Individuals using assistive technology may not be able to fully access the information contained in this file.

For assistance, please send an e-mail to: [NRC-FLAS@ed.gov](mailto:NRC-FLAS@ed.gov) and include “508 Accommodation” and the title of the document in the subject line of your e-mail.

# TABLE OF CONTENTS

**Abstract**

**Diverse Perspectives and Areas of Need Descriptions List of Acronyms**

**Narrative**

Criterion A: Commitment to Subject Area: Latin America 1

[Criterion B: Quality of Language Instructional Program 8](#_TOC_250006)

* 1. & B.2. Instruction, Enrollment and Levels of Language Training and FLAC 8
  2. Language Faculty and Pedagogy Training 13
  3. Quality of Language Program 14

[Criterion C: Quality of Non-Language Instructional Program 15](#_TOC_250005)

* 1. Quality of Offerings, Disciplinary Coverage and Professional School Offerings 16
  2. Depth of Specialized Course Coverage 16
  3. Availability of Non-Language Faculty and Pedagogy 16
  4. Interdisciplinary Study 17

[Criterion D: Quality of Curriculum Design 18](#_TOC_250004)

* 1. Undergraduate, Graduate and Professional Programs 18
  2. Academic and Career Advising 20
  3. Research and Study Abroad Opportunities and Access 22

Criterion E: Quality of Staff Resources 26

* 1. Staff Qualifications 26
  2. Center Staffing and Oversight 32
  3. Diversity and Non-Discrimination 33

[Criterion F: Strength of Library 34](#_TOC_250003)

* 1. Library Holdings 34
  2. Access to Library Holdings 36

[Criterion G: Impact and Evaluation 37](#_TOC_250002)

* 1. Center Impact and Enrollment in Advanced and Professional Programs 37
  2. Enhanced Specialized Training and Placement 39
  3. Addressing National Needs 39
  4. Evaluation Plan 42
  5. Equal Access for Underrepresented 43

Criterion H: Outreach 45

[Criterion I: Program Planning and Budget 52](#_TOC_250001)

* 1. [& I.2. Quality of Plan, Purpose of Center Activities and Timeline 52](#_TOC_250000)
  2. Cost-Effectiveness 61
  3. Long-Term Impact 61

Criterion J: NRC Competitive Preference Priority 62

**Appendices**

**Appendix A: Florida International University Itemized Budget**

**Appendix B: Florida International University Faculty and Key Personnel Biographical Information\* Appendix C: Florida International University Project Personnel Position Descriptions**

**Appendix D: Florida International University 2020-2023 Master Course List Appendix E: Evaluation Plan**

**Appendix F: Letters of Support**

**\* Faculty biographical percentages represent faculty scholarly activity dedicated to LAS courses, research and/or service.**

# Abstract

The Kimberly Green Latin American and Caribbean Center (LACC) at Florida International University (FIU) is a world-renowned center of excellence and leadership in teaching, research and training. Over the past four years, LACC has fulfilled its mission as a National Research Center (NRC) by supporting minority and under-resourced students, generating and disseminating cutting-edge academic and policy-oriented research, and investing in partnerships that equip the next generation of leaders with the knowledge and skills they need to address the nation’s complex priorities in the region. FIU is Miami’s only urban public research university. South Florida serves as the gateway for political, commercial, and cultural exchanges between the US and Latin America and the Caribbean. Other US cities also have large Latin American and Caribbean populations, but none is more diverse or has more direct or closer ties to the region than Miami. Accordingly, FIU has an ongoing commitment to the internationalization of all of its undergraduate and graduate programs to prepare students for success in our globally connected nation. LACC is an essential part of this effort, thanks to its hemispheric focus and well-defined research, instructional, and outreach plan. NRC funding will allow LACC to launch vital new components of this plan in the short term and enable the university to sustain them in the long term.

As a Hispanic-Serving Institution and the largest minority-serving university in the US, FIU is characterized by a diversity of perspectives among its students and faculty. The breadth of 341 faculty working on Latin America and the Caribbean (LAC) informs LACC priorities and ensures a wealth of high-quality instruction, research and training opportunities across a wide range of fields and foreign languages. Over 700 active LAC-related course offerings and complementary programs help develop knowledge and expertise in LAC area studies and languages and prepare students for careers in areas of national need, including health, STEM, government service, education, business, and many other fields, with an impressive graduate placement record in the public, private and non-profit sectors. Benefiting from FIU’s unwavering commitment to minority student success and career placement, LACC leverages existing robust institutional resources to enhance access and equity of educational opportunity and multiply the meaningful positive impact of its programs and funding priorities.

The activities outlined in this NRC proposal will allow LACC to build upon current instructional and language/area studies training strengths, but also launch new initiatives designed to increase the policy relevance of LACC’s solutions-based research and programming, expand professional school collaboration in support of pre-professional technical training in areas of national need and enhance literacy related to technology-based educational tools.

Proposed activities prioritize engaging the depth and diversity of perspectives of FIU faculty, students, and community partners.

This proposal responds to all Absolute and Competitive NRC and FLAS priorities.

LACC has a successful track record of fulfilling its NRC goals and has a set of four attainable and quantifiable objectives for the FY 2022 grant cycle. The first goal is to intensify collaboration with professional schools to ensure that pre-service teachers and other pre- professionals have access to US and LAC-based training and resources to serve the nation’s current and future needs. Initiatives include funding for students applying for LAC-themed internships in Washington, DC and abroad, and, with the FIU Education, expansion of the Global Gateways Program with additional LAC host sites for teaching practica that integrate LAC area studies and foreign language training into the professions. With FIU Journalism, LACC seeks to

combat disinformation and launch a Spanish-Language Professional Training in Multimedia Journalism. NRC funds would also support a Professional Certificate in Cybersecurity in Health, in collaboration with FIU’s Global Health Consortium. In recognition of the critical economic importance of international tourism and the service industry to Florida and the US, new applied interdisciplinary international trainings with FIU Hospitality and Tourism Management will be made possible with Title VI support.

LACC’s second goal is to enhance specialized and applied training collaboration with K- 12 and post-secondary MSIs and CCs to better serve their unique demands. Grant funds will extend international learning opportunities to MSI/CC students through the LACC/MDC Resourcing International Student Excellence (RISE) and LACC/Santa Fe My Brother’s Keeper professional development programs and Diversity Abroad Virtual Global Inclusive Leadership Certificate. NRC funds will also be used to support the Global Studies Symposium on NRC, CC and MSI Collaboration and its new Communication Hub. These and other activities provide tailored support, increase access for the financially disadvantaged, create multiple pathways to success for underserved populations, improve foreign language and area studies instruction, expand study abroad, and advance specialization in technical fields to narrow the achievement gap. Funds will allow LACC to launch a new MI-BRIDGE site at University of Puerto Rico on the social determinants of health and the impact of extreme events on vulnerable communities.

The third goal of LACC’s application is to expand international and technology-based course offerings and instructional materials to enhance the area studies and LCTL K-18 curricula to leverage and encourage innovation and make applied learning more equitable, meaningful and accessible. Deliverables include Collaborative Online International Learning (COIL) course development and MSI participation in the COIL Virtual Exchange Leadership Institute, as well as expanded FLAC and LCTL programs and international practica across disciplines.

The fourth goal of this application is to support activities that provide protected spaces for diverse perspectives through collaborative partnerships and trainings rooted in research-based inquiry. NRC funds will support FIU’s new Cybersecurity in Health Certificate, LACC/FIU in DC fly-ins and internships, the Hemispheric Security Conference, the Social Determinants of Health and Disasters MI-BRIDGE, PhotoVoice, High Andes Field Study, *Visiones del Caribe*, Ayiti Images screenings and the MSI/CC Marine Science without Borders project. Also included in this goal is programming designed to ensure public access to reliable, fact-based information, including the Journalists & Editors Workshop and the Global Summit on Disinformation.

Finally, LACC is also requesting Foreign Language and Area Studies (FLAS) funding to meet this cycle’s Competitive Priorities. In 2022-26, FIU will offer 100% of requested awards to students studying LAC LCTLs: 60% for Portuguese, 30% for Haitian Creole, and 10% for Quechua and Quichua. FIU also commits that at least 60% of awarded AY fellows will be high- quality applicants with demonstrated financial need, a goal FIU has met or exceeded in previous funding cycles.

All the activities in this grant proposal are of the highest quality, designed according to research-based best practices in teaching and learning, and directly related to strengthening instruction in foreign languages and area studies. All respond to NRC/FLAS priorities, with particular attention to growth, sustainability, evaluation, cost-effectiveness and long-term impact. Most important, this proposal is dedicated to serving the needs of the general public, providing the local, national, and international communities with knowledge and skills to respond to hemispheric issues that affect their personal, professional, and civic lives. This is FIU’s founding mission and the mission of LACC as a distinguished National Resource Center.

# Diverse Perspectives

The grant activities of the Kimberly Green Latin American and Caribbean Center (LACC) at Florida International University reflect a strong commitment to diverse perspectives and are designed to generate debate on world regions and international affairs. Given its direct and strong ties to Latin America and the Caribbean, the Miami public demands a balanced, diverse and nuanced understanding of complex issues affecting the region and its communities abroad. LACC’s Title VI activities bring together majority, minority and marginalized points of view through varied programs and a broad network of partners.

Thanks to the strength of LACC’s 341 affiliated faculty who work on Latin America from various disciplinary, theoretical and applied perspectives, its robust Title VI-tailored outreach program, depth of diverse institutional and international linkage partners, and its strategic location in Miami and satellite center in Washington, DC, debate on the region’s most pressing issues takes place with impressive frequency at or in partnership with FIU, with LACC at the center. In Year 3 of the current NRC cycle, for example, LACC sponsored 119 events with 19,726 participants, an average of 1 event every 3 days, with NRC funds. LACC’s partners are as diverse as topics covered and include institutions of higher education; local, state and federal government; private sector and STEM organizations; and arts and media organizations in the US and abroad.

While some area studies programs prefer to avoid collaboration with security-related public entities, LACC values being part of the conversation and believes it is crucial for academics to contribute to and inform private and public debate and policy. The FIU Title VI- supported Hemispheric Security Conference convenes an extremely diverse group of stakeholders, including government officials, military, educators, human rights advocates and non-government leaders, to examine security challenges facing the Western Hemisphere. The FIU Security Hub supports US “soft diplomacy” efforts by facilitating virtual collaboration, information sharing and research-based content creation to influence policy and make Latin America and the Caribbean more secure, while providing professional education and training for current and future governance and security professionals. Similarly, LACC/FIU Journalism/InterAmerican Press Association (IAPA) professional development programs educate journalists, pre-professionals, private and public sector representatives and the public, contributing to media literacy.

Finally, LACC's multi-pronged delivery and dissemination strategies ensure that its grant activities serve an increasingly diverse audience. NRC-funded activities are held in a variety of locations throughout the hemisphere and disseminated via traditional (lectures and publications) and non-traditional (Facebook Live, Twitter, YouTube, etc.) means, in English, Spanish, Haitian Creole, Quechua and Portuguese.

# National Need

LACC encourages careers in government, private and non-profit sectors that support the nation’s educational, economic and security needs. University-wide coursework and programs develop FIU and non-FIU students’ knowledge and expertise in LAC area studies and languages for careers in education, defense, intelligence, diplomacy, health sciences, STEM, economics and information technology.

LACC takes a multi-pronged approach to career preparation, facilitating networking opportunities between students and professionals, strong faculty advising/mentorship relationships and exciting applied internships. LACC’s MA program requires professional development to enhance graduates’ marketability. To encourage careers in government, LACC’s former director, a senior US government official, holds one-on-one and group how-to sessions for students interested in public service as part of LACC’s Insider’s Guide to Government Service. Forty-seven such sessions advised 193 students in the last three and a half years alone, with an 33% increase in participation since 2019. The LACC/USAID MSI Partnership Initiative deepens collaboration between FIU students, faculty and researchers and USAID, enhances the professional development of minorities to better serve national needs and supports the recruitment and increased contributions of under-represented groups at USAID. FIU’s Diplomat in Residence promotes State Department internships and assists with preparation for the Foreign Service exam. The NRC-supported LACC/FIU School of Education Latin American and Caribbean Internship Program ensures practical experience, job-readiness and global competence in areas of national need; from its launch in Spring 2015 through August 2021, the program held 240 (up from 104 in 2018) student advising sessions and confirmed 263 (up from 102) placements in LAC-related positions.

