

DAAS Department of Afroamerican and African Studies DEI Diversity, Equity, and Inclusion Initiative

DP Diverse Perspective

DoJ United States Department of Justice EANRC East Asia National Resource Center DUNS Data Universal Numbering System ED Department of Education

EFC Expected Family Contributions

ELI English Language Institute

ELP Elementary Language Programs

ENL En Nuestra Lengua

EMU Eastern Michigan University

FAFSA Free Application for Federal Student Aid FAO Foreign Area Officer

FERA Formative Evaluation Research Associates FIOCRUZ Oswaldo Cruz Foundation

FLAS Foreign Language and Area Studies Program FTE Full-Time Equivalent

FY Fiscal Year

GFOI Global Feminisms Outreach Initiative GMEI Global Migration Education Initiative GMIP Global Migration and Inclusive Pedagogy GPASS Global Practices in Applied Social Sciences G Graduate, or Graduate Student

GS Government Service

GSI Graduate Student Instructor GSIship Graduate Student Instructorship GSS Global Studies Symposium

GSU Georgia State University

HSI Hispanic Serving Institution

HR Human Resources

IC International Center

ICL Inclusive Culture Liaison

IDIEZ Zacatecas Institute for Teaching and Research in Ethnology

II International Institute

IIELF International Institute Experiential Learning Fund IIIF International Institute Individual Student Fellowship IJL Immigration Justice Lab

INCAE Instituto Centroamericano de Administración de Empresas IRWG Institute for Research on Women and Gender

IT Information Technology

IVC Imperial Valley Campus, San Diego State University, also: SDSU-IVC LAC Latin America and the Caribbean

LACS Center for Latin American and Caribbean Studies LARRP Latin Americanist Research Resources Project LASA Latin American Studies Association

LC Language Across the Curriculum LCTL Less Commonly Taught Languages LEO Lecturer Employees Organization

LRC Language Resource Center

LRCCS Lieberthal-Rogel Center for Chinese Studies LSA College of Literature, Science, and the Arts

LSA-ISS College of Literature, Science, and the Arts Instructional Support Service MI Michigan

MIIIE Midwest Institute for International/Intercultural Education MIRC Michigan Immigrants Right Center

MIRS Master’s in International and Regional Studies MOU Memorandum of Understanding

MSI Minority-Serving Institution NCKS Nam Center for Korean Studies

NCSS National Council for Social Studies NCTE National Council of Teachers of English NEH National Endowment for the Humanities NINR National Institute of Nursing Research NIH National Institutes of Health

NRC National Resource Center

NSF National Science Foundation

OPI Oral Proficiency Interview

ORSP Office of Research and Sponsored Projects

PICS Program in International and Comparative Studies PfP Portuguese for the Professions

PMF Performance Management Framework PR Puerto Rico

PS Professional School

RC Residential College

RIW Rackham Interdisciplinary Workshop RL Romance Language

RLL Department of Romance Languages and Literatures RMF Rackham Merit Fellowship Program

ROTC Reserve Officers' Training Corps

SALALM Seminar on the Acquisition of Latin American Library Materials SCECH State Continuing Education Clock Hours

SD San Diego

SDSU San Diego State University

SSD Services for Students with Disabilities SEAS School for Environment and Sustainability SoE School of Education

SfP Spanish for the Professions

SLIP Spanish Language Internship Program SMTD School of Music, Theater & Dance

STEM Science, Technology, Engineering, and Mathematics

STRIDE Strategies and Tactics for Recruiting to Improve Diversity and Excellence THL A. Alfred Taubman Health Sciences Library

TT Tenure-track

TTF Tenure-track faculty

TIPSS Today in International Politics Speaker Series UG Undergraduate

UM University of Michigan

UMMA University of Michigan Museum of Art UMMS University of Michigan Medical School UPR University of Puerto Rico

US United States

USAID United States Agency for International Development USDA United States Department of Agriculture

WCC Washtenaw Community College WHaLI World History and Literature Initiative

WISD Washtenaw Intermediate School District Y Year (Grant Year)

# SECTION A: COMMITMENT TO LATIN AMERICAN & CARIBBEAN STUDIES

**A1. Extent of Financial and Other Support**. ***Center Operations***: The University of Michigan (UM) has long supported the study and teaching of Latin America and the Caribbean (LAC).

Since at least 1930 UM has organized formal exchange programs with LAC institutions; it founded the LACS major in 1984; established the LACS Center in 1990 and the International Institute (II) in 1993; and launched the Brazil Initiative (BI) in 2013 with a $1.2 million grant to be managed by LACS. Last year (2019-20), UM provided $42,378,011.81 in calculable support to LACS programs, faculty, and staff (*Table A1, Line 28*). This included $745,998 in direct support for center operations. LACS also benefits from a $206,010 balance on the initial BI grant to support research partnerships, instruction, and outreach on Brazil as a cornerstone of our engagement with LAC as a whole. LACS and the II operate in recently renovated Weiser Hall, a central campus building with private office space for daily operations and multiple event spaces outfitted with state-of-the-art projection, streaming, recording, and conferencing technology and staffed by instructional support technicians. This infrastructure greatly facilitated a pivot to virtual and hybrid activities during the COVID-19 pandemic and is fully accessible to those with disabilities as we return to on-campus activities. UM extends substantial indirect operational support to units that offer LACS languages, like the Department of Romance Languages and Literatures (RLL) and the Residential College (RC), and to supportive units like the Language Resource Center (LRC), the Center for Global and Intercultural Study (CGIS), and the International Center (IC). ***Teaching Staff***: UM invests significantly in LACS teaching staff, including the full salaries of our Spanish, Portuguese, Quechua and Yoruba instructors. Total area and language faculty salary and fringe benefits in 2019-20 amounted to over $15 million (Table A1, Lines 8-9). UM also supports research, travel, and curriculum development projects

for LACS-related faculty, Graduate Student Instructors (GSI)s, and affiliated students.

|  |  |  |
| --- | --- | --- |
| **Table A1: Institutional Financial Contributions for Latin American and Caribbean Studies at UM, 2019-20** | | |
| Line | Support for LACS Center Operations |  |
| 1 | LACS Staff Salaries & Benefits | $204,564.50 |
| 2 | Center Operating Fund Expenditures | $8,572.13 |
| 3 | LACS Brazil Initiative Expenditures | $11,346.92 |
| 4 | LACS Staff Professional Development Funds | $3,500.00 |
| 5 | Campus support for LACS Events (Co-Sponsorships) | $68,482.00 |
| 6 | Institutional Memberships (LASA, CLASP, CNRC) | $1,750.00 |
| 7 | Center Support Subtotal | $745,998.33 |
|  | LAC Area and Language Teaching Staff and Resources |  |
| 8 | Area Faculty Salaries & Benefits | $11,001,939.15 |
| 9 | Language Faculty Salaries & Benefits | $4,782,098.66 |
| 10 | Faculty Research Funding | $487,808.00 |
| 11 | LAC Operational and Programming Support Staff (International Institute, RLL) | $447,782.78 |
| 12 | Faculty Research Grants awarded to LAC Faculty Affiliates (e.g. NSF, NIH, ACLS) | $12,857,971.50 |
| 13 | Museum and Language Resource Center Staff Salaries and Benefits | $28,056.00 |
| 14 | Teaching Staff and Resources Subtotal | $29,605,656.09 |
|  | LACS Library Resources |  |
| 15 | LACS Library Staff Salaries & Benefits | $205,591.50 |
| 16 | Acquisitions: monographs, periodicals and electronic resources | $196,338 |
| 17 | Library Resources Subtotal | $401,929.50 |
|  | Student Support *UG=undergrad, G=grad* |  |
| 18 | LACS Tinker Field Research Grants (N=21) **G** | $30,000.00 |
| 19 | LACS FLAS Supplement (tuition, insurance) (N=5), Ext. Fellowship top-up (N=13) **UG, G** | $323,802.00 |
| 20 | LACS Alfredo Gutierrez Dissertation Award (N=1) **G** | $18,000.00 |
| 21 | Graduate Student Instructorships (1-term salary, tuition, insurance) (N=190) **G** | $5,520,635.89 |
| 22 | II International Summer Research and conference travel fellowships (N=22) **UG, G** | $40,718.00 |
| 23 | Need-based Awards: (grants, loans, childcare subsidies) **G** (N=74) and UG (N=234) **UG, G** | $389,819 |
| 24 | Merit Awards: (tuition, stipends, funds for int’l study, research, conferences) **G** (N=689)  and **UG** (N=33) **UG, G** | $5,256,283.00 |
| 25 | Rackham Interdisciplinary Workshops managed under LACS (N=2) **G** | $10,000.00 |
| 26 | Language Study Support: **G** (N=5) and **UG** Portuguese Lang. Scholarships (N=10) | $35,170.00 |
| 27 | Student Support Subtotal | $11,624,427.89 |
| **28** | **Total UM Institutional Support to LACS** | **$42,378,011.81** |

***Library Resources***: UM’s library holdings of LAC-related materials are vast and continue to grow. In 2019-20 UM provided $401,929 for staff and LAC acquisitions. ***Linkages with LAC Institutions***: LACS faculty and staff have built extensive linkages with LAC institutions to facilitate education abroad opportunities, short- and long-term faculty and student exchanges, joint conferences, and intellectual collaboration. UM supports these by funding collaborative events, research and exchanges, and through the work of the Provost’s Office of Global Engagement, which oversees affiliation agreements and Memoranda of Understanding (MOUs).

They approved a new MOU between LACS and the Centro Tinku in 2019, formalizing our longstanding relationship with this educational and cultural center in Peru where UM and FLAS students study Quechua. Alongside LACS, multiple UM units support LAC institutional linkages (*Table A2).* The UM Medical School (UMMS) also supports linkages with LAC institutions, and their Global Reach office is partnering with LACS to build on our Center’s well-established institutional relationship with Brazil’s leading public health research institute, Instituto Oswaldo Cruz (Fiocruz) in order to create UMMS elective courses at Fiocruz.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table A2: Selected Linkages with LAC Institutions** | | | |
| **Country** | **Institution** | **UM Unit** | **Relationship** |
| **Argentina** | Universidad Torcuato di Tella | RLL, CGIS, Ross | *UG, PS* |
| **Brazil** | Fundação Oswaldo Cruz (Fiocruz) | LACS/BI | *G, FC, CR* |
| Universidade Federal do Rio de Janeiro | CGIS, RC, LACS/BI | *UG, ST-EL, JC, CR* |
| Universidade de São Paulo | Med, Arch/UrbanPlan, Hist/BI | *G, PS, FE, CR* |
| Universidade de Fortaleza | Nursing | *CR, ST-EL* |
| **Chile** | Universidad de Concepción, Chile | Engineering | *UG, G* |
| Universidad de Chile | RLL, CGIS | *UG* |
| **Colombia** | Universidad Autónoma del Caribe | Law | *HTC* |
| **C. Rica** | INCAE School of Business | Ross; Ford | *UG, G, PS, VS* |
| **Cuba** | Universidad de Pinar del Rio | Campus-wide | *UG, G, PS, VS, CR* |
| **Ecuador** | Pontificia Universidad Católica | LACS, Nursing, Med, SPH | *UG, CR* |
| Universidad San Francisco de Quito | LACS | *ST-EL* |
| Universidad Central de Ecuador | SSW | *G, PS, CR* |
| **Haiti** | Faculté des Sciences Infirmières de  l’Université Episcopale d’Haïti | Nursing | *FE, CR, VC* |
| **Mexico** | Univ. Autónoma Nacional de México | LSA | *UG, CR* |
| National Institute of Health | SPH | *UG, CR* |
| **Peru** | Centro Tinku | LACS | *UG, G* |
| Universidad Peruana Cayetano Heredia | Medicine | *G, JC, VS, CR* |
| *Legend: UG: Undergraduate Education Abroad; G: Graduate Education Abroad; PS: Professional Student Education Abroad; CR: Collaborative Research; FE: Faculty Exchanges; JC: Joint courses; ST-EL: Short-term*  *experiential learning course; HTC: Human Trafficking Clinic; VS: Visiting Scholars; VC: Virtual Clinics* | | | |

***LACS Outreach Activities***: UM directly supports LACS outreach activities, paying .3 of the salary of the 1.0 LACS Outreach Coordinator, .6 of the 1.0 Associate Director, and .5 of the 1.0 Shared NRC Projects Outreach Coordinator, who work with other UM-funded support staff to implement outreach projects. UM additionally provides in-kind support through facilities for

outreach events. Faculty and graduate students provide professional expertise and are responsive to media, business, non-profit, and other professional organizations. The II regularly contributes financial support to LACS programming, notably for the UM-University of Puerto Rico (UM- UPR) Outreach Collaboration and the Global Migration Education Initiative (GMEI) (*§H*).

***Qualified Students in LACS-Related Fields***: UM recruits impeccably qualified students into its undergraduate (UG), graduate (G), and professional school (PS) programs, accepting only a small percentage of those who apply (26% UG, <20% G). UM supports UG students of LACS through study abroad scholarships, II fellowships for research or internships abroad, and departmental grants (*Table A1, lines 19, 22-24, 26*). LACS G students receive robust support (*Table A1, lines 18-26*). Most PhD students are awarded full funding packages that include 5-6 years of tuition, fees, health insurance, and living expenses via UM fellowships and Graduate Student Instructorships (GSIships). When G students win FLAS or other prestigious outside fellowships, UM offers supplemental funding to bring them up to the rate of a GSIship. In 2019- 20, UM supported 194 GSIships in LACS courses and 802 UG and G grants for LAC research, study, and internships, for a contribution of over $11 million (*Table A1, line 27*).