LACC grant activities also have a measurable impact on the preparation of primary and secondary school educators and continues to support the enhancement of Miami Dade County Public School curricula through the development of curricular resources, free and open access to online teaching resources, professional development training seminars and teacher study abroad opportunities. More than 50% of Miami Dade County Public School teachers received their degree from FIU.

An impressive 72% of 2018-2021 LACC MA graduates and 42% of all LACC MA program graduates work in a Latin American and Caribbean-related field: 12% in the US government or military, 45% in business and law, and 30% in primary, secondary and post- secondary education. Biologists, medical professionals, earth scientists and architects with degrees from FIU are working on dozens of alternative energy, environmental, violence reduction, public health and development projects that affect the entire hemisphere.

# List of Acronyms

AADS – African and African Diaspora Studies

ACTFL-OPI – American Council on the Teaching of Foreign Languages-Oral Proficiency Interview

AY – Academic Year

CASAD – Central American Security and Drug Policy CAMP – College Assistance Migrant Program

CAT – Center for the Advancement of Teaching CC – Community College

CELPE-Bras – Official Portuguese Language Proficiency Test CIES – Comparative and International Education Society CLASP – Consortium of Latin American Studies Programs COIL – Collaborative Online International Learning

CRI – Cuban Research Institute

CSA – Caribbean Studies Association

DACA – Deferred Action for Childhood Arrivals DEI – Diversity, Equity, and Inclusion

dLOC – Digital Library of the Caribbean

FAFSA – Free Application for Federal Student Aid FIU – Florida International University

FLAC – Foreign Language Across the Curriculum HBCU – Historically Black College and University HSI – Hispanic-Serving Institution

IAPA – Inter-American Press Association

IPEDS – Integrated Postsecondary Education Data System ILR – Interagency Language Roundtable

IU – Indiana University

LAC – Latin America and the Caribbean

LACC – Kimberly Green Latin American and Caribbean Center LACS – Latin American and Caribbean Studies

LAS – Latin American Studies

LASA – Latin American Studies Association LCTL – Less Commonly Taught Language MDC – Miami Dade College

MDCPS – Miami Dade County Public Schools

MI-BRIDGE – Minority Institutions Building Resources to Ignite Development and Growth in Education

MSI – Minority-Serving Institution

NAFSA – Association of International Educators NCSS – National Council for Social Studies NEH – National Endowment for the Humanities NIH – National Institutes of Health

NSF – National Science Foundation OAS – Organization of American States OEA – Office of Education Abroad

RESCAT – Resilient Communities against Transnational Gangs REGUA – Reserva Ecológica de Guapiaçu

SAS – Student Access and Success

STE(A)M – Science, Technology, Engineering, (Art) and Math SWOT – Strengths, Weaknesses, Opportunities, Threats

UF – University of Florida

USAID – United States Agency for International Development VSA – Virtual Study Abroad

**Criterion A: Commitment to Subject Area: Latin America and the Caribbean**. As a Title V institution, FIU embraces diversity by increasing access to higher education to urban and underrepresented minorities and disseminating its research and educational outreach to communities in South Florida and beyond. With 6 urban campuses enrolling 63,106 students, FIU is the 5th largest public university and the largest minority-serving university in the US. Approximately 90% of FIU students are minorities (64% Hispanic, 12% African American, 14% other), and 44% of its international students are LAC nationals. FIU enrolls an average of 200 DACA students per year, and its more than 13,000 annual graduates include more Hispanics than any other university in the continental US. Over 90% percent of FIU 2019-20 degrees were awarded to minorities and 22% (up from 16% in 2018) of FIU students are 1st Generation.

According to the US Department of Education’s Integrated Postsecondary Education Data System (IPEDS), FIU is the largest producer of STEM degrees for Hispanic students. *Excelencia in Education* ranks FIU first in the number of bachelor’s degrees awarded to Hispanic students, and FIU has the largest percentage of Hispanic law students of any law school in the US. FIU’s College of Business is ranked 2nd (up from 5th four years ago) among undergraduate international business programs; of its 2019-20 MBA graduates, 86% were minorities. In all disciplines combined, IPEDS ranks FIU 1st in the nation in master’s degrees awarded to minorities overall.

FIU is committed to advancing the internationalization of disciplines and preparing students for professional success in an increasingly globalized world. Thanks to a nationally acclaimed Global Learning for Global Citizenship curriculum reform, recipient of the prestigious 2021 NAFSA Paul Simon Award for Comprehensive Internationalization, FIU requires that all undergraduates take at least 2 Global Learning courses prior to graduation (40% feature LAC content). Building upon FIU’s deep experience creating global learning courses across the

curriculum, FIU COIL uses technology to connect students and faculty across borders of time, space, language, culture, and discipline to engage in peer-to-peer intercultural dialogue and meaningful projects. COIL deepens knowledge, broadens perspectives, fosters personal growth, and opens doors to new connections and opportunities for students and faculty alike.

The university has continuously strengthened its commitment to LACC since the Center was founded in 1979. With a history of effectively integrating and promoting programming that directly responds to national needs and government service, diverse perspectives, security and international competitiveness, LACC continues to leverage its unique strengths to expand access and equity of opportunity to area studies and foreign language training in support of US interests. LACC is well positioned to deepen its impact as 1 of only 5 MSIs and the only HSI invited to participate in USAID’s MSI Partnership Initiative to promote diversity, equity and inclusion in the international development workforce, create a pipeline of future professionals, increase collaboration related to LAC development, help shape research and training agendas, and contribute to the region’s long-term development.

LACC’s multidisciplinary course offerings, outreach, student training and research are supported by Programs of Excellence in 6 strategic areas: Governance and Security, Migration and Transient Communities, Health and Society, Haitian Studies, Andean Studies and Brazilian Studies, all of which are supported by collaboration with FIU’s professional schools and research centers. FIU’s language programs are also crucial to LACC’s area studies mission. In addition to an extensive Spanish program, FIU is a leader in Less Commonly Taught Languages (LCTLs), including Haitian Creole, Portuguese and Quechua, US priority languages, and access to foreign language training opportunities is enhanced through cost-effective, technology-based distance- learning courses. Building on these successful language programs, LACC continuously

strengthens its existing degree offerings by contributing to the expansion of new area studies and FLAC offerings. Based on depth, breadth and participation rates, LACC’s FLAC programming **(see Section B.2)** is one of the strongest of its kind in the country.

**Financial and Other Support for Operation of the Center.** Institutional investment in LACC has grown significantly, especially since its designation as a pre-eminent program in 2016 and subsequent strategic hires, including LACC Director Luis Solís, the immediate past-President of Costa Rica, who joined LACC in August 2018 as a Distinguished University Professor. In addition to the $2.5 million endowment from the Green Family Foundation in 2015 and the funding presented in **Table A.1**, new university commitments to the Center since Fall 2020 amount to $800,410, including $471,754 for research, $149,508 for teaching and advising, and

$179,148 for outreach.

In the last year, FIU funded 2 new permanent 9-month interdisciplinary faculty lines at LACC to support the Brazilian Studies Program of Excellence and 1 new administrative line to support research. Two additional 12-month international outreach lines will be transferred to LACC in late-2022. The Green School of International and Public Affairs fully funds online versions of LAS 3002, Intro. to Latin American and Caribbean Studies; LAS 3330, Intro. to the Caribbean; and LAS 5931, Youth Violence, Gangs and Public Security Policies in Latin America, as well as LACC’s new Online BA, facilitating wider access to the curriculum. With institutional funds, FIU has hired 21 new LACS faculty since 2019. From April 2014-December 2021, LACC also secured an additional $10,148,994 in new external funding (not counting the multi-unit $4.63 million Commons for Justice Mellon grant on disaster preparedness disparities), with over $6.4 million of it since 2018. Finally, FIU is making significant investments in infrastructure to support LACC’s success. In 2023, the Center will move into a new 3500-square

foot state-of-the-art facility, an institutional investment of $1.7 million.

**Table A.1. FIU Institutional Support for LAC Studies 2020-2021**

|  |  |
| --- | --- |
| **Budget Category** | |
| Area Studies Instruction | $24,422,632 |
| Commonly Taught Languages Instruction (Spanish, French) | $1,860,492 |
| Less Commonly Taught Languages (LCTL) Instruction (Portuguese, Haitian Creole) | $483,837 |
| Language Assessment | $29,099 |
| *Total Language and Area Studies Instruction Support* | *$26,796,060* |
| Other |  |
| LACC Outreach Salaries and Activities | $1,245,600 |
| Library LAC Acquisitions, Travel, Outreach, Part-Time Staffing (not included above) | $573,211 |
| LACC Faculty Grants | $20,129,134 |
| Student Tuition Waivers\* | $433,335 |
| Graduate Student Grants\*\* | $1,000,550 |
| *Total Other Support* | *$23,381,830* |
| **Grand Total** | **$50,177,890** |

\*Represents only those administered by LACC.

\*\*Represents all non-Title VI grants awarded to students enrolled in LAC-related programs and includes COVID Aid, Relief & Economic Security and COVID Response & Relief Supplemental Appropriations student awards.

**Teaching Staff.** LACC has 341 faculty affiliates from all disciplines and professional schools (a 34% increase from 2018). LACC affiliates have an excellent and growing track record of high- quality teaching and external grants that enhance LAC studies by providing additional faculty lines, courses, and training and outreach. Current examples of interdisciplinary external grants supporting LACC research include the Commons for Justice Mellon grant, and multiple NIH studies including a $2.8 million project on physician migration impacts on Puerto Rico’s health care. Numerous smaller awards include an NSF grant on the impact of ethno-racial laws on Afro- Ecuadorians; a USAID-funded project on street gangs in Central America; an NEH-funded study on improving Spanish-language teacher retention and success; and US Department of Defense

funding for training in strategic culture, political and humanitarian crises and cybersecurity. **Support for Library Resources.** Thirty-eight faculty, staff and library assistants serve LAC collections at FIU’s libraries: 5 full time, 7 between 50% and 95% of the time, and 26 up to 50% of the time. Budget support for annual purchases averages $193,754.

**Table A.2. FIU Library Budget for LAC Studies 2020-2021**

|  |  |
| --- | --- |
| **Budget Category** | |
| Acquisitions\* | $193,754 |
| Library Staff Salaries\*\* | $1,029,746 |
| Library Travel\*\*\* | $16,851 |
| **Grand Total** | **$1,240,351** |

\*Does not include grant- or privately-funded LAC acquisitions monies

\*\*Salaries of librarians fully affiliated with LACC are also reported as Institutional Support in Table A.1

\*\*\*LAC-related travel and professional development budget less than usual due to 2020-2021 COVID-restrictions **Linkages with Institutions Abroad.** FIU has 235 active international linkages in 33 LAC countries, 13 more in Puerto Rico and US Virgin Islands **(Table A.3),** and 28 MOUs.

**Table A.3. FIU International LAC Linkages (number per country)**

|  |  |
| --- | --- |
| **College** | **Countries** |
| Business | Argentina; Brazil; Colombia (3); Costa Rica; Dominican Republic (2); Guatemala; Jamaica; Mexico; Peru (2); Trinidad and Tobago; Uruguay |
| Medicine, Nursing, Public Health and Social Work | Antigua and Barbuda (2); Bahamas; Brazil; Chile; Colombia (11); Costa Rica; Guatemala; Jamaica: Mexico (3); Puerto Rico (3); Trinidad and Tobago |
| Engineering | Brazil; Colombia; Dominican Republic (2); Peru (2) |
| International and Public Affairs | Argentina (2); Bolivia (4); Brazil (6); Colombia (2); Costa Rica (2); Dominican Republic  (2); Ecuador (2), El Salvador (4); Guatemala; Guyana, Haiti, Honduras (4); Jamaica; Mexico; Nicaragua; Peru (2); Puerto Rico; Trinidad and Tobago; Uruguay; Venezuela |
| Law | Colombia; Costa Rica (2); Dominican Republic (2); Mexico; Peru (2); Venezuela |
| Hospitality | Bahamas; Costa Rica; Jamaica (2) |
| COIL Collaborative Online International Learning | Argentina (4); Brazil (22); Chile (4); Colombia (10); Ecuador (10); Mexico (10); Peru;  Venezuela (2) |
| General/Other | Argentina (3); Aruba; Bahamas; Barbados (2); Belize (2); Bolivia (2); Brazil (3); Chile  (2); Colombia (2); Costa Rica (4); Cuba (5); Curaçao (4); Dominica; Dominican  Republic (4); Ecuador (3); Grenada; Guatemala; Guyana (3); Haiti (9); Jamaica (4);  Martinique (2); Mexico (2); Panama (6); Peru (3); Puerto Rico (6); St. Maarten; Suriname; Trinidad and Tobago (3); US Virgin Islands (3); Venezuela |

These relationships expand teaching, research, study and student placement opportunities and strengthen Programs of Excellence. For instance, the LACC/FIU Education Latin American and Caribbean Internship Program has placed 263 (up from 102 in 2018) FIU LACS and Education students in public- or private-sector LAC-related internships from 2015-Summer 2021, and an FIU/State University of Haiti agreement involves faculty and student exchange, study abroad (temporarily suspended), joint outreach and research as part of LACC’s Haitian Studies Program of Excellence. FIU Business has graduate articulation agreements and offshore MBAs with 10 top-ranked LAC business schools, dual BBAs with 2 universities in Dominican Republic and Trinidad and Tobago, and a Global Professional MBA in Jamaica with 632 graduates since 2001, as well as COIL partnerships in Argentina, Ecuador, Mexico and Peru (104 COILs implemented, 47 COIL partners in 22 countries and 5101 students trained since 2017). The Office of Global Initiatives at FIU Business runs Business Beyond Borders, which offers study abroad, exchange and research opportunities to faculty and students in Spanish, Portuguese or English with partner universities around the globe. The FIU College of Nursing and Health Sciences has agreements with 13 universities and health clinics in LAC, and FIU’s College of Public Health and Social Work has 11 agreements with universities and health organizations in the region, as well as a new dual-degree program for earning an MPH from FIU and an MD degree from the American University of Antigua & Barbuda. FIU Education offers international teaching practicum sites in Costa Rica and Ecuador, while FIU Law maintains general cooperation initiatives with law schools in 7 LAC countries and is 1 of only 32 permanent members of the Iberoamerican Association of Law Schools. The Chaplin School of Hospitality and Tourism Management has agreements with 5 partner institutions in Bahamas, Brazil, Costa Rica, Ecuador and Jamaica, as well as a new partnership with U. of the West Indies and Sandals International for students to

learn, live and study hospitality in two of the world’s top tourist destinations, Jamaica and

Miami. In a unique partnership, FIU Modern Languages and Qingdao University in China offer a dual degree in Spanish. And in 2021, FIU Global launched its first FIU World Center in Colombia to expand teaching, research, study and student placement opportunities and facilitate engagement opportunities abroad. **Outreach Activities.** LACC’s outreach program is among the largest and most active of its kind in the US, serving local, regional, national and international audiences. Thanks to expanded online hosting and accessibility, from August 2020-August 2021, LACC hosted 19,726 participants at 119 events (an average of 1 event every 3 days) with NRC funds. An additional 72,900 joined the multilingual Little Haiti Book Festival 4-part virtual series, for a grand total of 175 events with 112,802 attendees (a 504% increase from 4 years ago). LACC is also in a unique position to mobilize quickly in response to crises such as social upheaval, disputed elections or humanitarian disasters, and its rapid response outreach translates into high-impact contributions. Within 48 hours, LACC’s Haitian Studies Program of Excellence convened experts from Haiti for a bilingual examination of the crisis prompted by President Moise’s assassination from the Haitian perspective and is continuing the conversation through its Reflections on Haiti series. LACC helped coordinate the university’s response to Hurricane Dorian’s devastating impact on The Bahamas in 2019, assisting affected FIU faculty, staff and students, granting over $100,000 in new out-of-state tuition waivers and offering off- campus career placement and counseling services. **Institutional Financial Support for Qualified Students.** A 2020-2025 LAC Tinker Field Research Collaborative Grant allows LACC to use 1:1 matching funds to provide $150,000 over 5 years to graduate and professional school students who conduct dissertation research in Latin America. LACC Institutional monies fund LACC’s K-14 Educator Abroad Fellowship and Programs of Excellence Post-Secondary Fellowship, providing up to $20,000 per year for advanced research in the LAC region. The

Green School of International and Public Affairs annually funds 4 teaching assistantships for

LACC MA students. In 2021-22, the state-funded Florida Mexico Institute and Florida Caribbean Institute—administered by LACC in partnership with Title III-designated Polk and Daytona State Colleges, respectively—awarded a total of $720,832 in out-of-state tuition waivers to 87 students (70 undergraduates and 17 graduates, including 16 community college students and 43 non-FIU students). As a Title V institution, FIU is committed to enabling access for underserved populations. FIU’s Golden Promise removes economic barriers for students who are academically qualified but economically challenged, helping them complete their degree in 4 years debt free. Launched in 2017, it guarantees 100% coverage of tuition and fees for freshmen who are Florida residents and have a FAFSA Expected Family Contribution of $0. Golden Promise covers approximately 1,200 students a year and, as long as their EFC remains 0 and they complete 30 credits per year with a 2.0 GPA, their costs are covered for the number of credits their degree requires. Also, LACC’s endowment-funded Green Scholarship for LACS annually awards up to $10,000 in need-based scholarships to students participating in FIU-led LAC student exchanges, international internships or study abroad, and to Miami Dade, Florida Southwestern and Broward College students participating in co-sponsored programs to Costa Rica, Nicaragua and Peru. Students traveling to the region benefit from need-based scholarship programs funded by LACC and FIU Study Abroad, including 100% of students in LACC’s 2019 Politics & International Relations in Argentina study abroad, 63% in its 2020 Ecuador Study Abroad, and 100% in the 2019 LACC/Broward College Summer in Peru. 60% of Argentina and Ecuador applicants were Pell recipients. LACC’s Central American Security and Drug Policy (CASAD) Scholarship funds Central American students and engages them in a curriculum that leads to policy proposals to reduce security challenges in the region. A range of other LAC scholarships are also available.

# Criterion B: Quality of Language Instructional Program.

**B.1. & B.2. Instruction, Enrollment, Levels of Language Training and FLAC.** FIU’s course catalog includes 171 LAC-related language courses, 84% (143) of them (many with multiple sections) offered regularly in the next 2 years **(Appendix D)**. FIU’s Spanish language program offers training up to the PhD and is the only program in the state with an accelerated 4+1 BA/MA in Spanish. It also offers a fully online minor and BA, with enrollment for the latter increasing 80% from 2019 to 2021. Graduate and undergraduate Spanish programs at FIU offer an innovative curriculum that encompasses all aspects of Hispanic literature, culture and civilization, with an emphasis on the Caribbean, and courses on linguistics, literary theory, and teaching and research methodology. Twelve full-time faculty specialize in Spanish and Applied Linguistics, with additional Spanish instruction provided by 2 post-doctoral fellows, 10 adjuncts, 8 teaching assistants, 2 digital assistants, and 11 professors for dual-enrollment courses (764 enrolled in 23 sections at 10 schools in 2019-20). Spanish programs impart state-of-the-art training in foreign language teaching methodology and prepare students to conduct cutting-edge research in literature, cultural studies, and translation and interpretation. In AY 2019-20, FIU Modern Languages launched a new Spanish MA track in Applied Language, Culture and Literature. Thanks to a recent seed grant, the department is partnering with FIU Education and Miami Dade County Public Schools to establish a new Multilingual and Multicultural Center at FIU to focus on language teaching and teacher preparation. FIU Spanish also partners with Qingdao University to offer a dual degree in Spanish in China. In addition to multiple COILs, FIU in Qingdao also features a successful community outreach program and an online bilingual publication in Spanish and Chinese. Besides the PhD, MA, and major and minor in Spanish, Modern Languages offers a Translation & Interpretation Certificate and Professional Certificate in Spanish to support career placement and serve US needs. Portuguese also continues to be a

competitive and strategic priority for FIU. The program is currently supported by 1 associate teaching professor, 2 instructors and a new tenure-track assistant professor is set to begin Fall 2022. FIU is the only university in South Florida to offer a BA in Portuguese and is one of only 4 US testing centers accredited by the Brazilian Ministry of Education to administer its CELPE- Bras Exam, the official proficiency test required for international students entering Brazilian universities. FIU also offers a minor in Portuguese, a certificate in Portuguese and Brazilian Studies, and a complementary Portuguese FLAC Series. In Fall 2022, Modern Languages will launch a new degree in Global Languages, Cultures and Literatures with a Portuguese and Lusophone Studies track, allowing students to integrate specialized Portuguese language-focused courses into their curriculum. FIU’s Strategic Language Institute offers Portuguese for government employees and professionals. LACC and the Brazilian Consulate co-founded the Miami K-12 Portuguese Strategic Planning Committee, which partners with MDCPS, the American Organization of Teachers of Portuguese and the Portuguese International Parents Association to design, fund and support K-12 Portuguese instruction and teacher training, curriculum and library development, strategic hires, outreach and dual-enrollment opportunities. Over the last NRC cycle, the Committee designed, developed and tested Miami Dade County Public Schools’ first standardized K-12 Portuguese curriculum, which was adopted across the district and in South Florida private schools, and launched FIU’s first dual-enrollment program in Portuguese (29 enrolled in 4 sections at 2 schools in 2019-20). The Focus Brasil Foundation awarded FIU K-12 partners its best Portuguese program and educator awards in 2020, and in 2021, the Consulate General of Brazil honored FIU Portuguese professor A. Vono for excellence in teaching and promoting Portuguese language and Brazilian Studies. LACC hosts annual,

multi-day teacher training institutes on task- and performance-based teaching for Portuguese

language teachers from across the US and co-sponsors the annual World Conference on Portuguese Instruction (EMEP). The program partners with Miami’s Brazilian Film Festival and hosts eminent scholars, writers and journalists from Brazil to engage with the community as part of LACC’s FLAC Program. FIU’s strength in LCTLs extends beyond Portuguese. A cornerstone of LACC’s Haitian Studies Program of Excellence, FIU’s pioneering Haitian Creole program features in-person and online courses through the advanced level, as well as targeted technical courses such as Haitian Creole Translation and Interpretation and Haitian Creole for Legal and Medical Professionals. Each year, LACC hosts a Visiting Professor of Haitian Literature from the State University of Haiti or a Visiting Professor of Technical Practice in Haitian Creole Translation and Interpretation. Both work with FIU’s permanent Haitian Creole professor to expand Haitian Creole course offerings at the advanced and graduate levels and contribute to LACC’s Haitian Studies program planning and outreach, serving the South Florida professional community and ensuring long-term sustainability and growth for associated courses and degrees. LACC offers a Haitian Studies Certificate, which requires at least 6 of 18 credit hours in Haitian Creole language and proficiency at the intermediate level or above, and collaborates with other NRCs in support of its FLAS-approved Haitian Summer Institute and Study Abroad, the only program of its kind in the US. Now in its 25th year, the Institute has broadened its impact and expanded access through high-quality synchronous online instruction, training students from 103 (up 47% from 2017) colleges and universities, K-12 teachers, professors, government officials and professionals from across the globe. **Table B.1** details language levels, sections and enrollments in FIU Spanish, Portuguese, Haitian Creole, Quechua and Quichua courses **(Appendix D)**. As **Table B.2** shows, undergraduate enrollment in LAC-related Modern Languages courses totaled 3001 in 2020-21, with especially strong growth in Language Sections

Offered (+18%), overall Number of Students Enrolled in LCTLs (+42%), overall Quechua and Quichua Enrollments (+367%), Haitian Creole Enrollments (+111%), and Portuguese Enrollments (11%) when compared to 2019-20. **Advanced Language Training.** FIU offers up to 5 levels of training in Spanish, Portuguese and Haitian Creole, and in Quechua via its synchronous Distance Learning partner, Centro Tinku, on demand **(see note in Table B.1).**

**Table B.1. FIU LAC Language Instruction, Table B.2. LAC Language Enrollments**

**Sections and Students, 2020-21**1 **by Level 2020-21**

|  |  |  |
| --- | --- | --- |
|  | **Level** | **Undergraduate Enrollment** |
| **Portuguese** | Lower | 266 |
| Upper | 43 |
| **Total** | **309** |
| **Haitian Creole** | Lower | 45 |
| Upper | 187 |
| **Total** | **232** |
| **Quechua & Quichua** | Lower | 12 |
| Upper | 2 |
| **Total** | **14** |
| **Spanish** | Lower | 1588 |
| Upper | 858 |
| **Total** | **2446** |
| **Portuguese, Haitian Creole, Quechua & Quichua, and Spanish Course Enrollments** | **Grand Total** | **3,001** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Levels**  **¾** | **Level 5** | **Total** |
| **FIU Language Sections** | | | | | |
| Spanish | 44 | 12 | 55 | 11 | **122** |
| Portuguese | 6 | 4 | 5 | 0 | **15** |
| Haitian Creole | 1 | 1 | 13 | 0 | **15** |
| Quechua & Quichua | 3 | 3 | 2 | 0 | **8** |
| **FIU Language Students** | | | | | |
| Spanish | 1310 | 278 | 796 | 62 | **2446** |
| Portuguese | 138 | 128 | 43 | 0 | **309** |
| Haitian Creole | 30 | 15 | 187 | 0 | **232** |
| Quechua & Quichua | 4 | 8 | 2 | 0 | **14** |
| **Total FIU Language Students: Spanish–2446; Portuguese–309; Haitian Creole–232; Quechua & Quichua–14** | | | | | |

1Each level is equivalent to 1 year (2 semesters) of instruction. At FIU, all Level 1 courses are 5-credits.