# SECTION B. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

**B1. Extent of Language Instruction and Enrollment**. World language instruction is central to UM’s mission, thus the College of Letters, Science & Arts (LSA) requires all UGs to achieve 4th term foreign language proficiency. The majority of UGs (58% in last 4 years) fulfill this via a LAC language. UM offers comprehensive performance-based instruction in Spanish, Portuguese, Quechua, Nahuatl, and Yoruba, from beginning to advanced levels, and all are approved to meet the language requirement. UM language programs adhere to ACTFL proficiency guidelines and provide intercultural competency to prepare students for research and work in LAC. In 2020-21,

UM offered 101 courses in these 5 LAC languages, many with multiple sections, and enrolled 5,506 students: this included 72 courses in Spanish, 11 in Portuguese, and 6 courses each in Nahuatl, Quechua and Yoruba (*Table B1*). While the pandemic led to the suspension of UM’s study abroad language courses that year, our offerings abroad are resuming; in 2022-23 we will offer 159 LAC language courses, 52 through study abroad. This includes a summer Quechua program at Centro Tinku (*A1*); an AY-long Portuguese program in São Paulo, Brazil; and intensive Spanish programs of varying lengths in numerous LAC cities and Spain.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table B1: Enrollment in LACS Language Courses AY 2020-21** | | | | | | |
| **Language** | **Language Level** | | | **All Levels** | | **Total** |
| **Y1** | **Y2** | **Y3** | **UG** | **G** |
| Spanish | 1041 | 3050 | 1312 | 5373 | 30 | 5403 |
| Portuguese | 11 | 36 | 24 | 51 | 11 | 71 |
| Quechua | 9 | 8 | 4 | 6 | 15 | 21 |
| Nahuatl | 2 | 2 | 2 | 0 | 6 | 6 |
| Yoruba | 7 | 7 | 0 | 13 | 1 | 14 |
| **Total** | **1070** | **3103** | **1333** | **5443** | **63** | **5506** |

Spanish is the most popular foreign language among LSA students, and is taught by RLL, which offers 4 levels, and the RC, where their living/ learning environment allows for an immersive Spanish-speaking experience. Enrollments in Spanish language sequences in 2020-21 totaled

5,403. Of these, 1,312 were in advanced levels, an indicator of the high number of students who continue language study after they have fulfilled their LSA requirement. Students recognize the importance of Spanish for career development, and 83 students in 2020-21 enrolled in medical- and business-themed sections of *Spanish for the Professions* (SfP), courses for which LACS provides course development funding. G and PS students take LSA Spanish classes or specialized courses such as *Medicine in Spanish* taught at UMMS, or the study abroad course *Spanish Language for Healthcare Professionals*, offered by the School of Nursing. The UM Law School plans to add to these offerings with *Legal Spanish* in 2023-24 (*BL 34)*.

RLL offers 4 levels of Portuguese that serve and benefit from a rigorous interdisciplinary intellectual community around Brazilian and Atlantic studies, including 2 major initiatives funded by the Office of the President (African Studies Center, BI). LACS augments these

offerings with *Portuguese for the Professions* (PfP), a 1-credit, winter term mini-course designed for those conducting summer internships in a Portuguese-speaking country. PfP classes include general language instruction and field-specific sessions designed to meet students’ distinct language needs for professional internships, fieldwork or practicums (*BL 5)*. In 2020-21, 71 UM students took Portuguese, a priority Less Commonly Taught Language (LCTL), as designated by the 2022 Consultation with Federal Agencies on areas of national need.

Yoruba, also a priority LCTL, was added to the UM curriculum in 2019-20 in response to student demand. This West African language is spoken in multiple Brazilian and Caribbean contexts; as a marker of its importance, the state of Rio de Janeiro and city of Salvador recently passed laws conferring intangible cultural heritage status on Yoruba. Despite challenges posed by a pivot to remote instruction in early 2020, Yoruba is a successful addition: 14 students enrolled in 2020-21, and LSA now internally funds a continuing Yoruba instructor.

The LACS Quechua program is part of a strong Andean Studies research and teaching cluster, led by Anthropology, Archaeology, and History faculty. It is designed to provide critical skills for study and research experiences that entail interactions with indigenous communities in Peru, Bolivia, Ecuador, and other Andean countries. In 2020-21, 21 UM students enrolled in Quechua, another priority LCTL. This included students from U. Indiana and U. Maryland who joined via the Big Ten Academic Alliance (BTAA) Course Share network. BTAA has expanded the impact of our Quechua teaching; 7 of 32 current students in Quechua are BTAA students.

With NRC support, LACS has offered instruction in Nahuatl through membership in a national consortium of universities that work with the Zacatecas Institute for Teaching and Research in Ethnology (IDIEZ) to advance Nahuatl scholarship and revitalization in the US and abroad. With the technical and logistical support of UM’s LRC, LACS provides Nahuatl language instruction via video-conferencing, collaborating with the universities of Utah, New

Mexico and Brown to pool our students in order to build language community and share resources. In 2020-21, 6 UM students enrolled in Nahuatl across three levels.

**B2. Levels of Language Training and Extent of Courses Taught in LACS Languages:** We offer all 5 languages with 3+ levels of training. Spanish and Portuguese have 4 levels: Year 1/ Elementary (Span 100, 101-2, 103 or RCLang 194; Port 101-2); Year 2 (Spanish 230, 231-232 or

RCLang 294 or 314; Port 231-2); Year 3 (reading, writing, composition: Spanish 277 or RCLang 324; Port 287 and 290); and Year 4+ Advanced (academic writing, linguistics, syntax, and literature/culture courses: Spanish 300-800; Port 301-800). Portuguese offers an accelerated 2- semester series for romance language speakers (Port 280-1) equivalent to years 1-2. Nahuatl and Quechua are offered in a 3-level sequence: 2 semesters each of elementary (LACS 461-2 and 471-2), intermediate (LACS 463-4 and 473-4), and advanced (LACS 465-6 and 475-476). We offer a 4th year of Nahuatl as needed (LACS 655-6). Any Quechua level may be taken on our AA campus during the AY or in summer at the UM program in Cusco. In its first 2 years Yoruba has been offered at elementary (AAS 125-6) and intermediate (AAS 225-6) levels; in 2022-23 we will add an advanced, 3rd-year level, and in 2023-24 an independent-study for 4th-year level.

LACS has been a strong advocate for offering language study in courses beyond language, linguistics, and literature. UM’s Language Across the Curriculum (LC) program offers Spanish- language discussions sections to various classes taught in English, and RLL plans to add one in Portuguese to *History 473: History of Brazil*, in 2022-23. RLL’s faculty includes scholars from multiple disciplines such as architecture and art history (León), film studies (Couret), and history (Alberto, Langland, Nemser), who offer advanced students of Spanish and Portuguese a wide spectrum of opportunities in which to use and think in the target language. Additionally some RLL Spanish classes are cross-listed with other departments. Beyond LSA, the UMMS offers *Beginner Medical Spanish* to introduce healthcare related vocabulary and how to work with

interpreters, and *Casos Clínicos* for advanced proficiency speakers in which students hold case- based discussions in Spanish of the clinical thinking necessary to develop a diagnosis.

**B3. Sufficiency of Language Faculty and Exposure to Pedagogical Training:** RLL and RC language courses across the 4 levels are amply staffed by a large team: 18 tenure-track (TT) faculty, 53 lecturers, plus additional GSIs for Spanish; and 2 TT faculty, 2 lecturers, and GSIs for Portuguese. Most lecturers have multi-year, union-negotiated, renewable contracts, many hold doctorates and have active research interests, and a number are certified as ACTFL Oral Proficiency Interview (OPI) testers (*Appendix 4)*. In Portuguese, UM recently hired two new Portuguese lecturers when one previous lecturer retired: one will undergo a Major Review for expected promotion to Lecturer II in Winter 2023; the other joined in Winter 2022. Our Quechua lecturer, Adela Carlos Rios, has passed multiple phases of internal review and in January 2022 began a 5-year appointment as Lecturer II, with presumption of renewal. Gabriel Ayoola, our Yoruba lecturer was hired as a Lecturer I in 2020. Nahuatl instructors are supplied by IDIEZ.

UM language instructors have substantial pedagogy training through their degrees, participation in conferences and specialized training programs such as those of the American Association of Teachers of Spanish and Portuguese (AATSP), and UM-hosted professional development workshops for language instructors through the LRC and the Center for Research on Learning and Teaching (CRLT). In RLL, a Director and Assistant Director of Elementary Language Programs (ELP) oversee RLL instruction and ELP coordinators in current language pedagogy methods, several of whom are also active members of ACTFL and AATSP. These coordinators mentor Spanish and Portuguese instructors; run a required week-long Instructor Orientation prior to the start of the AY; conduct regular classroom visits; and review materials and student performance. Additionally, they organize professional development workshops on such language-teaching issues as oral proficiency assessment, language acquisition, classroom

technology, intercultural competency, and building writing skills in a foreign language. The ELP Director, Stephanie Goetz (MA, Hispanic Linguistics), and Collegiate Lecturer Olga Gallego (PhD, Applied Linguistics), rotate to teach a G pedagogy seminar, *RomLang 528: Teaching Romance Languages*, for all GSIs in RLL. In the RC, the Head of the Spanish Program (Olga López-Cotin, PhD in Spanish Lit) supervises instruction and provides training. Yoruba instructor Gabriel Ayoola (PhD, Comparative Literature) is a certified ACTFL OPI tester. Quechua lecturer Adela Carlos Rios (M.Ed, International Studies) is a native speaker with advanced training in teaching indigenous languages who regularly participates in pedagogy workshops (*BL 13*).

IDIEZ provides training for Nahuatl instructors. Since 2016, 4 Spanish or Portuguese GSIs won the UM-wide Outstanding GSI Award, an indicator of excellent language pedagogy training.

**B4. Performance-Based Instruction, Language Resources, and Proficiency Requirements.** All UM language classes are capped at 18 students, and performance-based instruction based on ACTFL guidelines is employed at all levels. Instructional techniques have been designed to foster performance-based learning through *communicative language teaching*, used in all RLL and RC language classes, Quechua, and Yoruba, and is well supported in pedagogical research as a highly effective method of language learning. It is a student-centered, flipped classroom model in which all instruction is delivered in the foreign language, and interaction between students focusing on meaningful, real-life situations is privileged. In this model, students study grammar and vocabulary at home and use class as a workshop during which they *use* the language.

UM provides multiple resources for language teaching. The LRC manages ultra-modern language laboratories, multimedia workstations, audiovisual and recording stations and production services, satellite downlinks for customized teaching units and student projects, and a large collection of multimedia and print instructional resources in Spanish, Portuguese and Yoruba, and smaller collections in Quechua and Nahuatl. They organize pedagogy workshops

specific to language educators at UM and co-host the Language Collaboratory with the U.s of Iowa, Minnesota, Wisconsin and MI State, to provide collaborative professional development for language educators at the 5 institutions. LRC Instructional Learning Lead, Philomena Meechan (MA, Spanish linguistics), has developed a range of multimedia resources for Spanish and Portuguese students, including virtual exchanges with students at partner universities abroad.

LACS maintains a growing collection of Quechua and Nahuatl pedagogical materials, including multimedia material, that we make available to teachers and students of these languages.

All UGs taking a LAC language to satisfy their LSA language requirement complete 4 semesters with grades of C- or better. To do so, students must perform at a level equivalent to ACTFL Intermediate Mid for speaking and writing and equivalent to Intermediate High for listening and reading. LACS majors and G Certificate students, Spanish majors from RLL or RC or Program in International and Comparative Studies (PICS) majors with a LAC focus, must complete 6 semesters of Spanish, Portuguese, Quechua, Nahuatl or Yoruba, and perform at a level equivalent to ACTFL Advanced Low for speaking and writing, and equivalent to Advanced Mid in listening and speaking. Students are assessed through a series of speaking and writing assignments and regularly scheduled oral and written exams to measure progress.

# SECTION C: QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

**C1. Quality and Extent of Course Offerings in Variety of Disciplines, Professional Schools**: UM’s size and commitment to LAC result in extraordinary instructional depth. In 2020-21, UM offered a whopping 326 non-language courses with LAC content in 25 departments and 10 Professional Schools. Taught by an internationally-recognized faculty, the vast majority of whom are tenured or TT, these courses covered virtually every LAC country, approached the region from a diversity of disciplines and levels, and enrolled 7,395 UGs and 1,290 G/Ps. Within those 326 classes, 100 were focused entirely on LAC (100% LAC content).