**FLAC.** FIU’s FLAC program is one of the strongest in the US. The large numbers of heritage speakers enrolled at FIU inform teaching priorities, support the university’s strong FLAC offerings, and create unique demand for programs in Spanish and Portuguese across majors, schools and colleges. FIU Journalism and Mass Communication offers the nation’s first Spanish- language master’s degree in Multimedia Journalism, as well as a bilingual MA in Journalism

with a LAC Studies track. FIU Law offers a FLAC program on US Law and International Arbitration. FIU Business offers more than 13 FLAC programs in Spanish and Portuguese, and more than 100 students from FIU and LAC universities participate in its annual Global Bilingual Sales Competition (Spanish and English). The new FIU Global Health Professional Certificate in Cybersecurity in Health is conducted in Spanish. LACC supports for-credit FLAC courses taught entirely in the target language, among them International and Comparative Law (taught in Spanish or Portuguese), and Visual Storytelling and Production and Theories of Mass Communication, in Spanish. LACC also sponsors multiple K-12 outreach programs in Spanish, Haitian Creole and Portuguese annually. In 2020-21, LACC hosted 39 FLAC events with 76,302 attendees, a 12-fold increase from 4 years ago.

**B.3. Language Faculty and Pedagogy Training.** FIU’s Modern Languages Department consists of 23 full-time faculty, 13 adjuncts, 2 post-doctoral fellows **(Appendix B)**, and 8 TAs in Spanish, Portuguese and Haitian Creole. Two digital assistantships are also funded, reflecting expanded institutional investment in foreign language study and technology. The department employs 2 full-time second language acquisition specialists; both are applied linguists who specialize in teaching methodology, online language teaching, heritage language learning and teaching, and bilingualism. A full-time professor directs Level 1 and 2 Spanish courses and supervises TAs. Spanish, Portuguese and Haitian Creole program directors monitor student learning outcomes and implement performance-based Instructor Evaluation Criteria. Each semester, 3 public workshops are provided as part of the department’s community outreach Language Teaching and Research Series. The applied linguists oversee MA student teacher teaching and learning portfolio development and evaluation. An NEH grant supports HBCU collaboration with Florida Memorial University (FMU), Bethune-Cookman and Norfolk State to

maintain Spanish language curriculum centers, support Black learners, and train teachers and the community in target languages for Task-Based Language Teaching pedagogy. At FMU, these initiatives have recently been applied to Haitian Creole as a second language. Other outreach initiatives include a new internship for FIU student teachers to offer semester-long weekly foreign language classes at Miami-Dade public libraries, alongside a weekly practicum with linguistics faculty. Another successful student training public service initiative is the Haitian Creole Children’s Book Club, in which students author children’s books in Haitian Creole and share them in PDF format for free. All Modern Languages TAs are required to take FOL 5943, Foreign Language Teaching Methodology, before teaching in the lower-division program. In their first semester of teaching, they must also take a teaching practicum for simultaneous instruction and lesson planning support. Other teacher preparation courses include Task-Based Language Teaching, Spanish as a Heritage Language, Language and Technology, and Bilingual Curriculum Development. TAs also receive training in online foreign language tutoring in Adobe Connect for real-time synchronous language practice and attend weekly lesson planning and task design meetings. Language specialists coordinate and administer ILR-equivalent proficiency testing for Spanish, Portuguese and Haitian Creole, and an additional specialist co-directs the FLAC program with the LACC Associate Director.

**B.4. Quality of Language Program.** The performance-based, proficiency-oriented instruction implemented in language classes strives to achieve ACTFL standards via the 4 skills-integrated instructional approach, with elementary and intermediate level emphasis on the “5Cs:” communication, connections, cultures, comparisons and community. FIU’s MA proficiency standards—ACTFL Advanced-Medium in both speaking and writing—exceed most MA program requirements. ACTFL-trained examiners assess student listening and speaking abilities,

and students are tested regularly for language proficiency. Newly admitted students are tested orally upon enrollment and counseled to develop a customized standards-based language program of study, including language and FLAC courses and LACC study abroad programs, to meet degree and career goals. Faculty pedagogy and assessment training support the quality of the language program, as do the methodology course and teaching practicum requirement for TAs. FIU language instructors are trained in the latest task-based language teaching methods and 2nd language acquisition research. Each year, the department reassesses the language curriculum for Spanish, Portuguese and Haitian Creole and administers student questionnaires, ensuring the program is up to date on 2nd language acquisition research, language learner needs, teaching practices and tasks, and other proficiency issues. FIU also provides state-of-the-art computer language labs with tutoring, training, workshops and outreach programs available.

Certified FIU Spanish and Portuguese faculty administer the Diploma de Español como Lengua Extranjera (DELE) and CELPE-Bras Exam. LACC provides funding for CELPE-Bras recertification and ACTFL-OPI training for FIU faculty and K-12 Portuguese teachers. Modern Languages’ Heritage Spanish Language Program Committee designed and administers an online placement test to assess heritage and minority student language learners. The department also administers 2 other specialized exams: the SIELE (Servicio Internacional de Evaluación de la Lengua Española) and the CCSE (Conocimientos Constitucionales y Socioculturales de España; over 2300 tested since 2016) and FIU’s Haitian Creole Professor, one of only 32 fellows of the Haitian Creole Academy, is a certified ACTFL/ILR OPI tester, and is working with IU and UF partners on a 10-credit hour course, textbook, supplemental instructional materials, public access website and online curriculum for distance learners of Haitian Creole.

# Criterion C: Quality of Non-Language Instructional Program.

* 1. **Quality of Offerings and Disciplinary Coverage.** FIU’s course catalog includes 714 active courses with 25%+ LAC content that count toward LAC degree programs, with 636 (411 undergraduate; 225 graduate) courses offered with regularity over the next 2 years and included in the current LACC Course List. LACC courses have wide geographic coverage, with special strengths in the social sciences, professional schools and sciences **(Appendix D)**. They include 166 25%+ LAC content courses in 14 professional schools and programs. In 2020-21, FIU offered 365 non-language courses with 25%+ LAC content, many with multiple sections, and enrolled 56,276 (up 11% from 50,879 four years ago). Independent Study courses are offered year-round; 28 were taught by LACC directors and core affiliates during the last NRC cycle.
  2. **Depth of Specialized Course Coverage**. LACC’s Master Course List includes 297 specialized (50%+ content) non-language LAC Studies courses, with special strengths in Law, Business, Journalism, Environmental Studies, Literary and Cultural Studies, Music, Political Science/International Relations, Religious Studies, History, Anthropology and Sociology.
  3. **Availability of Non-Language Faculty and Pedagogy.** Of LACC’s 303 non-language affiliated faculty from 50 colleges, schools and departments, 67 have a 100% LAC focus, 43 have 75%, 62 have 50% and 131 have 25%. LACC regularly hosts visiting scholars with teaching, research and advising obligations, such as the Haitian and Brazilian Studies Programs of Excellence Visiting Scholars. The Miami Consortium for LAC Studies reciprocity agreement gives FIU and University of Miami (UM) graduate students access to faculty and courses at both universities at their home institution rate. FIU also ensures a high-quality instructional program through a variety of evidence-based, learning-centered and culturally responsive pedagogy- focused professional development workshops for faculty. FIU’s Center for the Advancement of Teaching (CAT) pedagogy trainings support inclusive, evidence-based, learning-centered

teaching. Additionally, CAT offers required pedagogy training for all new TAs, year-round

pedagogy-focused continuing education, and a TA Certificate in Teaching. TAs in multiple departments are also required to complete a 1-credit, semester-long pedagogy course. Other major university-wide projects include the Evaluation and Rewarding Teaching Initiative, which supports faculty and chairs with multiple sources of data to explore and inform teaching, as well as the Hybrid Certification Program, which incentivizes faculty participation in semester-long course redesign using backward design principles and is required for all teaching in a hybrid format. FIU’s Accessibility Initiative works to ensure equitable access to course materials for all students, and CAT partners with FIU’s DEI to promote inclusive and equitable teaching and learning spaces. All faculty who develop or teach Global Learning courses must attend specialized training that promotes active, collaborative teaching strategies, traditional and authentic assessments, and diverse content and readings.

* 1. **Interdisciplinary Study.** 471 of 25%+ LAC content courses are interdisciplinary (up from 452 four years ago) **(Appendix D)**. LACC students are trained in interdisciplinary research methods and take interdisciplinary courses in addition to core courses in multiple disciplines. Undergraduate LACS BA and certificate students are required to take an intro course that is interdisciplinary in both content and methodology. In AY 20-21, 34 interdisciplinary COIL courses with LAC content enrolled 839 students. As part of FIU Global Learning, students must take a minimum of 2 global learning courses prior to graduation, including 1 interdisciplinary foundations course in the general education curriculum and 1 discipline-specific course in their major. LACC graduate students’ major research paper or MA thesis must demonstrate interdisciplinary approaches and methodology in addition to foreign language proficiency. LACC incentives support the development of new and permanent graduate and undergraduate interdisciplinary courses in the School of International and Public Affairs, College of Arts,

Sciences, Education and Human Development, Honors College and professional schools, and all

LACC study abroad and international practica are designed around interdisciplinary models.

# Criterion D: Quality of Curriculum Design.

* 1. **Undergraduate, Graduate and Professional Programs.** LACC launched a new BA in LACS in Fall 2016, and a fully online version in Summer 2017. Baccalaureate degree programs across the curriculum also offer LAC Studies tracks. In 2017-21, FIU awarded 17,325 Bachelor’s degrees with concentrations in LAC Studies, 4664 of them in 2020-21 alone (18% increase from 2017-18). Among FIU undergraduates who completed at least 15 credits in LAC Studies, the most common majors were Business, Biology/Pre-Med, Finance, Criminal Justice, and Political Science, increasing LAC specialization graduation rates by 23% in the College of Arts, Sciences and Education; 19% in International and Public Affairs; and 18% in Business when compared to 2017-18 **(Tables D.1A and D.1B).** Sixty-one percent of the 2020-21 same cohort were Pell Grant recipients and the percentage of 1st Generation college graduates remained steady at 21%.

**Tables D.1A and D.1B. Growth Since Last NRC Cycle in Number of Baccalaureate Degree Graduates in Top Majors and Colleges Who Completed At Least 15 Credits in LAC Coursework, 2020-2021.**

|  |  |  |
| --- | --- | --- |
| **Top Majors** | **2017-2018** | **2020-2021** |
| Biology/Pre-Med | 236 | 337 (+43%) |
| Political Science | 224 | 301 (+34%) |
| Criminal Justice | 205 | 241 (+18%) |
| International Business Management | 425 | 490 (+15%) |
| Business Administration and Marketing Management | 300 | 341 (+14%) |
| Finance | 208 | 226 (+9%) |
| Other | 2353 | 2728 (+16%) |
| **Total** | **3951** | **4664** (+18%) |

|  |  |  |
| --- | --- | --- |
| **College** | **2017-2018** | **2020-2021** |
| Arts, Sciences and Education | 1212 | 1486 (+23%) |
| International and Public Affairs | 1089 | 1291 (+19%) |
| Business | 1208 | 1422 (+18%) |

LACC also administers 3 undergraduate certificate programs: LACS (29 enrolled and 33 graduated in AY 20-21), requiring 18 credits from 3+ disciplines; Cuban Studies (in partnership with CRI, 7 enrolled in AY 20-21), requiring 18 credits in 4+ disciplines; and Haitian Studies, 22 enrolled since its 2016-17 launch, with 13 graduates to date. The latter is the only certificate of its kind in the US, requiring 6+ credits in Haitian Creole language and 12 additional credits in 2+ disciplines. AADS and LACC introduced an Afro-Latin American Studies Certificate in 2015 and graduated 4 in the last 3 years. FIU’s Asian Studies Program also offers an undergraduate certificate in Asian Globalization and Latin America (24 enrolled, 12 graduates and 18 newly enrolled in AY 20-21). FIU fully funds a full-time position and 2 part-time positions for LACC undergraduate advisors in recognition of these programs’ size and growth potential.

In 2018-21, FIU awarded 1788 master’s degrees (+58% from 2013-17) and 269 doctorates (+45% from 2013-17) with concentrations in LAC Studies; 34% of the master’s degrees were in Business and 61% of the doctorates were in Law. LACC’s MA program enrolled 12 students in 2020 and graduated four. 12 new students were admitted in Fall 2021, increasing the cohort to 37. Master’s in LACS students may complete their exit option in English or Spanish and all graduates must demonstrate at least intermediate-high proficiency in a LAC language. Since Fall 2018, 3 students have graduated from LACC’s 1-year Executive MA in LACS which is tailored to mid-career professionals in government and the private sector; 2 were CASAD fellows and the third is an active-duty Army Captain who is now teaching Portuguese at West Point. Joint-degree programs with the FIU Law and Business allow students to receive an MA in LACS and a JD or International MBA simultaneously. Business graduate students can also take advantage of LAC certification in Integrated Marketing Communication, and a LAC Studies track is available for the Spanish-Language MA in Journalism. Graduate students can

also choose from 3 combined-degree programs: an MA in LACS with a PhD in History, Political Science or International Relations. LACC’s joint or combined-degree programs enrolled 3 in AY 20-21 and have graduated 4 from the MA portion since 2018. LACC also offers a graduate LACS certificate that serves as an important feeder program for the MA, allowing students to begin graduate studies while they are working or preparing for the GRE (19 enrolled since 2018 and 3 graduated in 2020-21.) In addition, the Afro-Latin American Studies graduate certificate has enrolled 6 students and graduated 2 since 2018, and the Asian Globalization and Latin America graduate certificate graduated 1 in AY 20-21.

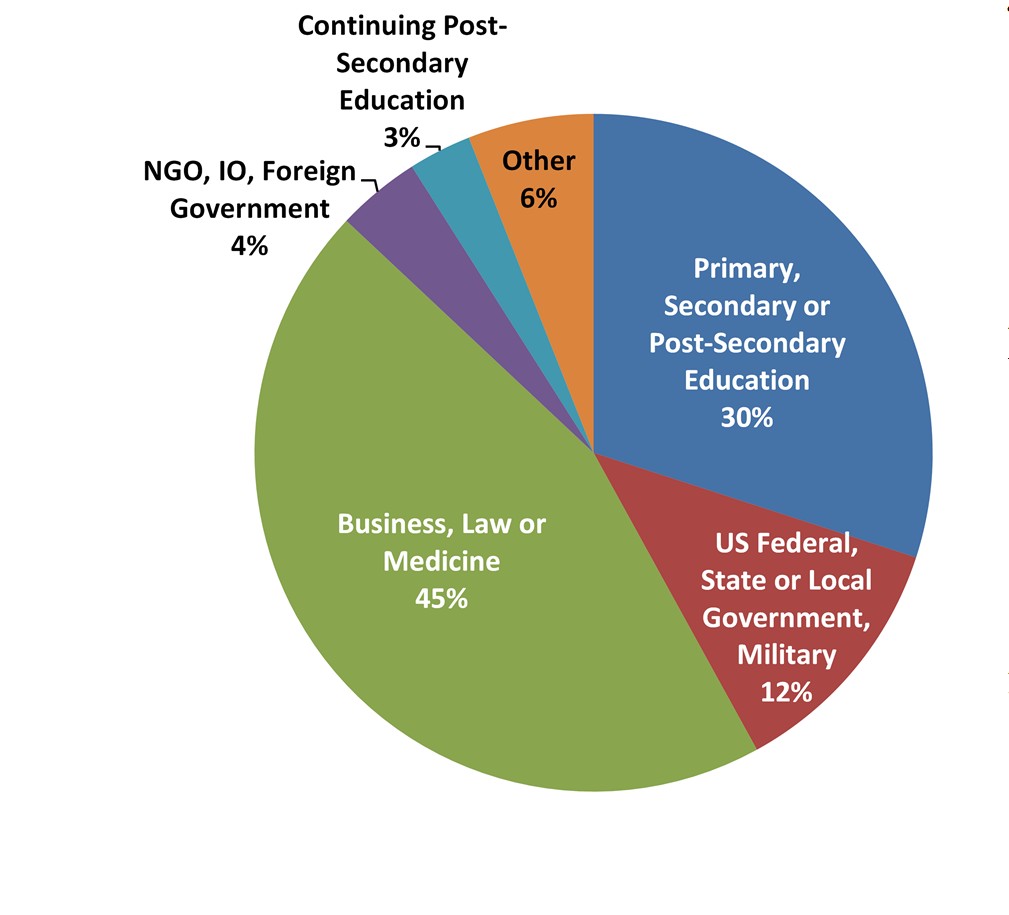
* 1. **Academic and Career Advising.** LACC students have access to 3 primary faculty and 3 professionals for advising, and are required to schedule multiple advising sessions per year to plan courses, ensure progress and prepare for the program’s exit options. Affiliated faculty, including LACC’s Faculty Advisory Board, mentor student research and provide career guidance and professional development, while campus career services offers resume writing, research and peer mentoring workshops, networking events and career fairs. FIU’s Diplomat in Residence promotes State Department internships and assists with preparation for the Foreign Service exam, and LACC’s previous director, a former senior US official, runs LACC’s Insider’s Guide to Government Service **(see p. 40)**. The Humanities Edge: An MDC-FIU Pathway Partnership received $3 million from the Mellon Foundation in 2020 to enhance support for students on the MDC-to-FIU path and attract more students to humanities fields, building upon the FIU/MDC Making Diversity Meaningful Program (created with $2.5 million from Mellon in 2017). The partnership helps 5000 MDC students transfer seamlessly to FIU annually. FIU’s Pathways to the Professoriate Fellowship for Hispanic-Serving Institutions provides financial resources, mentoring, professionalization and academic assistance to qualified students interested in careers

in higher education by fostering their success in humanities and social science fields in which minorities are underrepresented. FIU’s Fostering Panther Pride (FPP) program provides tailored academic and support services to former foster youth and homeless students, and the Golden Scholars program features an intensive residential summer bridge program that offers individualized advising and personal attention from faculty, staff, and peers for 1st Generation students from underrepresented backgrounds.

As **Figure 1** shows, LACC MA graduates have an excellent placement record with private- and public-sector employers and PhD programs in a variety of LAC-related fields, evidence of LACC’s high-quality advising program. The LACC/FIU Education Latin American and Caribbean Internship Program provides critical support to ensure practical experience, job- readiness and global competence; from its launch in Spring 2015 through August 2021, the program held 240 student advising sessions (+131% from 2018) and confirmed 263 (+158% from 2018) placements in LAC-related positions. LACC also facilitates student leadership and employment success through an active, self-sustaining student organization, Maloka, which

**Figure 1. MA LAC Studies Alumni**

**Job Placements 1999-2021;**

**42% LAC-Related**

contributes to LACC programming year-round, provides graduate mentors to undergraduate students, co-organizes the annual Florida LAC Studies Student Conference with UM and Florida Atlantic University, and hosts job market preparedness training. To facilitate the transition between college and career placement, LACC’s MA program features a professional development and LAC regional language requirement, and to prepare MA students for teaching careers in primary, secondary or post-secondary education (30% of

all MA LACS graduates), LACC provides teaching assistantships and pedagogy training to meritorious students. Placement partners include the Department of State Virtual Foreign Service Program, Human Rights Watch, Coca-Cola Latin America, BBC Worldwide, US Southern Command and Univision. LACC also has 79 internship agreements with local and LAC private and public-sector partners (+90% since 2018), allowing students to develop professional acumen and leadership skills and gain on-the-job experience while completing requirements for their degree. In 2018-21, 43% of MA in LACS students took advantage of LACC internships, 61% in business (CNN, MGM, UPS, Colombian Chamber of Commerce, Council of the Americas, Yahoo!, etc.); government (US Department of State, Smithsonian Center for Folklife and Cultural Heritage, Foreign Agricultural Service, US Southern Command, Consulate General of Brazil); and NGOs/IGOs (Inter-American Dialogue, Red Cross, Project Medishare, MUJER, UN University New York, Church World Service, Latina Republic). Other training opportunities include the Fairchild Tropical Botanic Garden Graduate Student Program, that funds FIU STEM graduate students as Fairchild fellows and lab researchers, and FIU’s State Department Diplomacy Lab, which had 89 undergraduate participants in 2019-2020. Students also take advantage of LACC linkages throughout the region, including 235 active international linkages in 33 LAC countries and 13 in Puerto Rico and US Virgin Islands **(Table A.3)**.

* 1. **Research and Study Abroad and Access.** LACC’s research policy prioritizes support for faculty proposals that provide maximum opportunities for international applied research and hands-on career training for students. In coordination with international partners, the Tinker Field Research Collaborative Grant provides $150,000 for graduate and professional school student field research in LAC **(see pg.7)**. FIU houses 1 of just 4 original State Department Diplomacy Labs in the nation, and LACC/Global Learning Global Medallion Research Mentor

Fellowships incentivize faculty to introduce undergraduate students to research partners and organizations and mentor them while conducting and co-publishing LAC research. The American and Caribbean Law Initiative’s Clinic offers unique opportunities for students specializing in LAC legal systems to participate in a Mock Moot and collaborate on cases referred by attorneys general and other government officials in partnership with law schools in The Bahamas, Jamaica, Trinidad and Tobago and the Cayman Islands, while FIU’s Office of Education Abroad (OEA) runs a robust, year-round recruitment program to support the development of global citizens through international learning and has developed a dynamic portfolio of virtual opportunities to facilitate international exposure from the US. FIU enrollment in study abroad programs has increased by more than 33% in the last 10 years, and prior to the COVID-19 pandemic, the university committed to tripling scholarship funding for study abroad and doubling participation by 2025. In Summer 2021, in accordance with strict global protocols and FIU-specific policies, LACC successfully ran its 5-week Global Gateways International Practicum for Pre-Service Teachers in Costa Rica (2 participants; 5 to Ecuador in 2020) and its

2-week High Andes Qualitative Field Study for MSI/CC faculty in Bolivia (10 participants). In Summer 2020, OEA supported 12 students via virtual international internships and in Summer 2021 began offering new Virtual Study Abroad (VSA) programs to infuse existing FIU courses with immersive international content to simulate and replicate some study abroad experiences and associated impactful learning outcomes. While in-person programming is resuming, FIU’s VSA success rates and positive impact on learning outcomes, equity and access to international learning opportunities are so impressive (1000+ students enrolled in over 25 VSA courses from Fall 2020-Fall 2021) that FIU is investing further in VSA, making it permanently available to faculty and students to support expanded, enhanced and inclusive international training and

competencies. OEA conducts outreach through email, zoom sessions and social media campaigns, and through faculty training seminars, First Year Experience classes, Orientation, campus-wide campaigns, fairs, and virtual sessions. OEA supports students throughout the study abroad application process and offers information sessions on how to make study abroad accessible for the broadest and most diverse community possible and even provides virtual advising. OEA is actively engaged in professional international education organizations such as the Forum on Education Abroad and NAFSA, which awarded FIU its 2021 Senator Paul Simon Award for Campus Internationalization, recognizing FIU making international education part of the university experience and integrating international education throughout all facets of the university. OEA’s associate director serves on the board of the Florida Consortium for International Education alongside 9 other MSI international education leaders. In April 2018, FIU hosted the Diversity Abroad Conference, MSI Global Education Summit, and Global Student Leadership Summit, and FIU students and faculty remain active in the organizations.