UG courses designed to introduce students to a particular discipline expose them to LAC early in their intellectual careers, e.g. *PoliSci 140: Intro to Comparative Politics*, *Musicology 122: Intro to World Music*, and *Anthropology 222: The Comparative Study of Cultures*. Many UM departments teach 1- or 2-semester surveys entirely on LAC topics, offering comprehensive

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| **Table C1: LACS Courses (non-language) 2020-2021** | | | |
| **% LACS**  **Content** | | **UG**  **Enrollment** | **G/P Enrollment** |
| **100%** | 100 | 1754 | 185 |
| **75%-99%** | 23 | 457 | 34 |
| **50%-74%** | 37 | 507 | 140 |
| **25%-49%** | 166 | 4677 | 931 |
| **Total** | **326** | **7395** | **1290** |

overviews of the region through a particular disciplinary perspective, such as *PoliSci 347: Politics and Society in Latin America* or *History 347/348*: *Latin America: The Colonial Period*/*The National Period*. G/P students are similarly able to take both comparative and specialized

LAC courses, such as *Educ 644: Comparative and International Education* in the School of Education, a comparative course with essential LAC components taught by a LAC specialist, or the tightly-focused doctoral seminar *Anthrcul 675: Andean Society and Language* offered by a linguistic anthropologist. They can also enroll in G-level classes that are cross-listed with advanced UG courses, following an augmented reading list and assignments. One positive result of pandemic challenges is expanded opportunities for G/P education through zoom-linked classes. While LACS faculty have a long history of collaborating with LAC universities to co- teach, non-LAC specialists also partner with LAC universities to offer their students comparative experiences. For example, in *Environ 464: Public Discourse around Poverty and Environment in the USA and Colombia*, taught by a US-specialist, UM students share zoom classes with students and faculty at the Corporación Universitaria Minuto de Dios in Bogotá and jointly produce podcast episodes featuring interviews with stakeholders in both countries. As travel resumes, so do the opportunities offered in many of the PSs to augment courses with LAC content with in- country practicum components. The Taubman School of Architecture/Urban Planning, for example, offers specialized *Spring Studio* travel classes, such as one to study the works of Luis

Barragán in Mexico City, while a capstone urban planning course on public housing policy and social movements brings students to São Paulo to work with self-managed properties.

**C2. Depth of Specialized Course Coverage**: LAC content is offered across UM, with particular disciplinary depth in specialized, upper level courses in History, Anthropology, RLL, American Culture, and Afroamerican & African Studies (in 2020-21, 82 courses had 100% LAC content). **C3. Non-Language Teaching Faculty and GSI Pedagogy Training.** UM has sufficient LACS faculty to offer training in the disciplines and professions at all levels. UM has 153 tenured and TT faculty who research and teach on the region in 21 LSA departments and 13 professional schools (*Table E1*). Of these, 40 are devoted exclusively to LAC. The teaching load for most faculty is 3-4 courses/year. LACS benefits from the efforts of 37 full-time Clinical Professors and long-term Lecturers, the majority with multi-year teaching contracts and distinguished teaching and research profiles. GSIs teach discussion sections of courses taught by TT faculty or lecturers and in some departments may apply to teach their own course. To augment LAC course offerings and nurture relationships with overseas institutions, we hire distinguished visiting faculty to offer special topics (e.g. Gilberto Hochman, Fiocruz: *Nature, Race, & Space in the History of Health & Disease in Brazil*; Melody Fonseca, UPR: *Space & Identity in LAC History*).

Pedagogical training for graduate instructors is a high priority for UM, and all GSIs

undertake a min. of 20 hours of mandatory pedagogy training from CRLT, the English Language Institute (ELI), and individual departments. CRLT offers 9-hour GSI orientation sessions before each AY, numerous pedagogy sessions year-round, and 1-on-1 consulting and mid-term course evaluation services. ELI collaborates with CRLT to offer GSI training sessions for students whose UG education was not in English through 3-week summer workshops before teaching.

Many departments provide additional mandatory credit-earning pedagogy seminars, taught by TT faculty, and assign experienced GSIs to serve as peer mentors. New faculty participate in

CRLT’s intensive Teaching Academies, while continuing faculty routinely attend customized department workshops and retreats and participate in the many individual training sessions and classroom evaluation services CRLT offers. In 2020-21, 308 faculty members attended 48 different CRLT seminars and CRLT provided 8,775 teaching consultations to faculty and GSIs. **C4. Extent of Interdisciplinary Course Offerings.** UM prides itself on its commitment to interdisciplinary teaching and research and regularly appoints faculty to more than 1 school or department: 34% of LACS faculty hold joint appointments. Similarly, UM offers numerous UG and G interdisciplinary degree programs such as the LACS major or the Anthro-History PhD program, and offers joint G degrees across departments and PSs, such as the PhD program in Public Policy and Political Science. This ethos manifests in course offerings, where many classes are cross-listed between 2+ departments, or are designed as interdisciplinary in content and approach, such as most courses housed in interdisciplinary departments like Afroamerican and African Studies (DAAS) (e.g. *Interdisciplinary Approaches to AAS*). In traditional disciplines, numerous classes take on interdisciplinary perspectives or are fundamentally interdisciplinary throughout. This is characteristic of UG and G-level courses. *Anthro 448: Water Ways* combines social science, science studies and environmental approaches to the study of water. Professional schools also offer interdisciplinary approaches, such as UM Law’s newly designed *Problem Solving Initiative* classes, jointly taught by Law faculty and those from another UM school.

# SECTION D: QUALITY OF CURRICULUM DESIGN

**D1. Baccalaureate Degree Programs**: UG instruction in LACS has been incorporated into several baccalaureate degree programs that utilize the wide range of courses across campus. LACS offers its own major and minor and is a critical partner in the II-wide PICS degrees, where students choose a regional focus for language and area studies training, and study, intern, and do

research abroad. Between 2019-21, 6 LACS majors, 14 minors, and 127 LACS-focused PICS students graduated with a BA or BS. In this same period, students in sister programs of Spanish, Portuguese or Romance Language (RL, which typically draws students whose focus is both Portuguese & Spanish) completed degrees that included considerable LACS content, leading to graduations of 714 Spanish majors and 741 minors, 27 RL majors, and 8 Portuguese minors.

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| **Table D1: Undergraduate Degree Requirements, BA/BS** | | | | |
|  | **LACS Major** | **LACS Minor** | **PICS MAJ w. LACS** | **PICS MIN w. LACS** |
| **Credit Hours** | 30, with at least 20 at 300- level or above | 15, at 300-level or above | 34, chosen from pre- approved course lists | 18, chosen from pre- approved course listings |
| **Course Selection** | 1 course LAC anthro, 1 course LAC hist, 1 course LAC lit, 1 course LAC politics & economy.  Remaining LAC courses from any dept. | Courses w/ LAC focus chosen from 1 of these tracks: Health, Med & Science; Human Rights; LAC Societies | 2 courses in int’l studies, 1 research  methods course, 4 LAC courses from within topical subplans | 3 LAC courses, 3 courses devoted to a given theme or topic, 1 400-level interdisciplinary advanced topics seminar |
| **Language pre-requisite** | Complete Span 277,  RCLang 294, Portug 232 or equiv. | Complete Span 232, RCLang  294, Portug 232 | Completion of 6th term LAC language | Completion of 6th term LAC language |
| **Inter- disciplinarity** | At least 1 course each from anthro, history, literature, and politics and economy | Courses drawn from at least 3 different depts. | Required inter- disciplinary advanced topics seminar | Required interdisciplinary advanced topics seminar |
| **Honors Requirements** | **MAJOR ONLY**: 3.5 GPA in LAC courses; 3.4  GPA overall; Senior Thesis approved by thesis advisor and at 1 other LACS faculty reader | | **MAJOR ONLY**: B+ or higher in Intlstd 101; 3.4 GPA overall; Senior Thesis approved by faculty advisor and instructor of Intlstd 498-99 | |
| **Total 2019-21** | 6 | 14 | 120 | 7 |

LACS and PICS UG consult with LACS advisors to craft balanced, individualized, and coordinated programs of study that adhere to degree requirements (*Table D1)*. PICS majors with a LAC focus complete 6 terms of a LAC language and at least 3 LAC area courses. Both majors offer an Honors degree, in which students write an original research thesis under the supervision of a thesis advisor and 2nd faculty reader that judge the thesis deserving of honors (A- or better). **D2. Options, Quality, Appropriateness of LACS-Related Training for Graduate Students:** LACS offers a range of training options for graduate students that complement the rigorous programs offered by the graduate and professional schools. The LACS graduate certificate is a

non-degree credential earned by G or PS students who demonstrate proficiency in a LAC language and take 12 credits of graduate-level LACS courses in 3+ departments or schools; 3 credits can come from an internship or field research. Since 2002, 31 students (50% PS**)** have completed or are enrolled in the certificate program. UM recently approved a new G certificate in Afro-Luso-Brazilian Studies, administered by RLL (1 cert. conferred, 3 others in progress), and another in World Performance Studies (20% LAC students). Beyond certificates, a large number of LACS-affiliated G and PS students take on LAC specializations in their schools, many via cross-area studies on thematic issues like human rights, migration, gender, ethnicity, health, and environment. From AY17-21, 101 Masters students and 94 PhD students graduated with 15+ LAC credit hours. Besides formal coursework, training for G/PS students can include attendance at LACS’ lecture series and colloquia, or participation in student-run intellectual associations, like the Rackham G Interdisciplinary Workshops on *Migration & Displacement, Cuban Diaspora Studies* and the *Círculo Andino Micaela Bastidas Phuyuqawa.* National rankings confirm the quality of our program is high. *US News & World Reports* affirmed in 2022 that several UM programs with significant LAC focus rank as Top 10 graduate programs: Latin American History (#4); International Politics (#6), Comparative Politics (#7) and Sociology (#2). **D3. Academic and Career Advising for Students:** UM, LACS and the II provide extensive and individualized academic and career advising. For UG, LSA Academic Advising (29 advisors with advanced degrees) meets regularly with students, including 3+ visits in the first year. Once students declare a LACS or PICS major or minor, they meet with II advisors to review courses, study abroad, research, internships, careers and fellowships, such as Fulbright awards. Our UG and G students are successful in national grant competitions, and the US State Dept. categorized UM as a top-10 producer of Fulbright US Students for 20+ years. In 2020-21 28 UM students

were offered Fulbrights; since 2018, 19 were selected for LAC. Additionally, the UM Career Center and LSA Opportunity Hub provide students with career coaching, internship prospects, and networking and mentorship programs. LAC G students plan for careers under supervision of LACS faculty and G Studies Directors in home departments. PhD advisors train students to apply for outside fellowships, using national and international networks to assist with placement. For G students seeking careers outside of academia, Rackham provides support through a new Rackham Doctoral Internship program that offers compensated internships in a range of sectors. **D4. Formal Arrangements for Research and Study Abroad, Access to Other Institutions’ Programs:** Before the global pandemic halted travel, at least 1,180 UM UG and G travelled to 25+ LAC countries (2018-20) to conduct independent research, present at conferences, study at foreign universities, pursue internships, work as volunteers and participate in performances and athletic competitions. UM students pursue international experiences through multiple avenues, and UM has streamlined administration of study abroad and international opportunities. Students use UM’s online platform M-Compass to search and apply for suitable programs, including those offered through other institutions, such as non-profit IES Abroad. CGIS offers AY and calendar year programs, semester-long study abroad options, and 3-10 week spring/summer programs, including field experiences that build upon on-campus winter term classes. They offer 25+ LAC based programs and dozens more from external providers. CGIS coordinates with LSA to offer both need- and merit-based scholarships. The II, the IC, LSA Opportunity Hub, Ginsberg Center, and individual departments provide funding and guidance for students participating in programs abroad. PSs also arrange for student participation in LAC programs. The Ross Business School offers a *Global Semester Exchange Program* at the U of San Andres and U of Torcuato di Tela (Argentina), and UMMS offers a *Winter School* program at the U. of São Paulo Medical School.

# SECTION E: QUALITY OF STAFF RESOURCES

**E1. Teaching Faculty and Professional Staff: Qualifications; Professional Development; Teaching, Supervising and Advising:** UM has a strong and diversified LACS teaching faculty with international reputations for excellence in their fields. With 95 core (100% LAC-focused teaching) and 143 affiliate (5-99% LAC) faculty, UM offers expertise across regions and disciplines, with strengths in Brazil, Mexico, the Andes, and the Caribbean. Our faculty is recognized with the nation’s most prestigious honors and prizes, among them: MacArthur

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| **Table E1: Area Faculty by Discipline/School/Program** | | | | | |
| **Social Science/ Humanities** | **TT** | **LEC** | **Professional Schools** | **TT** | **LEC** |
| Afroamerican & African Stds | 6 | 1 | Architecture & Urban Plan | 4 | 1 |
| American Culture | 11 | - | Art and Design | 3 | 1 |
| Anthropology | 9 | 1 | Business | 5 | 2 |
| Comparative Literature | 1 | - | Education | 4 | - |
| Earth & Environ Science | 1 | - | Environ & Sustainability | 8 | 1 |
| Ecol & Evolutionary Biology | 6 | - | Museum Studies | 1 |  |
| Economics | 7 | 1 | Law | 4 | 1 |
| English | 4 | - | Medicine | 4 | 2 |
| Film, Television, Media | 2 | - | Music, Theatre, Dance | 4 | - |
| History | 12 | - | Nursing | 4 | 3 |
| History of Art | 3 | 1 | Public Health | 25 | 1 |
| Judaic Studies | 2 | - | Public Policy | 5 | 1 |
| LACS | - | 6 | Social Work | 4 | 2 |
| Linguistics | 3 | - | **Sub-Total PS** | **75** | **15** |
| Middle Eastern Studies | 1 | - | Grand Total\* | 153 | 83 |
| Organizational Studies | 1 | - | *Legend: TT: Tenure-track;*  *LEC: Lecturer and Clinical Faculty*  *\*Note: Faculty with joint appointments are counted under each department/school; totals are of individual faculty members and are <*  *the sum of the sub-totals.* | | |
| Political Science | 2 | - |
| Psychology | 3 | - |
| Residential College | 2 | 5 |
| RLL | 20 | 54 |
| Sociology | 5 | 1 |
| Women's and Gender Stds | 3 | - |
| **Sub-Total Social Sci/Hum.** | **104** | **70** |

Fellows Behar, and Scott, Guggenheim Fellows, Behar, Johnson, Scott, Tsebelis, and numerous Fulbright scholars (e.g.