Given FIU’s diverse student body, FIU study abroad programs go beyond traditional language and culture studies to emphasize specialized research, training and internships. “Honors Costa Rica” students study and engage in interdisciplinary service and research projects on sustainable development and ecotourism challenges, for example, and professional school students have a variety of specialized international training opportunities through FIU. The College of Communication, Architecture and the Arts’ Communication at Sea includes stops in the Caribbean, and STEM training is available through FIU programs at UNIBE in the Dominican Republic (Business and Civil Engineering) and a new LACC/Earth & Environment program on biodiversity science, conservation practice and research methods in Brazil with REGUA. In addition, in 2018-19, OEA sent 6 students to LAC countries for internships, 111

students to 7 LAC countries on alternative breaks, and 39 students to 5 LAC countries for service learning. As part of its Programs of Excellence, LACC runs the FLAS-approved Haitian Summer Institute, a 6-week Haitian Creole language program for students and professionals; a 4-week program in Buenos Aires on politics and international relations; the REGUA program; a 2-week High Andes Qualitative Field Study professional development for MSI/CC faculty; 5- to 8-week international teaching practica for FIU pre-service teachers in Ecuador and Costa Rica and, with

U. of Pittsburgh and U. of Wisconsin, a FLAS-approved summer Quichua language program in Ecuador. LACC also partners with Title III/V institutions Miami Dade College (Costa Rica Study Abroad) and Broward Community College (Peru Study Abroad), and with FIU Nursing and Academy for International Disaster Preparedness on LAC medical humanitarian missions. Examples from other FIU professional schools include law programs in Argentina, Colombia, Costa Rica and Puerto Rico and a variety of year-round auxiliary and advanced courses and trainings in English and Spanish for foreign-trained lawyers and law students, and the Center for the Administration of Justice and the Immigration & Human Rights Clinic’s legal internships in Colombia, Mexico and Peru. FIU Business and LACC’s Brazilian Studies Program of Excellence offer an online course on Developing Intercultural Skills for Business Innovation and Sustainability. FIU’s Center for Leadership and Service Alternative Breaks offer community- based service and experiential learning in countries such as Nicaragua, Costa Rica and the Dominican Republic. FIU students can also spend summers volunteering for public health projects in Guatemala or participate in interdisciplinary STEM service-research in Costa Rica.

To improve access, LACC actively supports study abroad program development at other institutions and is working with Florida Southwestern College (FSW) to develop service learning in Nicaragua and with Santa Fe College on a new race, identity and social justice study abroad

program in the Caribbean. With MDC, LACC is collaborating on a new Rising Black Scholar program on sustainability and renewal energy in Costa Rica and a Virtual International Leadership Program for CAMP (College Assistance Migrant Program) students from migrant farmworker families in support of MDC’s Global Inclusive Leadership Certificate and to expand international learning opportunities for CC/MSI students. OEA has a Diversity & Inclusion resource site to provide study abroad guidance for underserved populations, including 1st Generation, LGBTQIA+, veterans and students of different abilities. LACC and OEA also support students participating in non-FIU programs (33 students to 16 different countries in 2018-19, +18% from 2016). LACC contributes to the CLASP LCTL Summer Program List and disseminates non-FIU research, study abroad and summer language opportunities through listservs and professional networks. In addition to the $10,000 made available annually through LACC’s Study Abroad Scholarship program, LACC Programs of Excellence Post-Secondary Fellowship provides up to $20,000 annually to support MSI/CC international study and research. **Criterion E: Quality of Staff Resources.**

* 1. **Staff Qualifications.** LACC’s Director, Luis Solís, is FIU Distinguished University Professor of Latin American and Caribbean Studies and served as President of Costa Rica from 2014-2018. Solís is also a full professor of history and political science at University of Costa Rica, where he served as Director of the Central American Graduate Program in Political Science, Deputy Director of Political Science and Associate Dean of the School of Social Sciences. As a diplomat and prior to his presidency, Solís served as Chef de Cabinet, Ambassador, Special Envoy to Central America and Director General for policy at the Costa Rican Ministry for Foreign Affairs. He was Representative of the Ibero-American Secretariat for Central America in Haiti and Panama and Co-Chair of the UN Secretary General’s High-Level

Panel for the Economic Empowerment of Women, as well as OAS Chief of the Electoral Observation Mission to Guatemala (2019) and Honduras (2021). He served as Director of the (Oscar) Arias Foundation for Peace and Human Progress and the Foundation for Peace and Democracy in Costa Rica and on the Board of Directors of the Academic Council of the United Nations and the journal *Frontera Norte* (Mexico). He is a member of the board of the Brazilian Center for International Relations (CEBRI), Brazil’s leading international relations think tank. Solís is the author or co-author of more than 10 books and over 60 scholarly articles in academic publications in Latin America, the US, China and Europe. He was a twice-awarded Fulbright Scholar at U. of Michigan and FIU. He earned a bachelor’s degree in history from U. of Costa Rica and a master’s degree in LAS from Tulane, and he holds 5 honorary doctorates from universities in France, Korea, China, Costa Rica and the US. LACC’s Associate Director, Liesl Picard, has an MA in Latin American and Iberian Studies from U. of Wisconsin-Madison. She is past president of CLASP and a current member of its Executive Committee. She is the associate editor of *Hemisphere*, co-directs the South Florida K-12 Portuguese Consortium, is a founding member of the Miami Dade County Public Schools Cuba Task Force, and serves as a study abroad program development consultant and international program evaluator. LACC’s Research Director, José Miguel Cruz, has a PhD in political science from Vanderbilt and an MSc from Oxford. He is a fellow of the Social Science Research Council’s Drugs, Security and Democracy Program and a board member of the Central American Network of Knowledge for Citizen Security. He is on the editorial board of the journal *Social Problems*, a research affiliate of the Latin American Public Opinion Project (LAPOP), a member of the State Department-sponsored Global Electoral Violence Forecasting Network, a board member of the Salvadoran Foundation for Social Sciences and Development, and a regular contributor to *The Conversation*, an

independent source of news and views from the academic and research community, and the Central American news website *El Faro*. Cruz is also a member of the strategic advisory board of Cristosal, a human rights NGO. Mark Padilla, LACC’s Health and Society Program of Excellence Director, holds a PhD in anthropology and an MPH in international health from Emory. He is a full professor of anthropology and co-principal investigator on several LACC- based grants funded by the National Institutes of Health (NIH). He serves as a regular reviewer for NIH and is on the Editorial Board of the journal *Sexuality Research and Social Policy*.

Maria-Luisa Veisaga, LACC’s Andean Studies Program of Excellence Director, holds a PhD in sociology from Universidad Nacional de Cuyo, Argentina and a PhD in Molecular Biophysics from Washington University. Veisaga is Vice-Chair and Advisory Board Member of the Global Indigenous Forum and a faculty affiliate and advisory board member of the FIU Center for Humanities in an Urban Environment. She is the external scientific advisor for the Pongo High School in the Quechua community of Arque, Bolivia, and Founder and Advisor for Let’s Save Our Quechua Language at Escuela Fernandez in San Rafael, Argentina. Simone Athayde is Associate Professor of Latin American and Caribbean Studies and Global & Sociocultural Studies and Co-Director of the Brazilian Studies Program of Excellence. She holds a PhD in Interdisciplinary Ecology from U. of Florida, an MSc in Botany from Federal University of Paraná and an MSc in Ethnobotany from U. of Kent (UK). She is coordinating lead author of the Assessment on Multiple Conceptualizations of the Diverse Values of Nature for the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services and lead author of the Science Panel for the Amazon of the UN’s Sustainable Development Solutions. She co-leads the NSF International Research Network on Amazon Dams and is a member of the Steering Committee of the International Society of Ethnobiology. The Co-Director of the Haitian

Studies Program of Excellence, Chantalle Verna, holds a PhD in Comparative Black History from Michigan State. She is an associate professor of History and Politics & International Relations, a core faculty member in African and African Diaspora Studies, and a faculty affiliate in Spirituality Studies and Women’s and Gender Studies. Joseph Holbrook, Director of Academic Programs, holds a PhD in History from FIU. He is a founding member and contributing scholar to the Latin American Religion Archive and serves on the Board of Directors of Bochika, a capacity-building training provider for Latin America and the Caribbean. **Table E.1** lists LACC administrative staff and key personnel. **Professional Development.**

Investment in domestic and international professional development for LACC faculty and staff amounts to $21,000 in institutional funds per year for LACC directors and up to $20,000 ($9,500 awarded in 2020-21 due to COVID) support for coordinators. All permanent employees must complete at least 20 hours of professional development per year and may take advantage of 7 credits of free tuition per semester and flexible work hours to accommodate training schedules. **Participation in Teaching, Supervising and Advising Students.** Drs. Solís, Cruz, Padilla, Veisaga, Holbrook and Verna are credentialed to teach at both the undergraduate and graduate levels. Dr. Cruz serves on 3 dissertation committees and directs 3 graduate MA defense committees and 1 undergraduate Honors defense committee. Dr. Padilla currently serves on 5 PhD committees at FIU, directing 3. He also serves on 1 dissertation committee at U. of Puerto Rico, Health Sciences Campus. Dr. Veisaga serves on 2 MA thesis committees in Global Affairs, 1 as chair, and is an external member of an MA defense committee at the Pontifical Catholic University of Peru. Dr. Verna currently serves on 2 PhD committees in International Relations, 1 as Chair. She also serves on 1 MA thesis committee in International Relations, and supervises 2 PhD students in History and 2 MA students (1 in LACC and 1 in AADS). Dr. Athayde currently

directs 2 dissertations and serves on 5 additional PhD committees at FIU. She also advises 1 doctoral student at Federal University of Tocantins, Brazil, co-chairs a PhD committee at U. of São Paulo, Brazil, and is an external member of an MA committee at Northern Arizona U. and a dissertation committee at U. of Florida. Dr. Holbrook is a member of the Curriculum Committee. He serves as the primary advisor for 40 LACC graduate students and 57 undergraduates, directs 4 MA defenses and is the FIU faculty advisor for the LACS Student Organization, Maloka.

**Table E.1 LACC Administrative Staff and Key Personnel**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Bio. Pg.** | **Position** | **Center Responsibilities (included but not limited to)** |
| Dr. L. Solís | B-1 | LACC Director; Distinguished Prof. of Latin American and Caribbean Studies | Director, NRC co-PI, development teaching, advising, strategic planning |
| Ms. L. Picard | B-123 | LACC Associate Director; Director, LACC Caribbean Studies; Co-Director, LACC Haitian Studies Program of Excellence; Co- Director, LACC Haitian Summer Institute; Co-Director, LACC/USAID MSI Partnership Initiative; Mellon Commons for Justice Grant LACC Lead | Operations, budget, personnel, strategic planning, program development, FLAC, study abroad and international training, NRC/FLAS co-PI, NRC/FLAS accountability, outreach and assessment |
| Dr. J.M. Cruz | B-37 | LACC Director of Research; Prof., Politics & International Relations; Director, LACC Migration & Transient Communities and Security & Governance Programs of Excellence; Co-Director, LACC/USAID MSI Partnership Initiative; Coordinator, LACC Diplomacy Lab | Research, teaching, advising, outreach, grant writing, sponsored project and program development |
| Dr. J.  Holbrook | B-75 | LACC Director of Academic Programs; Instructor, Latin American and Caribbean Studies, History and Religious Studies | Academic program management, student learning outcomes, teaching, advising, curriculum development |
| Dr. M.  Veisaga | B-159 | Director, LACC Andean Studies Program of Excellence; Co-Director, LACC High Andes Qualitative Field Study for MSI/Community College Faculty; Vice-Chair, FIU Global Indigenous Forum | Outreach, research, program development, domestic and international capacity training, assessment, advising, international linkage program development |
| Dr. S.  Athayde | B-8 | Co-Director, LACC Brazilian Studies Program of Excellence; Assoc. Prof., Latin American and Caribbean Studies and Global & Sociocultural Studies | Teaching, research, outreach, strategic planning, international linkage program development and internships |
| Dr. C. Jenkins | B-80 | Co-Director, LACC Brazilian Studies Program of Excellence; Assoc. Prof., Latin American and Caribbean Studies/Earth & Environment | Teaching, research, outreach, strategic planning, STEM student research mentorship and international training |