Wilson, Couret, Piette, Strobbe, Valdivia). At present LACS affiliates serve as PIs on 91 grants from National Institutes of Health, National Science Foundation, and National Endowment for the

Humanities. LACS faculty consistently receive UM teaching prizes and research grants.

LACS employs a superbly qualified professional staff with extensive overseas experience.

Since 2017, LACS Faculty Director Langland, Associate Professor of History and RLL, oversees

LAC programs, and teaches and mentors students across campus with LAC interest. She directs the BI to promote teaching, research, programming, and collaboration with and about Brazil.

Associate Director Rodriguez holds an MA in Latin American Studies and MPH in Epidemiology from SDSU, and a Licenciatura en Negocios Internacionales from ITESM. She manages NRC strategic planning and budget, institutional partnerships, FLAS and Tinker grant cycles, and the GMEI, which she founded in 2018. She serves as advisor for a service learning project in Quito and teaches a follow-up course, *LACS 425: Learning through Global Partnerships*. Outreach Coordinator Elizondo holds an MS in Environment and Sustainability from UM and previously directed a vocational training program in Peru that develops curricula with Peruvian/international universities. Indigenous Languages Program Coordinator Trager is a graphic designer experienced in software engineering, open-source software, and applied linguistics. In 2015, he began studying modern Huastecan Nahuatl at LACS and he developed and manages the LACS “Yoltok” Nahuatl digital resource repository and mobile application (*§I*).

UM provides professional development opportunities for faculty and staff. LSA provides new TT faculty at least $35,000 in research funds; all LSA faculty receive annual research funds and can apply for supplementary funds from their departments. Other research funding, from small financial grants to a year of paid leave, is available through many avenues, including the UM Institute for the Humanities, the II, LACS BI, and the Institute for Research on Women and Gender (IRWG). Assistant Professors receive at least 1 term of paid leave prior to tenure; Associate Professors receive research funds as they prepare for promotion, and all TT faculty receive 1 term sabbatical leave after every 12 terms of campus service. While many opportunities for TT faculty are open to lecturers, some, like the Lecturers’ Professional Development Fund, are earmarked for them. The Lecturers’ Employee Organization provides

professional development funds. CRLT, LRC, Arts at Michigan, the Honors Program, LSA Instructional Technology Committee, Sweetland Writing Center and LACS provide competitive funding for course and pedagogy innovation, while the CRLT also offers numerous free training options. Staff receive professional development opportunities from a number of sources. UM HR Development offers a full range of courses, and the II and LSA offer stipends for specialized training. The II allocates $20,000 annually to staff development, and LACS supports Center staff with funding to attend and present at domestic and international conferences or workshops.

UM values and rewards teaching and mentorship and ensures plentiful opportunities for individualized student research under faculty supervision. Most TT faculty teach 3-4 courses/ year, and UM boasts a 14:1 student:faculty ratio. Full-time lecturers teach 4-6 courses/year, per terms of their union contract. Faculty hold office hours for advising and supervising dissertations, theses and independent study courses, and they regularly serve as academic advisors for majors and minors in their departments. As an indicator of LACS faculty commitment to teaching and mentorship, 8 LAC faculty have been named Arthur F. Thurnau Professors, a lifetime title in recognition of outstanding contributions to UG education.

The II employs 7 full-time and 1 half-time academic advisors who counsel LACS and II students on program requirements, international funding opportunities, and curricular and program coordination, as well as 3 full-time and 1 half-time Fellowships & Grants advisors. The II and LACS employ UG and G student assistants for a variety of support tasks.

**E2. Staffing and Oversight Arrangements:** Our well-trained, highly motivated staff and deeply involved LACS faculty are more than adequate to handle diverse outreach and administrative tasks. Additional staff within our administrative home of the II support operations such as IT, communications and publicity, financial services, HR, and financial oversight. LACS benefits

from the services of several professional staff who work with and on behalf of all UM NRCs, and this is further enhanced by LSA shared services for accounting, study abroad programming, and technical support for events and virtual courses. LACS faculty sustain outreach efforts by serving as speakers and co-designing curricular materials. The LACS Advisory Board provides oversight on curriculum, programming, and outreach. It is composed of TT faculty from a range of fields and backgrounds; currently: American Culture, History, Latina/o Studies, Obstetrics and Gynecology, RC, RLL, Education, Political Science, and Women’s and Gender Studies. The Board consults with the LAC Librarian to determine acquisition priorities and select recipients of the LACS Library Residency grants.

**E3. Non-Discriminatory Employment Practices:** UM has a commitment to advancing equity and inclusion in higher education and society. It prohibits discrimination on the basis of race, color, national origin, gender, disability, age, religion, gender identity or expression, sexual orientation, sex, veteran status, height, weight, marital status, or genetic information. It seeks instead to create a community where differences contribute to advancements in all fields. To this end, it has invested $85 million in strategic DEI planning, appointed a Vice Provost for DEI, and founded the National Center for Institutional Diversity in 2005, which works to coalesce local and national efforts to diversify higher education. This happens through multiple campus-wide initiatives for recruitment and retention of staff and faculty from traditionally underrepresented groups. Among them is the LSA Collegiate Postdoctoral Fellowship program, which supports promising scholars committed to diversity to enter academia at UM through postdoctoral fellowships that become TT positions. Since the program began in 2017, 3 outstanding LACS scholars (de Souza Leão, Rozas-Krause and Tamayo) have joined UM as collegiate postdocs.

LACS is equally committed to DEI. We identify areas for targeted outreach to create diverse

candidate pools for new hires, and work across units to create a climate that facilitates retention of diverse faculty and staff. As a non-discriminatory, affirmative action employer, UM specifically targets its recruiting practices to increasing minority and women applicants. The II’s internal committee of Inclusive Culture Liaisons (ICL), where LACS AD Rodriguez has served for 3 years, fosters a welcoming community through events, shared resources, and dialogue.

# SECTION F: STRENGTH OF THE LIBRARY

**F1. Library Holdings and Financial Support:** The UM Library is one of the top academic research libraries in North America and makes available an extraordinary array of resources and services. Our holdings include over 16 million print volumes, 300,000 serials, and one of the finest multimedia collections in the world. Holdings directly related to LACS total more than 400,000 in English, Spanish, Portuguese, and other languages. Spanish-language titles in all disciplines total 370,474; Portuguese-language titles in all disciplines total 59,067. Due to sustained interest by faculty and students, the LACS Collection has grown steadily at an annual rate of 3.5%, with strength in many disciplines, particularly in the humanities and social sciences. Notable areas include colonial history, histories of slavery, Andean, Brazilian, Cuban, Caribbean and Mexican Studies, and more recently, topics of race, ethnicity and gender as they play out in the region. Literary works constitute another strong component, representing a variety of countries, periods and genres, including texts in indigenous languages. Where available, the UM Library purchases research material in electronic format, including indexes such as the *Hispanic American Periodicals Index* and digital primary source collections like *Confidential Print: Latin America,* as well as bibliographic databases, e-journals and e-books. The Special Collections Research Center holds prominent LAC collections like the *Cuban Handmade Books Collection* (151 titles) and the *Labadie Collection* of social protest materials. The William L.

Clements Library is rich in rare books and manuscripts and offers research materials on the colonial history of the Americas, including over 100 Caribbean, Mexican, Central American, and South American collections. UM professional schools have their own libraries with relevant holdings not included in the figures above. The Law Library boasts one of the best LAC law collections in the country, including primary materials (national codes, treaties, court reports, legislation). The Kresge Business Library holds a premiere collection of materials on economics, politics, social developments, corporate and industrial information. The Askwith Media Library has the complete holdings of the *Latin American Video Archives*. Additional LACS collections and datasets are held at the Population Studies Center, the Institute for Social Research, the Interuniversity Consortium for Political and Social Research, and the Stephen S. Clark Library, which has 60,000+ LAC maps. UM’s Gerald Ford Presidential Library contains a wealth of resources on US-LAC relations during his presidency.

LACS librarian Rodriguez-Torres develops the LACS Collection, and helps plan and deliver programmatic outreach to community partners. He is supported by an ancillary staff of subject and language specialists and cataloguers, representing a commitment of $200,000+ annually in salary and benefits. The Library’s annual allocations for LAC acquisitions total $160,000, not including those of the Kresge, Clements, and Law Libraries. The Library also contributes a portion of general and trust funds to LACS acquisitions. Since FY17, the Library spent $100,000 of those funds for LAC electronic resources like *Digitalia Hispanica*, *Cuban Cinema Collection*, *Archives Unbound* (US State Dept records), and *The Oliveira Lima Library*.

**F2. Commitment to Shared Resources:** The Library is open to the public and all resources are accessible to UM visitors. For those not present on campus, the Library is committed to providing Open Access resources via local catalog records. Access to LACS materials, held

locally and at other institutions, is supported by a wide variety of catalogs and indexes. UM Library Search, a new comprehensive online catalog, and UM-developed HathiTrust Digital Library, are available worldwide. LACS visiting researchers, students, and scholars enjoy full library benefits and off-campus access to digital materials. Through LACS-Library curriculum residencies, MSI faculty and K-12 educators who participate in LACS outreach programs (*§H*) receive UM library access. Faculty and students at UM, Michigan State U., and Wayne State U. have reciprocal borrowing privileges through the Michigan Research Libraries Triangle, making UM Library a regional resource. UM participates in the Big Ten Academic Alliance UBorrow service that offers rapid access to materials from 15 Midwest university library collections and the Center for Research Libraries (CRL). UM Library is a top lender in the national interlibrary loan network. Through CRL and the Online Computer Library Center, UM researchers access wide-ranging national and international newspapers, archival materials, and foreign dissertations.

UM Library participates in cooperative projects to build resources and expand access to LAC materials on campus and worldwide. The Library participates in the CRL’s Latin American Microfilm Project to digitize at-risk research collections. Membership in the Latin Americanist Research Resources Project (LARRP) gives access to a database of 300+ LAC journals and its Cooperative Collection Development program is building a strong national shared collection of LACS materials. As a member of the Midwest Organization of Librarians for Latin American Studies, the Library shares information and collection development projects with regional peer institutions. The A. Alfred Taubman Health Sciences Library (THL), one of the largest medical libraries in the country, provides access to 213,000+ biomedical science e-books through the library’s membership in the Committee on Institutional Cooperation. The THL supports access to over 320 health sciences databases, and THL staff have been critical for work on LAC and

global health projects, including LACS outreach efforts.

LACS and UM Library enjoy a tradition of collaboration, strengthened by NRC support to acquire specialized research materials that would not have otherwise been purchased. NRC funds support major digital Cuban and Brazilian cultural collections and the *Latin American Council of Social Sciences Open Access Pilot*, a partnership of which UM is a founding member, led by LARRP, JSTOR and bookseller Garcia Cambeiro to grant open access publishing of academic monograph titles by LAC researchers. Finally, NRC funds support librarian acquisition travel to LAC, essential for the strategic development of LAC on campus and beyond (*BL 14)*.

# SECTION G: IMPACT AND EVALUATION

**G1a. Impact of LACS Activities**: *Table G1* offers indices of LACS’ impact on the university, community, region, and nation. In AY 2019-20, 7,395 UG and 1,290 G/PS enrolled in 326 non- language LAC classes, of which 100 classes had 100% LAC content. Of these, 94 were highly specialized 300-level, 400-level, or G courses. 5,443 UG and 63 G enrolled in LAC language courses; 1333 of these at the Y3 level or higher. Since 2018, 354 PICS majors graduated with coursework in Spanish language, 19 with coursework in Portuguese, and 7 did honors theses on a LAC topic. 183 PICS UG currently study Spanish and 14 Portuguese, making LAC languages the most important gateway for UM international studies training. Since FA 2017, 94 students across 20 disciplines defended LAC dissertations; 38 in PS or STEM. LAC scholarship is consistently strong in the humanities and social sciences, with growing numbers in PhD programs in Information, Epidemiology, Architecture, Ecology and Evolutionary Biology. 16 of the doctoral research projects noted above were initiated with FLAS fellowships.

**Participation Rates in Events:** From 2018-21, LACS offered 243 public and K-16 outreach activities and reached an audience of 21,970. Bolstered by the pivot to virtual events, we reached

national and global audiences, including thousands of attendees from outside the Ann Arbor community whom we otherwise would not have reached at campus events. We were able to record and post, on LACS and II YouTube channels, our events and educational resources during the past grant cycle, receiving 11,938 views. Post-event surveys are overwhelmingly positive in

regards to relevance of topics covered, and the quality and time for discussion with engaging and

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| **Table G1: Impact Summary** | |
| **Impact on University** |  |
| Non-Language Enrollments (2019-20) | 8,685 |
| Language Enrollments (2019-20) | 5,506 |
| Students who participated in study, work, or volunteer programs in LAC (2019-20) | 1,180 |
| Graduating Majors (2019-21) | 6 |
| Graduating Minors (2019-21) | 14 |
| Graduating seniors who took >15 or more credits of LACS courses (2018-21) | 708 |
| International and Comparative Studies graduating seniors w >15+ LACS credits (2018-21) | 127 |
| Graduate Affiliates (current) | 208 |
| Dissertations defended on LACS topics (2017-21) | 94 |
| Dissertations (2017-2021): Humanities and Social Sciences | 56 |
| Dissertations (2017-2021): STEM and Professional Schools | 38 |
| Newly developed or enhanced courses (2018-22) | 20 |
| Visiting faculty (2018-22) | 13 |
| Workshops, lectures, and other campus events (2018-21) | 243 |
| **Impact on Community and Region** |  |
| Outreach Events targeted to K-16 educators (2018-21) | 55 |
| Other Outreach Efforts | § H |
| **National Impact** |  |
| Faculty Publications (2018-22): Books (single-authored) | 25 |
| Faculty Publications (2018-22): Books chapters (single-authored) | 52 |
| Faculty Publications (2018-22): Books chapters (co-authored) | 24 |
| Faculty Publications (2018-22): Peer reviewed articles (single-authored) | 275 |
| Faculty Publications (2018-22): Peer reviewed articles (co-authored) | 132 |
| Faculty Awards, National (2018-22) | 139 |
| Placement | §G1b, G2, G3b |
| National MSIs outreach: UM-UPR events, collaborative events with SDSU, GMEI workshops, and other professional/curriculum dev. activities (2018-2020) | 51 |
| LAC instructional materials/courses created/revised via outreach w/ MSIs/CCs (2018-21) | 76 |
| National and Global Impact through LACS Website, Publishing, and Social Media Platforms |  |
| Website (# site visits since August 15, 2018) | 77,540 |
| UM-UPR Outreach Collaboration Website (# site visits since August 15, 2018) | 11,800 |
| Translating the Americas (# of site visits since August 15, 2018) | 43,590 |
| Translating the Americas (# of PDF downloads from over 50 countries) | 885 |
| YouTube LACS channel (# of total video views since 2012) | 16,114 |
| YouTube II channel (# of views of LACS Collaborative events on II YouTube since Aug. ’18) | 2,025 |
| SketchFab 3D Peruvian Pottery site (# of views), % increase since last grant cycle | 1,148, ↑600% |
| Facebook (# of current followers, % increase since last grant cycle) | 1431, ↑65% |
| Twitter (# current followers, % increase since last grant cycle) | 372, ↑105% |
| LACS Bulletin Listserv (# current subscribers, % increase since last grant cycle) | 840, ↑25% |
| II Newsletter Listserv (# current subscribers, % increase since last grant cycle) | 1790, ↑12% |

diverse speakers. Going forward, thanks to a significant UM investment into live streaming technology, we will employ a hybrid model for on-campus events to expand access. To ensure strong participation, we work with faculty to tie events to LACS courses and partner with community stakeholders who buy-in by co-hosting, and promoting events. In 2020-21, LACS partnered with 31 units to support over 93 events, workshops, career fairs and trainings.

**Graduate Placement Data**: UM has conferred 320 UG degrees in LACS and, since 2003, 25 G certificates in LACS and 56 degrees to students who received LAC FLAS awards. Hundreds of

affiliates graduate each year with LAC specializations. We have a strong record of placing graduates in a variety of sectors (*Table G2*). For notable placements, see *G1b*; for placements related to areas of national need, *G2*.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table G2: LACS Affiliate Student Placement Data 2014-2020** | | | | |
| **Sector** | **Bachelors** | | **Masters** | **PhDs** |
| **Major** | **Minor** |
| K-12 education | 115 | 37 | 0 | 1 |
| Federal government | 32 | 9 | 3 | 3 |
| Foreign government | 8 | 1 | 0 | 0 |
| Graduate study | 265 | 73 | 60 | 3 |
| Higher education | 4 | 3 | 11 | 66 |
| International Org. (in US) | 4 | 1 | 2 | 1 |
| Intl Org. (outside US) | 8 | 2 | 2 | 2 |
| Private Sector (for profit) | 327 | 95 | 28 | 9 |
| Private Sector (non-profit) | 63 | 20 | 16 | 3 |
| State or Local Government | 6 | 0 | 7 | 0 |
| Unemployed or unknown | 72 | 24 | 42 | 25 |
| U.S. Military | 0 | 1 | 0 | 0 |
| **Total placements:** | 904 | 266 | 171 | 113 |

**Usage of Center Resources**: Usage of Center resources from AY2018–21 by students, faculty, and our outreach

partners is consistently strong. Over the past 3 AY, resources supported over $75,000 in G fieldwork in LAC ($30,000+/year pre-pandemic), $1,039,167 in UG and G language training,

$56,502 on public events, and $142,138 on K-16 and MSI outreach. Our center alone funded

$20,000 in critical LAC Library acquisitions to support G student and faculty research.

**G1b. Improving Supply of LAC Specialists:** UM is a major producer of LAC specialists. Just a few of our notable UG placements include a Public Affairs Manager for Indigenous Rights and the Environment at Amazon Watch, a Social Development Officer with the Bureau of Western

Hemispheric Affairs, a Senior Knowledge Management Specialist at the Inter-American Development Bank, and several Foreign Service Officers. Some of our G affiliate and certificate placements include Director of the Office of Democracy and Governance at USAID in Ecuador, an El Salvador Program Officer at the Millennium Challenge Corporation, a High-Tech Anthropologist at Menlo Innovations, along with numerous university positions. Notable PhDs not in academia are working in the Research and Policy Division of the Office of Child Labor, Forced Labor, and Human Trafficking (U.S. Department of Labor) and the Cultural Heritage Center (State Dept.). For more information on FLAS placements, see *G3b*.

**G2: Alumni Placement in Areas of National Need:** LACS Graduates use their training to address national needs in a variety of areas. More than 95% of our FLAS Fellows and graduate certificate recipients who graduated within 19 years are currently pursuing careers in education government, business, or nonprofit sectors. Overall, more than 70% use their language skills and area studies skills in their current jobs. Additional priority placements in *G1b*.

A survey of 180 (of 320 since 1984) LACS major, minor, or G certificate students

**CHART G1: Distribution of LACS Alumni Placements 1984-2021**



Education

Law

Health &

showed placements in a variety of sectors with global reach, the majority utilizing their language and area (*Chart*

*G1*). Notable placements include the

Inter- Governmental Organizations

Arts Local

Government

Medicine

Tech

Global Non- Profits

Business

InterAmerican Development Bank, US Dept. of Labor, US Dept. of Homeland Security, United Nations, US Court of Appeals, InterAmerican Fdn., the

Engineering

Hospitality

Federal Government

Institute for Intl. Education, Migration

Policy Institute, and Las Americas Immigrant Advocacy Center. The II and LACS collect data for PICS and LACS-affiliated UG and G (*Table G2*). In addition to tracking LACS/PICS major/minor/cert. students, FLAS recipients, and affiliate LAC G students, we maintain a database of 1,000+ UM graduates with LAC study and/or who pursue professional paths in LAC, many in international agencies, global non-profits, and government posts.

**Efforts to Increase Placements in Areas of National Need:** Over the past NRC cycle, at least 17 LAC students took positions in federal government agencies, and LACS is committed to increasing similar placements. UM groups host 20 events/year with representation from federal agencies, educational institutions and non-profits. The II organizes career events with alumni in the Dept. of State, business, and STEM fields. For LACS-specific information, refer to G3a.

**G3a: Response to National Needs and Public Information**: LACS activities meet areas of **national need** as identified by ED. LACS teaches priority and LCTL languages, offers degree programs in priority languages, area and international studies, and works to create an informed citizenry with respect to our closest neighbors. LACS is central to UM efforts to build linguistic proficiency and cultural competency in Spanish. We provide high-quality instruction in 3 priority LCTLs: Quechua, Portuguese and Nahuatl and support a 4th: Yoruba. To this end, we have built rich intellectual and cultural environments in Brazilian, Andean, Caribbean, and Mexican studies. We are proud of our efforts to disseminate **public information** beyond the university through extensive K-16 and public events (*pg. 29*). Since 2009, over 600 teachers have attended the World History and Literature Initiative (WHaLI), reaching more than 80,000 students in Michigan, and teachers consistently report sharing materials with others. We are proud of our growing national and international outreach profile. The collaborative website we produce with UPR features free and public resources and was visited 4,600 times just in 2019-20 (*Table G1*).

In 2018, LACS designed the now II-wide *Globally Engaged Career Panel* series to meet areas of national need (*pg. 48*). In 2018–22, the LACS and the II organized 15 career events that reached 736 students, featuring speakers currently employed in federal agencies, non-profits, business, and education that work in the regions. Recent speakers represented the US State Dept., such as FAOs, an Assistant Secretary of State, and former Ambassadors. The II is an active partner of the International Career Pathways network, which hosts 10 events/semester including career panels and talks, and an annual International Opportunities Fair attended by 400+ students with 100+ organizations. LACS partners with the School of Public Policy to host workshops for students interested in careers in international development. Career-focused events are advertised online through the II Events page, the LACS website, UM’s event calendars, and e-newsletters. These events are open to the UM community but specifically targeted at students enrolled in area studies academic programs and at current and previous FLAS fellowship recipients (UG and G).

LACS disseminates information on world affairs by engaging in general public and media outreach (*refer to §H*). In the past cycle, virtual events reached thousands in live audiences, with over 12,000 additional views on YouTube. LACS faculty reach audiences in the media. For example, Silvia Pedraza is regularly interviewed by UM News and domestic and international outlets for issues related to Cuba. Dozens of LACS faculty make themselves available to journalists by listing as experts in multiple disciplinary fields of interest on the Michigan Media site (e.g. Behar, Levitsky, La Fountain-Stokes). LACS ensures program and faculty news reach a multilingual audience through UM News en Español and UM em Português social media.

**G3b. FLAS Fellowships and National Needs:** LACS supports the effort to create a supply of graduates with advanced, professional-level skills in languages and cultures that are critical to US federal agencies’ stated needs. Of 224 FLAS awards made over the last 5 grant cycles, 197

supported priority language study (Portuguese, Quechua, Yoruba), 13 supported Nahuatl (7 in this most recent cycle thus far), and 10 supported LCTL study through other programs (8 Haitian Creole, 2 K’iche’ Maya). A final 4 supported PS students studying Advanced Spanish. 100% of requested FLAS fellowships will be awarded to LAC LCTLs and for the study of languages and world regions of national need (Mexico, Caribbean, Central/South America). FLAS alumni work in many areas of need, and include an Office Management and Budget Program Examiner, a Research Engineer at the National Renewable Energy Laboratory, and faculty at Emory, UNM, and U of Massachusetts. LACS awards FLAS to PS students including many in Law, and legal placements represent 18% of overall LACS professional placements of majors, minors, and FLAS awardees. Examples include a Senior Business Immigration Analyst at Fragomen, a legal intern at Federal Defenders of NY, and a partner at Golden Munoz Immigration Attorneys.

**G4. Evaluation Plan and Use of Recent Evaluations:** LACS has institutionalized evaluation as a constitutive part of operations, including public events and K-16 teacher trainings. LACS and the other UM NRCs work with external consultants at Formative Evaluation Research Associates (FERA), a 100% woman-owned Michigan-based evaluation team (DUNS #083426965) (*BL 53*). FERA has provided evaluation services for over 45 years to local, national, and international nonprofits and education-focused organizations. Going forward, FERA will report on 3 NRC shared outreach projects: UM/UPR collaboration, WHaLI, and UM/SDSU GMEI (*§H*). LACS, FERA and other NRCs have developed specific, measurable, achievable, realistic and time- bound (SMART) outcomes measured through the evaluation data methods listed in *Table G3*.