|  |  |  |  |
| --- | --- | --- | --- |
| Dr. C. Verna | B-160 | Co-Director, LACC Haitian Studies Program of Excellence; Assoc. Prof., History and Politics & International Relations | Teaching, outreach, research, program development, assessment |
| Mr. N. André | B-5 | Director, LACC Haitian Studies Certificate; Co-Director, LACC Haitian Summer Institute & Assoc. Teaching Prof., Modern Languages | Teaching, language assessment, advising, study abroad, FLAC, technology based LCTL development; Haitian Studies Certificate management |
| Dr. M. Padilla | B-116 | Director, LACC Health and Society Program of Excellence; Director, Research Network for Health and Society; Professor, Global & Sociocultural Studies | Training, research, budget and administrative oversight of LACC NIH-funded programs and Research Network for Health and Society programs; student mentorship in ethnographic, visual and mixed- methods for interdisciplinary research |
| Dr. J. Rahier | B-128 | Director, Institute for Justice for Afrodescendants in Latin America (OJALA) at LACC; Editor-in-Chief, Latin American and Caribbean Ethnic Studies (LACES) at LACC; Professor, Global & Sociocultural Studies | International linkages, MSI research collaboration, underrepresented scholar international exchanges, publications and journal management, FLAC |
| Dr. B. Premo | B-125 | LACC Humanities and Area Studies Faculty Development Fellow; Professor, History | Research professional development training and humanities and area studies sponsored project cultivation |
| Ms. L.  Dudley | B-45 | LACC Coordinator of Outreach and Public Engagement; Co-Director, LACC High Andes Qualitative Field Study for MSI/Community College Faculty; Coordinator, LACC/USAID MSI Partnership Initiative | Outreach; alumni relations; marketing, public relations and social media, tracking |
| Dr. A. Matiz | B-101 | Research Community Engagement Specialist, Syndemics Program; Director, PhotoVoice Program; Research Associate, Research Network for Health and Society | Training, research and outreach for LACC NIH-funded programs and LACC Health and Society Program of Excellence; training, curriculum development, outreach and teaching of LACC’s PhotoVoice Program |
| Dr. G.  Hoberman | B-75 | Research Scientist, Extreme Events Center; Director, LACC Argentina Study Abroad | Training, research & curriculum development of LAC-related Disaster Risk Reduction program; teaching |
| Ms. C. Reyes | B-129 | Advisor, LACC BA and Undergraduate Certificate Online Programs | Advising and academic programs coordination |
| Ms. T.  Adedokun | B-2 | Advisor, LACC BA and Undergraduate Certificate Programs | Advising and academic programs coordination |
| Ms. G.  Williams | B-168 | Director, Latin American and Caribbean Information Center, FIU Libraries | All LAC-related library activities and training |
| Mr. E.  Feldman | B-49 | Latin American and Caribbean Internship Program Coordinator | Advising, student job placement, international internship partnership development, recruitment, tracking, FIU in DC-based programming |

|  |  |  |  |
| --- | --- | --- | --- |
| Ms. B.  Cariello | B-25 | South Florida K-12 Portuguese Consortium Curriculum Specialist | Curriculum development, language assessment, training, outreach, American Organization of Teachers of Portuguese Executive Committee member, Miami Dade County Public Schools Portuguese Liaison |
| Dr. F. Pineda | B-123 | LACC Internal Evaluator; Fellow, Office of Global Learning Initiatives; Lecturer, International and Intercultural Education | Program evaluation and assessment |
| Other Employees |  | Full-time Administrative Staff: 4  Part-time Instructors/Visiting Scholars/Post- Docs: 10  Part-time Staff/Student Assistants: 14 | Various |

* 1. **Center Staffing and Oversight.** 5 LACC faculty serve on the Graduate Studies Committee, 14 on the Research Advisory Board and 19 on the Student Success & Support Committee. A 12- member multi-disciplinary Faculty Advisory Board (from 11 disciplines including 30% professional school faculty and 1 librarian) advises the Director on all Center activities. A Directors Board comprised of the first 6 directors in **Table E.1** coordinates LACC planning, advising and program execution. **Table E.2** summarizes these structures.

**Table E.2. LACC Oversight Structures**

|  |  |  |  |
| --- | --- | --- | --- |
| **Board/Committee** | **Purpose** | **Meetings** | **Representation** |
| LACC Directors Board | Develops, manages and implements strategic plans, new programming, domestic and international institutional agreements and evaluation | Weekly and as needed | 6 LACC directors |
| LACC Faculty Advisory Board | Advises on Center policies and operations | Biannually | 12 faculty (6 International and Public Affairs, 2 Arts, Sciences and Education, 4 prof. schools, 1 library), LACC Director and Assoc. Director |
| LACC Graduate Studies Committee | Advises and develops academic policy and curricular reform and manages academic assistantships | Quarterly and as needed | 5 faculty, LACC Director and Assoc. Director |

|  |  |  |  |
| --- | --- | --- | --- |
| LACC Research Advisory Board | Guides LACC research agenda, develops proposals, and manages research and field research funding | Quarterly and as needed | 14 faculty, LACC Director, Assoc. Director and Director of Research |
| LACC Student Success & Support Advisory Committee | Mentors, advises and supports LACC student success initiatives; facilitates student access to financial support, professional development, and equitable learning environments and opportunities. | Quarterly and as needed | 19 faculty, LACC Director and Assoc. Director |

LACC holds monthly budget, outreach, research and academic program meetings to monitor progress, with strong internal evaluation processes. LACC submits an annual Centers & Institutes accountability report and administrative assessment to the Provost and an annual accountability report to the Florida Board of Governors. A year-round internal evaluator supports the collection and analysis of institutional assessment data for continuous improvement of Center outcomes and objectives. The evaluator, a faculty fellow at FIU’s nationally recognized Office of Global Learning Initiatives, holds an EdD in Curriculum and Instruction and a Graduate Certificate in Monitoring and Evaluation from American University. External evaluators also conduct program or area-specific evaluations on a biannual basis and as needed, and LACC undergoes an exhaustive program review every 5 years, with internal and external evaluators.

* 1. **Diversity and Non-Discrimination**. FIU is an equal opportunity institution committed to diversity among faculty, staff and students, with equitable access and participation and actively works to remove barriers **(see GEPA Statement)**. FIU encourages employment applications from underrepresented groups and ensures equal access in all phases of recruitment. Of LACC’s 49 administrative faculty/staff and key personnel, 52% are female, 60% Hispanic, 19% Black or African American and 29% are over 50. Programs are held in wheelchair-accessible facilities, and many outreach events include simultaneous translation. Personnel recruiting efforts and staffing reflect the makeup of university and local populations.

# Criterion F: Strength of Library.

FIU’s concentration of LAC scholarly materials is a major resource for the South Florida, national and international academic communities. Its unique strengths include the Law Library, Special Collections and cutting-edge digital resources in a variety of languages.

* 1. **Library Holdings.** FIU’s LAC multilingual holdings grew 22% in the last 4 years to over 150,200 titles, including 7924 Latin American Law monographs and nearly 9000 new e-books. FIU currently subscribes to approximately 185 journals pertaining to LAC and owns back issues for another 800, with access boosted by online aggregators. Collection strengths include history, language and literature, economics, political science, international relations, architecture, and international and comparative law. Geographic coverage is strongest for Cuba, the Caribbean and Colombia, Haiti and Haitian Creole, diasporas and transnational migration. Through innovative uses of technology, FIU’s libraries contribute significantly to LACS and librarianship and ensure efficiency and sustainability across disciplines. FIU Law boasts its own strong LAC-related legal collection, developed with support from LACC. Notable holdings include Díaz Cruz collection of more than 6000 volumes published between 1757 and 1950, 19th- and 20th-century colonial law, and law reports from former Commonwealth Caribbean countries. FIU’s Center for the Administration of Justice also donated more than 3400 treatises and thousands of journal and code volumes on the administration of justice, the rule of law and democracy reforms, the justice system of indigenous communities, and crime prevention in LAC. FIU’s Special Collections has an extensive LAC focus spanning the disciplines, with special strengths in rare historical legal materials, Cuba, British and French Caribbean and Brazil. A notable feature of these holdings is the Díaz-Ayala Cuban and Latin American Popular Music Collection, the most extensive publicly available collection of its kind in the US (100,000+ items). In 2021, the Celia Cruz

Foundation donated the complete Celia Cruz Music Score Collection (230 long- and short-form musical scores) as well as significant pieces from the legendary Cuban icon’s wardrobe archive, further distinguishing the Díaz-Ayala Collection for its value and importance to scholars and non-scholars alike, with access facilitated by LACC/CRI/FIU Libraries annual travel grants. FIU administers the Digital Library of the Caribbean (dLOC), the world’s largest open access repository of Caribbean research materials, with over 4 million pages of content (a 33% increase from 2018) and 227,194,948 cumulative page views (50% increase from 2018). dLOC provides

access to over 311,800 items (37% growth since 2018) from 79 governing Partner and 39 non- governing Associate Partner archives, libraries and private collections worldwide (71% increase since 2018). dLOC is expanding through donations, acquisitions, collaboration and sponsored project funding, as evidenced by its 2020 “dLOC as Data” Mellon grant, which creates new iterations of select newspapers suitable for large text mining projects, opening the door to new research projects using this strategy and evolving relevance and expanded impact of dLOC. The Geographic Information Systems Center has also partnered with FIU’s Gordon Institute for Public Policy to create the Security Research Hub, a platform for the virtual collaborative collection of materials that address critical security issues in LAC and cultivates future US and Latin American national security workforces. **Institutional Financial Support for Library Staff and Acquisitions.** As noted in **Table A.2**, FIU allocates $1,240,351 for library salaries, acquisitions and travel related to LAC holdings. It also provides dedicated services to the LAC collection, including the LAC Librarian. FIU encourages and supports librarian participation in professional and area studies organizations. FIU library staff are active in SALALM, LASA, LASER, ACURIL and CSA. The LAC Librarian is former chair of LARRP, past convener of LASER, president of SALALM, and chair of LASA’s Scholarly Resources Section and has

received recognition for over 40 years of service as a volunteer indexer for the *Hispanic American Periodicals Index*. The LAC Law Librarian is a member of the AALL Latin American Law Interest Group, chair of ACURIL’s Social Sciences and Law Special Interest Group, and a member of SALALM and the International Federation of Library Associations and Institutions.

* 1. **Access to Library Holdings.** As a public institution, FIU offers on-campus access to all services and holdings to the university community and visitors alike. To make online library resources accessible to the widest user community possible, dLOC’s holdings are free and open to anybody with an Internet connection; usage statistics consistently indicate over 1 million page-views per month. FIU’s libraries host many hundreds of online databases that contribute research-level information about LAC topics, with a focus on the humanities, social sciences,

physical sciences and law. Access is currently provided to 39 LAC-specific databases, with links to free area content resources and electronic versions of published monographs, as well as to FIU Law Library’s Special Collections. Users can access all electronic databases, digital resources and e-books 24 hours a day, 7 days a week through the EZ Proxy Service. Intercampus delivery is available for print and audiovisual materials, including interlibrary loan. FIU’s online public access catalog also serves as a gateway to the holdings of Florida’s 12 state university libraries and cooperatively held electronic resources. FIU is a member of several resource-sharing networks, including RAPID ILL (Inter-Library Loan), Southeast Florida Library Information Network, Association of Southeastern Research Libraries, Center for Research Libraries, LYRASIS and LARRP, which promotes resource sharing among US libraries and provides the Latin American Periodicals Tables of Content. FIU Law Library provides free online access through online repositories and dLOC. In addition, FIU librarians regularly provide instruction for students at FIU graduate program sites in LAC countries. In 2019-20, FIU librarians

conducted 165 instruction modules (face-to-face, online via Adobe Connect, Zoom, YouTube, etc.) for FIU Business, Education, Health Sciences, Journalism and Hospitality programs in LAC with 11,036 attendees. The Law Library LAC team conducted an additional 243 consultations and instructional sessions in the same period, serving 75% more students since 2018. LACC also supports non-FIU access to FIU Libraries via Visiting Scholar appointments and travel grants.

# Criterion G: Impact and Evaluation.

* 1. **Impact.** LACC’s interconnected campus, local, regional and national communities depend on the Center to deliver high-quality LAC area studies and language education, increase specialized student placement in critical areas and generate and disseminate information to meet the public’s needs. Other NRCs, CCs and MSIs rely on LACC to help build capacity for internationalized education for all. **Table G.1** summarizes select data demonstrating LACC’s continued impact on these constituencies and key indicators (2021) aligned with NRC and FLAS program purposes and priorities.