FERA will provide 3 types of evaluation through a comprehensive plan with SMART outcomes and quantifiable indicators: 1) *Formative*: to provide early data collection, rather than after a program ends, for improvement and modification so that changes can be made to enhance

program effectiveness; 2) *Outcome/Impact*: to measure the extent to which NRCs meet shared goals and determine any unintended consequences, positive or negative; and 3) *Context*: to provides information about the program setting, specific needs of target individuals, and relevant social, political, economic, geographic, and cultural factors. FERA’s overarching evaluation questions and timeline are found in *Table G3*. Since GMEI is a new initiative, FERA will

provide in-depth feedback in Y1-Y2 and shift to outcome-based evaluation in Y3-Y4.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table G3: LACS Evaluation Plan and Timeline for Major Collaborative NRC Outreach Activities** | | | | |
| **Guiding Questions for Evaluation** | | | | |
| **(1)** What K-16 outreach strategies are most and least effective? What additional/adjusted strategies are needed?  (**2)** How effective is the dissemination of global studies materials regionally/nationally? What additional or adjusted strategies are needed? (**3)** What challenges do K-16 educators encounter teaching and incorporating global studies? (**4)** What professional development opportunities and resources would be useful for teachers?  (**5)** To what extent do regional and national MSI, CC, and K-12 educators increase their access to area studies resources and professional development opportunities because of U-M NRCs? (**6)** How valuable are the U-M NRC area studies focused professional development initiatives for participants? What makes them valuable and what feedback can improve future programs? (**7)** What are the benefits and outcomes for MSI, CC, and K-12 participant educators? (**8)** To what extent do MSI, CC, and K-12 educators gain new area studies knowledge and access to resources and how is this incorporated into curriculum? (**9)** What are the contextual factors that affect and impact each of the collaborations? **(9a) *UPR Only***: How do PR education depts. approach professional development and what opportunities and resources are currently being offered for educators? What are the barriers to educator participation in programs and how might U-M support educators and decrease barriers? | | | | |
| **Evaluation Timeline** | **Y1** | **Y2** | **Y3** | **Y4** |
| **Meetings, Reporting, and Data Interpretation** | | | | |
| Provide: **(1)** Survey Data Summaries with quantitative and qualitative data; **(2)** Case Study Reports highlighting outcomes and lessons learned; **(3)** Annual Title VI info for reporting. | x | x | x | x |
| Meet with NRC staff and faculty throughout each year to review evaluation designs for each initiative and evaluation results with actionable recommendations. | x | x | x | x |
| Engage NRCs in a facilitated data interpretation workshop. | x | x | x | x |
| **University of Puerto Rico / UM Collaboration** | | | | |
| Conduct interviews in Spanish with K-12 PR educators, resulting in an ethnographic evaluation case study designed to storytell and demonstrate the impact of this collaboration. | x |  | x |  |
| Implement participant feedback and workshop outcomes survey. |  | x |  | x |
| **World History and Literature Initiative (WHaLI)** | | | | |
| Implement participant feedback and workshop outcomes survey. | x |  | x |  |
| Conduct ethnographic evaluation case study, tell the WhaLI story, demonstrate its impact. |  | x |  | x |
| **Global Migration Education Initiative (GMEI) | UM / San Diego State University** | | | | |
| Conduct on-site evaluation through observation and interviews with GMEI participants. | x |  | x |  |
| Implement a teacher survey at GMEI workshop to collect feedback and outcome data. |  | x |  | x |
| **Data Collection Goals** | | | | |
| Methods were selected to: **(1)** provide feedback that can be used to strengthen NRC activities focused on minority serving institutions, community college faculty, and K-12 teachers; **(2)** highlight contextual factors that may affect successful outcomes; **(3)** generate information that can be used to assess program and student outcomes; and **(4)** improve programs using the findings to meet the project goals and desired outcomes. | | | | |

LACS responds to evaluation data to sustain improvement in our programming and outreach and create efficiencies in our use of resources. Evaluations led us to include more reflection time and guided breakout sessions in dialogue at teacher trainings. Feedback helped conceive of the GMEI (*pg. 36*) after teachers articulated needs for LAC migration content that directly impacts students, communities, and teaching practices. In 2022, LACS led a pilot GMEI workshop for school administrators and teachers to elicit feedback and suggestions for future iterations. UM- UPR participant focus group data and FERA feedback led to our collaboration with the Center for Education Design, Evaluation and Research (CEDER) and the new design studio model (*pg. 36, 44*). FERA has also developed evaluation approaches for LACS-specific projects (*Table G4*):

|  |  |
| --- | --- |
| **Table G4: LACS-Specific Evaluation** | |
| **Events** | LACS event attendee feedback forms: event value, how they learned about it, their affiliation. |
| **Center Review** | LACS conducts an annual review of Center activity with the Advisory Board. |
| **Operations** | Director hosts monthly team meetings: feedback on center functions, climate, workloads, |

After our last external review in 2010, LACS followed a number of formal recommendations to increase the number, variety of, and access to, international experiences, securing over $218,000 from internal and external sources (Rackham, Tinker Fdn.) in the last 10 years for G field research grants. The next external review is scheduled for 2023.

UM implements several layers of evaluation to provide outcome-based data (*Table G5*):

|  |  |
| --- | --- |
| **Table G5: U-M Evaluation** | |
| **Institutional Accreditation** | UM accred. every 10 yrs.: Eval. on 5 criteria: mission/integrity; preparing for future; student learning/effective teaching; acquisition, discovery, & application of knowledge; engagement/service. 2010 study: focus on internationalization, implementing its recommendations drastically increased the number, variety, and access to international experiences. |
| **PS Accred.** | PSs & degrees accredited by respective P associations, requires self-study and external evaluations. |
| **LSA Degrees** | LSA Curriculum Committee reviews/approves all new proposals/updates to majors and minors. |
| **G Programs** | Rackham G. School program eval every 4 years: Student Experience Survey and Faculty Forums. |
| **Courses** | Courses/instructors evaluated via Student Evals, Instructor Evals, Language Pedagogy Assessment**.** |
| **Student Surveying** | Annual UG experience survey; UG & G climate survey; UG 1st destinations (employment status, continuing education, perception of career potential, median salary) survey. PhD exit survey. |

Our FLAS evaluation plan will track internal goals aligned with ED measures to ensure success.

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| **TABLE G6: LACS FLAS EVALUATION PLAN** | |
| **Overarching Question**: To what extent has UM’s language and area-studies training contributed to improved supply and diversity of LAC specialists? | |
| **Survey Question** | **Methodology/Data Analysis** |
| Q1: To what extent are students placed into employment, education, and training in areas of national need and jobs using LAC language/area studies skills? How effective are efforts to increase placements? What interventions are especially effective? | * Administration of FLAS tracking surveys. * II-wide comparative analysis of shared and LACS-specific efforts, using placement data and data from exit and follow-up surveys. |
| Q2: To what extent do students increase reading, writing, and listening/speaking proficiency levels through enrollment in advanced LAC language classes? How can we improve efforts? | * Administration of proficiency tests for FLAS fellows at the beginning and end of courses. * Collab. with LRC to determine best practices for learning goals based on LACS data. |
| Q3. What barriers appear for students that start applications, but did not submit? What reasons do students give for not completing FLAS application? What impact does timing, availability of faculty for language evaluations and recommendations, etc. have on completion rates? How can potential barriers be addressed? | * Administration of survey about FLAS application process and student experience, 1 week post-deadline. (Incomplete apps as well) * II-wide comparative analysis of shared and Center-specific efforts, using application data. |

Evaluation questions and measurement instruments are listed in *Table G6* and show our ambition to broaden FLAS access, especially for students from diverse backgrounds, to measure the reach of our FLAS program, and to understand potential barriers.

**G5. Accessibility and Inclusion**: UM is committed to making higher education accessible to all, developing several campus-wide initiatives to recruit and retain high-quality UG from diverse and traditionally underrepresented backgrounds. These include targeted pipeline and bridge programs like *Wolverine Pathways*, a supplemental educational program for 7-10th graders in certain school districts, and *Transfer Bridges to the Humanities*, an effort to facilitate the transfer to UM of humanities majors from CCs across MI that began in partnership with the Title III/IV- eligible Henry Ford College. UM defends and proactively promotes equal access in its operations through its DEI Initiative (*pg. 20*). Students engage with DEI initiatives through DEI Student Advisory Boards and Trotter Multicultural Center activities. UM continues to make significant progress in its efforts to recruit and retain a qualified, diverse G student community, ranking among top Universities for PhDs awarded in each US minority group from 2016-20:

Hispanic or Latino, ranked 6th; American Indian or Alaskan Native, ranked 17th; Asian, ranked 5th; Black or African American, ranked 10th; More than one race, ranked 7th. *Source*: NSF Survey of Earned Doctorates. Top 20 doctorate-granting institutions ranked by number of minority recipients, by ethnicity and race.

Rackham’s Merit Fellowships program offers financial assistance to outstanding PhD and G students who would not otherwise have access. UM instituted the *Go Blue Guarantee* providing free tuition to MI residents with family incomes < $65,000/yr. At the G level, UM covers FLAS tuition shortfalls ($102,252 in 2019–20), thus promoting equal access to language education for students in need (*FLAS CPP1*). Our spearheading of successful outreach programs with UPR (*pg. 36*), SDSU (*pg. 36*) and MIIIE (*pg. 38*), and collaboration with Rackham’s Coordinator for Strategic UM-MSI partnerships evidence LACS’ commitment to engagement with MSI partners.

UM’s Office of Services for Students with Disabilities (SSD) offers year-round, free services such as extra time for exams and distraction-free environments, and adapted to specific needs related to the pandemic. SSD assists students in negotiating barriers to education and ensures equal access to UM programming and facilities. LACS collaborates with relevant units on campus to ensure all our events are accessible, and we use lecture and event rooms with assistive listening systems and regularly make accommodations to meet the needs of physically, visually, learning, and ergonomically impaired audience members. Finally, the Center for the Education of Women+ and the Council for Nontraditional Students provide resources for older students, addressing gaps in education, caregiving, and advocacy for nontraditional students.

# SECTION H (NRC): OUTREACH ACTIVITIES

**H1. Impact of Domestic Outreach Activities:** With significant investment in outreach staffing capacity over the last 4 years, LACS developed new teacher training programs and improved existing outreach collaborations. LACS averages 12 K-16 and MSI outreach and 50+ public events per year, reaching approximately 30,500 attendees over 4 years. The shift to virtual

programming increased our reach, as we connected with educators in new districts and states.

* **Elementary and Secondary Schools:** LACS provides Michigan and national K-12 educators multiple opportunities to gain diverse perspectives on LAC. We support local Spanish teachers through the **Spanish Language Internship Project (SLIP)** and **En Nuestra Lengua (ENL)**, which train tutors to work with Spanish-speaking elementary students. Through SLIP, 75 UM UG teach Spanish language and LAC cultural content weekly to 2,000 elementary students in 19 schools. ENL doubled enrollments from 2014-19, and in 2020 came to include computer literacy when forced to pivot to virtual activities. LACS funds supported online Spanish reading platforms as book club enrollment rose to 52 students. There is currently a waitlist of 194 students for 2022-23. Our **LAC Cultures Outreach Program** exposes hundreds of K-8 students and community members to indigenous cultures and languages through Quechua language and music lessons, *alebrije* handicraft workshops, and Mini Conferences. **The WHaLI,** a unique collaboration between the SoE and 5 NRCs, provides secondary teachers with area studies curriculum content in annual 3-day workshops. It began in 2009 when the MI state legislature added a World History and Geography requirement to high schools. Since then, 600+ MI teachers have joined 17 workshops, including 2/year from PR as part of our UM-UPR partnership. In the last cycle, 95% said they plan to use LAC concepts and materials and are likely to share resources with colleagues, broadening the program’s impact. Future WHaLI workshops will employ a hybrid model (*§I2b*). We point educators to LACS-developed resources such as interactive annotated 3D models of ancient Peruvian pottery produced at UM’s 3D Lab, and featured on a SketchFab site with 1,148 views and 88 downloads.

In 2017, LACS developed a successful **Teacher Training Workshop Series** in partnership with SoE to offer State Continuing Education Clock Hours to teachers who complete specially

designed workshops featuring UM or external experts. Recent themes include gang violence in Central America, race and public health, water and environmental justice, and the Middle Eastern diaspora in LAC. UM librarians, UMMA curators, and CEDER staff develop resource guides and multimedia lessons. Our in-person workshops bring an average of 30 local teachers from districts in AA, Detroit, Berkeley, and Gaylord. Evaluation data is consistently positive and teachers report being challenged by new content and having plans to share with students.

At the national level, the **UM-UPR Outreach Collaboration** is our long-standing partnership with the University of Puerto Rico, which has trained hundreds of teachers in Puerto Rico (PR) since 2014. Michigan has no Hispanic Serving Institutions (HSI) and Puerto Rico has no NRCs, yet LACS, UPR and 8 UM area studies centers have built a strong partnership over the years in service of PR teachers. The program builds curriculum design workshops in partnership with PR teachers and creates bilingual resources for any educator. CEDER offers instructional design consultation and helps create education toolkits tailored to MI and PR social studies and history teachers. In 2021, our program adopted a *virtual design studio* model. K-12 teachers in PR were teamed with UM G and faculty to globalize lesson proposals they had written, working over Zoom with CEDER guidance. In 2022 and beyond, we will build an in-person *Curriculum Design Studio and Pedagogical Workshop* modeled off of this virtual experience *(§I)*. From 2019-20, the UM-UPR site that makes available all of our tool kits in English and Spanish received 4,600 hits from returning and new users. Evaluations are overwhelmingly positive, with 93-100% of participants asserting they are likely to use new content in courses.

**New Initiatives**: LACS spearheaded 2 new multi-partner cross-regional outreach initiatives for K-14 educators over the last grant cycle: the **Global Migration Education Initiative (GMEI)** and the **Today in International Politics Speaker Series (TIPSS).** Both have wide domestic

reach and respond directly to educator feedback on curricular needs.

GMEI grew out of teachers’ requests for training on migration, which led to a collaboration with SDSU’s Center for Latin American Studies (CLAS), a Hispanic-Serving Institution. LACS and SDSU wanted to provide innovative experiential learning programs on LAC migration for California and Michigan educators. The collaboration grew to include 13 new partners, to represent multiple world regions and to encompass global migration flows and comparative border studies. (*Table H1)*. The result is the **GMEI** and its binational *Global Migration and*

|  |  |  |
| --- | --- | --- |
| **Table H1: Global Migration Education Initiative Partners** | | |
| **UM**: LACS, CSAS, CMENAS, CSEAS, ASC, LRCCS, CJS, NCKS | **SDSU**: CLAS, College of Education, Center for Equity & Biliteracy Education Research; International Affairs, Imperial Valley Campus | **Affiliates**: SD County Office of Ed., *Red Internacional de Investigación sobre Fronteras Comparadas* |

*Inclusive Pedagogy* (GMIP) workshop. K-12 educators from MI and CA develop curricula on histories and patterns of global migration and displacement, and exchange inclusive strategies for teaching in diverse US classrooms. With LACS librarian support, we built an open-source global migration resource guide. Our Jan, 2022 pilot brought 10 MI and CA K-12 educators to San Diego (SD) and Tijuana to participate in experiential, didactic, and reflective sessions, and district partners are gearing up for a full workshop in June 2022. While the project is global in scope, its geographic location at an epicenter of international migration makes it unique. The experiential components on both sides of the US/Mex. border, a microcosm of global migration flows, expose participants to real-world cases of how migration impacts communities, and offers them insights into the histories and cultures of the many points of origin of migrants to Tijuana. The location allows us to benefit from SDSU’s strong links to migration scholars in Baja CA.

The **TIPSS** is a collaboration with 27 area studies centers across 15 US universities and a professional association of Advanced Placement Comparative Government teachers. We run a year-long virtual speaker series addressing themes and countries relevant to the AP curriculum.

The series is organized around 9 central themes and 6 countries. Over 1 year, 54 area studies experts offered a diverse range of perspectives, reaching over 415 Advanced Placement teachers and 500+ students. LACS funded the TIPSS website, organized speakers among the 27 center participants, and funded 5 speakers on Mexico from UM and SDSU networks.

**•Post-Secondary Institutions:** LACS has built several partnerships with post-secondary institutions that have led to meaningful outreach at regional and national levels. We have a long- established relationship with the **Midwest Institute for International/Intercultural Education (MIIIE)**, a consortium of 231 community colleges, 119 of which are eligible for Title III and V programs. LACS contributes to MIIIE’s annual curriculum development workshops for faculty, and sponsored a faculty team from Sinclair College in Ohio to develop a *Doing Business in Emerging Markets* course with an emphasis on Latin America. One case study focused on Tourism in Panama has also been created for use in Geography courses at Sinclair.

The **UM-UPR Outreach Collaboration** is a K-16 partnership that includes UPR faculty and G students. In addition to activities outlined above, we dedicate funds to the José M. Lázaro research library and bring UPR faculty to MI for 5-day library residencies (virtual during the pandemic) where they utilize campus resources to update or develop LAC syllabi. 23 new or revised syllabi are freely available on our collaborative website. Finally, **GMEI** supports MSI and CC curriculum development. The GMIP workshop is currently designed for K-12 educators, but we will work with SDSU CLAS in Y3-Y4 to incorporate MSI CC faculty. With SDSU CLAS, LACS and LRCCS will undertake an additional project under the GMEI to develop new courses at SDSU’s Imperial Valley Campus (IVC), an HSI, over the next 2 years (*§I pg. 46*).

* **Business, Media, General Public:** LACS and Ross Global Initiatives at the Business School created the Council for Global Student Organizations to prepare students culturally for projects

abroad. The Ross MBA curriculum includes a 7-week project solving business challenges for global companies, with projects in Argentina, Brazil, Chile, Colombia, Ecuador, Guatemala, and Peru. LACS also partnered with the AA campuses of Thomson Reuters and Google to support cultural events and mini-workshops for employees. LACS works with various **media** organizations to bring LAC content to a broad audience, and LACS faculty regularly respond to media requests for commentary on current LAC events. LACS has a very close partnership with UM News, which links faculty and research to over 500 Spanish and Portuguese language news outlets in the US and overseas. The office highlights research relevant to LAC both on UM’s main homepage and on Spanish and Portuguese language portals. *The Michigan Daily*, an independent, student-run newspaper serving the UM and AA community, regularly reports on LACS events, while news of LACS outreach events and guest speakers get picked up by MI Radio and Detroit News. LACS speaker series, workshops, films, concerts, exhibits, public interviews, and lectures are not simply open to the **general public**; they are key components of outreach. We engage diverse constituencies by creating and promoting programs that encourage open discussions of varied viewpoints. And we seek wide and participatory audiences by promoting LAC resources and events widely. Last year our website was visited 21,969 times.

# SECTION H (FLAS): FLAS AWARDEE SELECTION PROCEDURES

**Selection Plan:** LACS has carefully designed, transparent selection procedures for FLAS applicants to ensure awards correspond to US/ED priorities. We request support for 3 UG AY, 7 G AY, and 8 SU fellowships in Quechua, Portuguese, Nahuatl and Yoruba (*FLAS Budget*).

* **Advertising:** Multiple UM websites maintain year-round information about the FLAS program.

FLAS coordinators provide information at university-wide events like the Rackham Graduate Orientation and Study Abroad Fair, and LACS faculty regularly introduce the FLAS program in

their classes and encourage students to apply. Each Sept., the II Fellowships team distributes announcements with deadlines for the forthcoming competition through LACS, II, departmental, and professional school email networks, websites and social media sites. From Oct-Jan. FLAS coordinators hold information sessions and 1-on-1 advising for potential applicants, as well as specific sessions for departmental and professional school administrators. **•Application:** On or before Feb. 15 students submit application materials into an online portal where they can easily identify missing items. Applicants provide a statement of purpose outlining the need for language and area study related to their academic and professional goals, a language self- assessment, and college transcripts. Recommenders submit an academic letter of support and one such letter from a language instructor. All FLAS applicants are encouraged to complete a Free Application for Federal Student Aid (FAFSA) to establish financial need. **•Selection Criteria:** Selection criteria include academic merit and professional promise; relevance of proposed language and LACS training to overall academic and career goals; and commitment to pursue a career using language and LACS skills in areas of need in government, education, business, and non-profit sectors. When comparing applicants for FLAS fellowships with similar credentials and merit, preference is given to those demonstrating financial need. Priority for AY awards will be given to applicants for priority LCTLs. As required by ED, all UG awards will be made for INT or ADV study. Lowest priority is given to applicants who possess language fluency equivalent to educated native speakers and those applying for dissertation research or writing.

* **Selection Decisions**: The selection committee is composed of min. 4 LACS faculty, appointed by the Director, including at least 1 language specialist and 1 member each from the social sciences, humanities and professional schools, including members fluent in FLAS languages. Members read applications and individually rank them based on academic merit, with separate

lists for UG and G/PS students, and AY and SU terms. LACS staff collects student financial data and places students into categories of high, moderate, or low need based on the Expected Family Contribution portion of the FAFSA. Students who do not complete the FAFSA are placed in low need. In March, the committee meets. Members are reminded of the principles and rules governing FLAS awards, then discuss the applications and determine final combined rankings, taking into account priorities like our commitment to students with demonstrated need and the study of LCTLs. **•Timetable:** The competition is announced in early September and advertised through Fall; the application deadline is Feb. 1. The selection committee agrees on applicant rankings in early March. For AY awards for incoming graduate students, admission results are checked in relevant units and adjustments to final ranks made as needed, and approved by LACS director. Awardees and alternates are informed of status in March and have until Apr. 15 to express intentions. **•Priorities:** Preference is given to students with high demonstrated need over those with equal or equivalent academic qualifications with low/medium need. 100% of awards will be given for the study of modern foreign languages other than Spanish/French/German.

# SECTION I: PROGRAM PLANNING AND BUDGET

**I1. Development Plan, Use of Resources and Personnel:** The LACS NRC program plan was developed with close attention to the personnel and financial resources needed to carry it out. *Appendix 1* provides a full project timeline of staggered activities over 4 years, organized by NRC priority. LACS has a demonstrated ability to manage NRC funds through creative collaboration. Support from multiple UM units allows us to strategically leverage our resources to increase impact, and NRC funds focus directly on projects that target areas of national need.

*Proposed NRC Budget Breakdown*: Outreach, 53%; Course Development, 16%; Program and Grant Management, 26%; Library Acquisitions and Development, 2%; Program Evaluation, 3%. *Total requested*: $1,099,750.

**I2. Quality and Relevance of Proposed Activities:** LACS submits this proposal for Title VI

funding to sustain, enhance and expand the quantity and quality of activities that meet NRC program goals. We plan to achieve this through continued and new programs that: 1) expand access to language, area studies and career development instruction; 2) strengthen outreach with K-16 and MSI partners and business; 3) support and disseminate LAC research through public and campus events; and 4) enhance LAC library collections.

***I2A. Language, Area Studies, and Career Development Instruction*** \**BL=Budget Line* ***Language Course Development:*** LACS requests funds to extend our language resources to local K-12 schools, to professional school students, and to indigenous language learners beyond UM.

* **Spanish and Portuguese** (*NRC AP 1, AP 2):* LACS is committed to bringing Spanish language and area expertise to underserved populations on campus and in local schools. It will continue collaborations with SLIP and ENL (*§H*) (*BL 18, 33)*. LACS seeks to meet language needs of UM PS students through *SfP* courses and *PfP* mini-courses, providing hands-on class materials like medical handbooks in Spanish or Portuguese, or traditional healing instruments *(BL 34, 35)*. With Engineering, Medicine, and Business, we will enrich *SfP* sections by inviting bilingual professionals to share challenges of providing services across linguistic and cultural boundaries. And we will develop a new *Legal Spanish* course to be offered at the Law School (*BL 34*).
* **Indigenous Languages** *(NRC AP1):* LACS requests funding to continue its successful indigenous language programs in Quechua and Nahuatl, both LCLTs, and one a priority language (Quechua). We seek support for annual travel of our Quechua lecturer Adela Carlos Rios (§B) to Peru to maintain linkages with Quechua-speaking communities and acquire teaching materials, and to travel to 1 professional development conference each year *(BL 13, 15, 36)*. We also seek funds to continue our partnership with IDIEZ (§B) to provide distance-based instruction in Nahuatl to students from UM, the U of New Mexico, and Brown U *(BL 2, 3)*.

LACS seeks to expand free access to Nahuatl classes to students in the BTAA consortium through the CourseShare platform, as we successfully do with Quechua (*§B1*). We will continue to develop resources such as the LACS Yoltok website and mobile application in Nahuatl (*BL 36*). Finally, with ASC and DAAS, we request funds for teaching materials in Yoruba (*BL 36*). ***Area Studies Course Development* (***NRC AP1, AP2):* LACS seeks to advance area instruction by hosting visiting UPR and LAC faculty and co-sponsoring classes and workshops that respond to contemporary concerns, address PS students, or integrate area studies and the arts. We seek funds to invite 1 visiting professor/year from UPR or a LAC institution to teach a LACS mini course, and 1 speaker to address a public lecture course about food literacy developed in 2017 through UM, community and government partnerships (*BL 4, 37)*. We request funds for class speakers and workshops for the *Immigration Law and the Americas: Asylum Country Expert Project (BL 38)*, co-sponsored by LACS, the Immigrant Justice Lab, and the MI Immigrant Rights Center; to develop a new health-related course for the LACS Minor specialization in Health, Science, and Medicine (*BL 39);* and a new initiative to support LAC business, policy, environment, and health expert presentations in UM PS course offerings (*BL 40)*. We will advance LAC instruction in the arts by supporting a hybrid School of Music area studies/teacher training course *World Music for Educators (BL 10)*, and by supporting the *Global Performance Studies Initiative: World Performing Arts Collaboration (BL 41)* through student workshops with visiting LAC artists or arts scholars at UM for 4-8 week residencies. LAC artist residents will mentor K-12 teachers in classrooms and Music Ed. students will observe and participate *(BL 41)*. ***Career Development Instruction*** (*NRC AP1, AP2*)*:* Alongside II area studies centers, LACS will support the development of LAC content for and instruction of a new *International and Regional Studies Career Planning* mini course for students seeking global career paths (*BL 6*).

***I2B. K-16, MSI, and Business Outreach:*** LACS produces high-quality, impactful educational programming that reaches local, regional, and national audiences. To continue our success in this area and expand into new initiatives, we request 50% salary support for a LACS Outreach Coordinator (*BL 7*) and 10% salary for the shared Collaborative Projects Outreach Coordinator (*BL 8),* responsible for the following outreach activities, for which we seek NRC funding:

* **WHaLI (***NRC AP1, AP2, CPP1*): LACS will build on continued success of the annual 3-day workshop (*§H*) while incorporating new insights gained during the pandemic about ways in which hybrid and asynchronous technology allow accessible, iterative training. We seek funds to expand WHaLI’s reach by 1) adding virtual access with the use of team-based learning applications; 2) developing an interactive resource repository in Canvas, our online Learning Management System; 3) incorporating CEDER and a WHaLI Faculty Project Lead from UM SoE to design innovative modules and collect meaningful feedback; and 4) collaborating with early-career and experienced teacher *consultants* to create learning materials (*BL 9, 18, 20, 27B*).

**•UM-UPR Outreach Collaboration (***NRC AP1, AP2, CPP1*): We seek funding to send mixed delegations to UPR for an annual *Collaborative Curriculum Design Studio and Pedagogical Workshop*, to sponsor the development of new LAC courses by UPR faculty, and to bring UPR Education students to Michigan to attend WHaLI *(BL 20, 21A-D)*. Using strategies learned during the pandemic, we seek to adapt the virtual design studio model (*§H*) to an in-person workshop and continue partnering with UM CEDER to create thematic educator toolkits based on the lessons created in these events. All resulting toolkits are translated into English/Spanish and available for free on the UM-UPR collaborative website we administer. The need for freely available world history resources in Spanish among teachers in PR has been compounded by the current debt crisis, which has led to budget cuts for the UPR and K-12 system, and by the long-

term infrastructural effects of Hurricanes Maria and Irma. Given our successful experiences thus far, UPR collaborators have expressed overwhelming need and enthusiasm for activities to continue and expand over the next 4 years, and we request funding to do so.

Going forward, LACS will continue to address the urgency of UPR library preservation owing in part to the destruction of facilities by hurricanes. To this end, LACS will dedicate funds to digital library acquisitions and e-book subscriptions for UPR libraries and will send the LAC Librarian to UPR to facilitate dialogue on digitization, preservation, and data services *(BL 17, 21B)*. LACS will dedicate funds to UPR faculty to travel to UM for library residencies that allow time for the use of UM resources and meaningful engagement with UM researchers *(BL 21C)*.

* **LACS K-12 Teacher Training Series** (*NRC AP1, AP2, CPP1):* LACS requests funds to support full- and half-day interdisciplinary and creative curriculum development workshops (*§H*) for local teachers from Ann Arbor, Detroit, and surrounding districts *(BL 18, 22*).

**•SDSU K-16 Partnership: GMEI** (*NRC AP1, AP2, CPP1):* LACS seeks funds to build upon our well-received pilot GMEI workshop (*§H*) to host a series of 4 binational *Global Migration and Inclusive Pedagogy* summer institutes in San Diego, CA and Tijuana, MX (*BL 18, 23A-B*). The GMEI is funded collaboratively by 6 UM NRCs and SDSU CLAS (*Costshare matrix: Appendix 2)*. In Y1 we will focus on Tijuana, a living laboratory for the study of global migration and displacement, by exploring diverse places of origin of migrants now resident in, or seeking to traverse through, Tijuana. In Y2-Y4, our scope expands by examining migration flows as they manifest elsewhere in the world and by considering comparative border studies. GMEI brings together interdisciplinary experts on the cultures, histories, and societies of the migrating or displaced peoples from LAC, Africa, Asia, and the Middle East whose experiences and journeys transform receiving communities. Yet we also take a comparative approach to studies

of migration, borders, ports of entry and border walls around the world. Each year will highlight a different interdisciplinary theme (e.g. health, food, climate, business) and focus on particular aspects of migrant communities to balance breadth and depth and allow for rich comparisons.

We seek funding to send UM subject matter experts, LACS outreach staff, and MI K-14 educators to annual binational workshops to support content lectures, interactive panels, workshops, and experiential components on both sides of the US/Mexico border (*BL 23A-B*).

The GMEI will create the Chinese Migration in Mexico (CMM) curriculum project, bringing in faculty from SDSU-IVC campus, an HSI with 91% of the UG population identifying as Hispanic/Latina/o/x. LACS, LRCCS, and SDSU CLAS have teamed up to provide critical curriculum development resources to faculty at SDSU-IVC, located in Calexico, CA, 6 blocks from the Mexican border town of Mexicali, to explore the history of Chinese migrations to the region. Mexicali is home to a significant Chinese community with a long history of Chinese cultural and linguistic influence. This collaboration will draw on area studies experts to create a new IVC course exploring China-Mexico connections through international relations, public policy, history, migration studies, language and culture. LACS requests funds to develop the course in Y1-Y2, and in Y3-Y4 to adapt content to the GMIP Summer Institute (*BL 23C*).

* **MIIIE (***NRC AP1, AP2, CPP1):* LACS seeks funds to support annual global curriculum and professional development workshops for CC faculty (*BL 24).* We request funds to internationalize curricula at the CC level, and will co-sponsor a *College Team* to establish a 1- or 2-year degree in global and international studies at their campus *(BL 24)*. Faculty teams from MIIIE member CCs will submit plans relevant to LAC. Based on the proposal’s relevance and merit, team jointly chosen team will receive funds and LACS resources to implement it. We request travel funds to send MIIIE faculty to LAC-themed conferences *(BL 25*).
* **Professional Development and Support for MSI/CC Language and Area Studies Faculty** (*NRC AP1, AP2, CPP1*): LACS requests support to send partner CC and MSI faculty to annual conferences and workshops with the goal of enhancing their curricular offerings, such as the 2- day Global Studies Symposium designed for Title III and Title V partner faculty across world regions to build international programs (*BL 25A*). We support the efforts of II partners who are building new collaborations with MSI or MSI-eligible institutions: Georgia State University (GSU), Eastern Michigan University (EMU), and Wayne State (*BL 25B*).
* **Today in International Politics: Speaker Series** (*NRC AP1, AP2*): We seek funds for a newly developed collaboration (*§H*) to support LAC content in an 18-part series that addresses the themes of AP Comparative Government curriculum, and lesson plans development (*BL 26).*
* **Collaborative CEDER Projects: Global Curriculum for MI Educators** (*NRC AP1, AP2, CPP1):* Building on a strong relationship with CEDER and collaborations among UM NRCs, we propose a formal initiative to work with MI K-12 educator *consultants* to develop inter- disciplinary toolkits and lessons for world history, geography, and humanities classes *(BL 27A*).
* **World History Reading Group** (*NRC AP1, AP2, CPP1*): LACS requests funds to support this new initiative with UM NRCs that enrolls K-12 and CC educators in a monthly book club and learning community. Funds will be used to support author presentations and books (*BL 18, 28*).
* **Global Feminisms Outreach Initiative (GFOI)** (*NRC AP1, AP2):* LACS will support the *GFOI* digital archive, a collection of video interviews with women’s movement scholars and activists, maintained by the UM IRWG the BI, and UM Libraries. NRC funds will support the expansion and enhancement of LAC archive sections (*BL 55*) and 1 workshop/year focused on sharing pedagogical and research uses of the site (*BL 29*).
* **Business Outreach** (*NRC AP1*): LACS requests funding to support cultural events and

presentations for international business professionals at local companies and local campuses of multinational companies such as Google and Thomson Reuters in Ann Arbor (*BL 30).*

* **Teaching the World Consortium** (*NRC AP1, AP2, CPP1*): A national initiative to reach K-14 educators, LACS requests support to send outreach staff to promote our educator resources and programs at national conferences for social studies educators, teachers of English, CC faculty, and attendees of the American Association of Teachers of Spanish and Portuguese (*BL 31).*
* **Schoolcraft College Focus Series (***NRC AP1, NRC AP2, CPP1):* LACS requests funds for the *Focus Series,* a new partnership with Schoolcraft Community College, CMENAS, and CSAS, that features a campus-wide interdisciplinary and multimedia focus on one cultural world region or a global theme. LACS seeks funding to support faculty presenters in Y1 and Y2 (*BL 32*). ***I2C. Public and Campus Programming****:* LACS seeks NRC funds to support the dissemination of research and information on LAC, particularly within 3 areas: (1) in discussions of pressing

global or interdisciplinary issues where attention to the region will lead to a more comprehensive or comparative perspective; (2) in showcasing LACS-focused career paths and the impact of in- country experiences; (3) in events designed to encourage sustained attention to LAC and what we may learn from the challenges and creative innovations the region faces or faced in the past.

* **LACS Global or Interdisciplinary Programs (***NRC AP 1):* LACS will work with campus and community partners to foster interdisciplinary and global discussions that include LAC (*BL 44)*. This includes co-sponsoring the School of Nursing’s *Global Health Institute* (*BL 43*), and working with Law and History on the interdisciplinary *Transnational Law Workshop* (*BL 45).*
* **LACS Career Development Programs** (*NRC AP 1):* LACS spearheaded the II-wide *Globally Engaged Career Panel*, an annual NRC-focused conversation with distinguished professionals, all UM area studies alumni, who pursued careers with global reach. Panelists share experiences

based on questions facilitated by Masters in International/Regional Studies students. Speakers work in federal agencies, non-profits, business, and education in regions represented by II NRCs. LACS includes speakers of interest to UM Reserve Officers’ Training Corps (ROTC) students (*BL 46*). LACS also supports the Ford School of Public Policy’s *International Policy Center Aid & Development Series* for students interested in international development careers (*BL 47*).

* **Programs around LAC Challenges, Innovations and Creativity** (*NRC AP 1):* With varied campus and community partners, we will collaborate with AA Film Festival and Interfaith Council for Peace and Justice’s Latin America Caucus to host community *LAC Film & Speaker Series (BL 48)* and co-sponsor student-led *Andean Circle* and *Cuban Diaspora Studies* events *(BL 49)*. We will launch new initiatives with the School for Environment and Sustainability for a *Sustainable LAC Event Series (BL 50)*, and with RLL for a *LAC Languages Series (BL 51)*.
* ***Translating the Americas* online journal** (*NRC AP 1):* LACS and the Center for Latin American Studies at the University of Pittsburgh will collaborate in the digital publication of *Translating the Americas*. This online journal, established by UM in 2013, will make freely available published research written in 1 LAC language and translated to another to increase student, teacher and public access to important research. We will post descriptions of how UM and Pitt faculty use publications in their teaching on the journal website *(BL 19)*.

***I2D. Enhancing LAC Library Collections and Library Programming*** (*NRC AP 1*): LACS librarian will design and host a LAC data management workshop at UM *(BL 52)*. We request funding to support collections that address areas of need, such as government collections (*BL 16),* and to fund librarian travel to LAC book fairs for material unavailable elsewhere *(BL 14)*. **I3. Cost Effectiveness:** Our budget allocations fit ED recommendations, guidelines, and limits. LACS leverages our highly collaborative nature and the considerable UM institutional

commitment to create cost efficiencies (*Table D1*), increasing the productivity of NRC funding by providing the vast majority of administrative, faculty, and infrastructural costs.

**I4. Long-term Impact:** Our plans to create shared, open-access LCTL resources, professional bilingual educational toolkits for MI and PR teachers, experiential learning and curriculum workshops for MI and CA teachers in the GMEI, and annual career development programs are just a few of the ways we specifically focus on long-term impact. NRC funds will contribute to the development and enhancement of over 20 classes or language class series in the next grant cycle. Our collaborations with UM departments and PSs, shared II resources, and connections to outreach staff across the US allow us to leverage existing strengths to enrich UG, G, P, and K-16 training. Through programs that engage LAC artists, academics, and professionals, we expose students and faculty to the language and area training they need to be successful in LAC-focused careers. We are sensitive to the need to foster lively debate by presenting diverse disciplinary and contradictory views that give our community a holistic understanding of a region that is itself incredibly diverse. Finally, our outreach mission to expand access to global education via programs like ENL and the GMEI’s inclusive pedagogy component is a valuable bridge for supporting historically underrepresented local populations with typically lower participation rates in international programs, in no small part due to a lack of K-12 training. Bringing these groups into the pipeline is a critical step towards fostering a more diverse student body engaging with LACS at university levels. This is the kind of long-term impact we are proud to encourage.

# SECTION J: COMPETITIVE PREFERENCE PRIORITIES

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| **Table J: Competitive Preference Priorities (CPPs)** | |
| **NRC CPP 1:**  **Minority Serving Institutions** | LACS proposes significant and sustained collaborative activities with the University of Puerto Rico, San Diego State University, and SDSU-Imperial Valley Campus (all Title V Institutions) that build curriculum and support LAC instruction. LACS supports the inclusion of UPR faculty at the School of Nursing Global Health Institute (BL43) and professional development funds for MSI faculty to attend conferences and for UM library residencies. Finally, we support II-MSI  initiatives like the collaborations with GSU and EMU/Wayne State (§H) |
| **NRC CPP 1:**  **Community Colleges** | LACS proposes innovative collaborative activities with community colleges through the Midwest Institute for International and Intercultural Education, by incorporating CC faculty into the Global Migration Education Initiative (GMEI), supporting global programming at Schoolcraft Community College, extending the World History Reading Group to CC faculty, providing professional development  funds specifically to CC faculty such as the Global Studies Symposium (§H). |
| **FLAS CPP 1:**  **Financial Need** | LACS will give preference when awarding fellowships to students who  demonstrate financial need based on financial circumstances, not other aid (§H). |
| **FLAS CPP 2: LCTLs** | LACS will award 100% FLAS in modern languages other than Spanish (§H). |