**Table G.1. Key LACC Impact Indicators and Quantitative Data from 2021; Y3 of Current NRC/FLAS Cycle**

|  |  |  |  |
| --- | --- | --- | --- |
| **Target Audience and NRC/FLAS**  **Purpose/Priority** | | **Indicators** | **Data** |
| **Campus & Local** | *Purpose:*  LCTL Language Training Access and Equity of Opportunity | # of students enrolled in intermediate/advanced LAC LCTL courses | * 309 (Portuguese); 232 (Haitian Creole);   14 (Quichua) |
| # of FLAC training opportunities | * 13 LAC-related FLAC academic programs * 40 FLAC events in Spanish, Portuguese, Haitian Creole, Quechua and Aymara with 76,312 participants |
| Percentage of high-potential individuals who enroll in FLAS LCTL training and demonstrate significant financial need | * 100% of AY Undergraduate FLAS award recipients demonstrated financial need as defined by the HEA * 89% of all AY FLAS award recipients demonstrated financial need as defined by the HEA and 56% of those had an Expected Family Contribution of $0. |
| *Purpose:* Professional Schools | # of LACC professional school collaborations for career prep and placement | * 27, including Education, Law, Journalism, Medicine, Business, Hospitality, Social Work, Music and Public Health |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Collaboration and Training | # of pre-professionals in LAC-related internships | * 48 LAC-related domestic internship placements * 2 LAC-related international internship placements |
| *Priority:*  K-12 Teacher Training | # of workshops for performance-based language instruction and LAC-area content integration | * 630 attendees * 2 educator scholarship-supported Haitian Summer Institute participants * 16 teacher workshops, 4 multi-day teacher institutes and month-long practicum in LAC for pre-service teachers |
| *Priority:* Community College/MSI Collaboration | # of workshops for performance-based language instruction and LAC-area content integration | * 475 CC/MSI attendees * 11 joint programs |
| *Purpose:* Access to High- Quality Language and Area Studies Training to Support Career Preparation and a Pipeline of Professionals in Areas of National Need | # of K-12 students acquiring LAC foreign language training via Dual-Enrollment | * 793 students enrolled |
| # of K-12 schools partnering with FIU Dual-Enrollment in LAC languages and sections available | * 12 schools * 27 sections |
| # of Insider’s Guide to Government Service Advising Sessions | * 77 MSI pre-professionals trained |
| **Campus, Local, Region & Nation** | *Priority:* Support for Diverse Perspectives | # of annual events and breadth of reach | * LACC sponsored 119 events with 19,726 participants, an average of 1 event every 3 days. |
| Diversity of FIU LAC experts contributing to teaching, training, outreach and research of various stakeholders | * 341 affiliated faculty who work on Latin America from various disciplinary, theoretical and applied perspectives |
| Diversity of delivery, methods of dissemination and accessibility of information | * multi-pronged delivery and dissemination strategies ensure that its grant activities serve an increasingly diverse audience * programs held at locations throughout the hemisphere in- person and virtually * disseminated via traditional (lectures and publications) and non-traditional (Facebook Live, Twitter, YouTube, Zoom, etc.) means, in English, Spanish, Haitian Creole, Quechua and Portuguese |
| **Region & Nation** | *Purpose:* Language Training | # of students and professionals trained via Haitian Summer Institutes and geographic distribution | * 27 participants from 2 countries and 12 different home institutions * 1 medical doctor; 1 nurse; 1 lawyer; 1 social worker * 103 colleges and universities to date |
| *Purpose:* Area Studies | # of students graduating with degrees with LAC specialization | * 4664 undergraduate students * 153 graduate students |

|  |  |  |  |
| --- | --- | --- | --- |
|  | *Priority:* Professional Training and Research | # of collaborations with professional schools to provide training and research for government, NGO and privately employed professionals | * Wide variety of events, including Global Gateways for teachers, Hemispheric Security Conference for government and policy professionals, Latin America Forum for Business professionals, InterAmerican Press Association webinar series, Law Library LAC acquisitions, among others |

A committee of 3 faculty affiliates uses a standardized FIU rubric to assess all MA students at graduation and improve LACC’s national need career preparation activities. LACC has an extraordinary record of graduate placement, with 72% of MA graduates entering LAC-related positions between 2018-2021 and 44% employed in primary, secondary or post-secondary education **(Figure 1, Section D.2)**. LACC gathers placement data through FIU’s alumni tracking survey and LACC’s annual surveys and outreach. A 2021 analysis of placement data and enrollments **(Appendix D)** identified strengths as well as opportunities to redesign courses and trainings, improve academic support, advising and alumni relations through increased personnel and diversity-responsive strategies, refine technologies and institutional data queries, and leverage online networking tools and social media-based inquiries.

* 1. **and G.3. Enhanced Specialized Training and Placement in Areas of National Need and Dissemination of Information.** LACC fulfills its mission as a National Research Center by expanding its cutting-edge academic and policy-oriented research, enhancing its ongoing commitment to minority/underserved students, and strengthening partnerships that equip the next generation of leaders with the knowledge and skills they need to address the complex priorities facing the US and the region. FIU BA graduates with LAC expertise increased to 4664 in 2020- 21 (+18% from 2017-18) **(Table D.1A)**, and the high-quality specialized training of LACC MA graduates is reflected by their excellent placement rates with private- and public-sector employers and PhD programs in areas of national need **(Figure 1, Section D.2)**. LACC meets the mandate of increasing student placement in areas of national need via an ever-growing targeted

multi-pronged approach that features expanded networking opportunities, faculty advising, mentorship and internships. LACC efforts to increase student placement in areas of national need include its Insider’s Guide to Government Service. LACC’s past director, a former senior US government official and Biden Transition Team Member and current US Ambassador to the OAS nominee, has held 47 how-to advising sessions to help students identify and secure public service employment; 193 students trained with participation up 33% from 2019 to 2021. The Department of Education’s Consultation with Federal Agencies identifies language training as a funding priority to meet national security, international commerce and economic development needs. FIU training serves region-specific needs outlined by the US Departments of Defense, Energy, State and Transportation, as well as Peace Corps and USAID, as evidenced by the new LACC/FIU in DC Internship Program and the USAID-MSI Partnership Initiative MOU, which leverages unique FIU strengths to support USAID recruitment of highly qualified professionals from underrepresented groups and deepens MSI knowledge of US priorities and processes.

**Table G.1** indicates FIU’s strength and support for increased preparation and credentialing of LCTL teachers and LCTL training. FIU is known for its high-quality, year-round area studies and language instruction in Portuguese and Haitian Creole and LACC cosponsors the Summer FLAS program in Quichua at the Amazon Field School in Ecuador. LACC also offers Quechua via synchronous distance learning in partnership with Peru’s Centro Tinku since 2018. FIU faculty have won numerous awards for Portuguese and Brazilian Studies instruction **(see p. 10)**, and these programs continue to serve even more constituents thanks to the growing impact of LACC’s Brazilian Studies Program of Excellence, further investment in the Miami K-12 Portuguese Strategic Planning Committee, and dual-enrollment with Miami Dade County Public Schools. FIU’s commitment to fund an additional tenure-track Portuguese faculty line, offer and

pay for more online courses, and expand the Strategic Language Institute further ensures specialized training in Portuguese to serve US national needs. LACC receives particular praise for its FLAS-approved Haitian Summer Institute, which serves as a model for other universities, CCs and NGOs. Now in its 25th year, the Institute has broadened its impact and expanded access through high-quality synchronous online instruction, training students from 103 (up 47% from 2017) colleges/universities, K-12 teachers, professors, government officials and professionals from across the globe. Valuing FIU’s LCTL training, public and private sector employers and especially primary and secondary public schools recruit many FIU FLAS fellows **(Figure 2).** In its 2021 annual survey of FLAS graduates, LACC found that, on average, its Haitian Creole and Quechua/Quichua awardees used those languages at least 2 hours per day in their current

**Figure 2. FLAS Fellow Placements 2018-21**

**Continuing Post- Secondary**

**Education 12% Other**

**6%**

employment and 1 hour per day for Portuguese awardees. This cycle, LACC will award 100% of requested FLAS fellowships for the study of LAC

**Business, Law or Medicine 23%**

**US Federal, State or Local Govt or Military 10%**

**Primary, Secondary or Post- Secondary Education 45%**

**NGO 4%**

LCTLs (60% for Portuguese, 30% for Haitian Creole, 10% for Quechua and Quichua), far exceeding the 25% competitive priority requirement.

LACC is also committed to raising public awareness of national needs and uses multiple methods to generate information and communicate

with national, regional and local communities, including Commissioned Paper and Working Papers Series which promote the exchange and dissemination of cutting-edge research to encourage policy-oriented debate in Latin America and the Caribbean; both are available on LACC’s website and distributed to senior governmental policy makers and analysts. LACC

virtual seminars on critical issues, such as “Health Geopolitics in the Contemporary Caribbean;” “World's Coolest Dictatorship? The Decline of Democracy in El Salvador;” “Honduran Presidential Elections;” and “Reflections on Haiti;” **(see pg. 7)** are posted on YouTube and distributed via the center’s media and policy networks. LACC sponsors the biennial Cuba Poll, the longest-running survey of Cuban-Americans’ opinions on US policy towards Cuba and is a designated launch site of the annual “AmericasBarometer” report. LACC collaborates with WLRN-Miami Herald News on the “Latin America Report,” a weekly series distributed locally and nationally via radio and web stream, and with Voice of America, the largest and oldest US- funded international broadcaster that produces digital, TV, and radio content in 47 languages and distributes it to affiliate stations around the globe. LACC uses social media (Facebook, Twitter, Instagram) to highlight issues relevant to national needs, and both C-SPAN and local PBS affiliates regularly broadcast LACC events of local and national import.

* 1. **Evaluation Plan.** This grant evaluation builds upon the fundamentals and findings of LACC’s existing evaluation. It is robust, comprehensive and objective and designed to produce quantifiable, outcome-measure-oriented data to improve FIU programs. LACC will continue to work with its internal evaluator, Dr. F. Pineda, to coordinate year-round program evaluation with a focus on the following research questions: 1) How well are Title VI-funded activities designed and implemented? 2) To what extent do activities address constituents’ needs, project goals and performance measures? 3) Which efforts are most transformational for whom, under which conditions, and why? 4) What are the most impactful activities for the time and money invested?

5) How can activities be improved, sustained and grown? and, 6) To what extent does the program plan build upon existing successful evaluation practices and capacity? LACC’s detailed evaluation plan **(Appendix E)** features succinct goals consistent with NRC purposes and

priorities; rigorous performance measures; strategic, meaningful and coherent activities and data indicators; and ambitious yet achievable annual impact targets. Consistent with previous grant cycles, data collected throughout the evaluation plan will be triangulated with other quantitative and qualitative evidence collected by staff and evaluators, and these will be continually presented, analyzed and synthesized into recommendations for improvement in annual comprehensive evaluation reports. LACC administrators will use annual reports to seek further input from diverse stakeholder groups: students, faculty, staff, community members and administrators and inform longer-term strategic plans at LACC and across FIU. Qualitative data—observations, document analyses, meeting minutes, interviews, focus groups, surveys, etc.—enable stakeholders to uncover factors influencing change and outcome measures through participatory means. To ensure reliability, validity and accuracy, the evaluation plan specifies data collection deadlines, data sources and access, cross-referential data validation processes and reporting responsibilities. External evaluators with disciplinary and applied expertise conduct biennial reviews to supplement Dr. Pineda’s appraisals and provide in-depth SWOT analyses of specific LACC programs and quality and sustainability assessments in the contexts of broader university and national and international LAC studies communities.

* 1. **Equal Access.** FIU’s Office of Student Access and Success (SAS) coordinates a network of programs to support FIU’s diverse student body. Students in the 2019-20 cohort of Student Support Services, a premiere undergraduate support program in SAS, had a 93% second-year retention rate, a key graduation indictor. Initiatives include The Education Effect, a university/K- 12 public school partnership in Miami’s urban core that served over 6,888 students and parents in 2020-21 alone and resulted in the 2019-20 FIU matriculation of 54 graduates of 5 of Miami’s most underserved Title I high schools (Mays Conservatory, Booker T. Washington, Edison,

Northwestern and Southridge). FIU’s Golden Scholars Bridge Program is an alternative undergraduate admissions and support program for historically underserved students with priority given to 1st Generation Miami high school graduates, while Fostering Panther Pride (FPP) serves students with foster care histories and those experiencing housing insecurity. In 2019-20, 87 FPP students graduated FIU and 10 entered graduate school. FIU also holds college application workshops and FAFSA nights at 22 Title I schools (those with disproportionately large student populations who receive free or reduced lunch) in various Florida counties. FIU’s Accessing the World Scholarships support students with disabilities who otherwise would not be able to participate in study, internships and service abroad. The Office of Social Justice & Inclusion, Disability Resource Center, Office of Veteran and Military Affairs, Pride Center and Women’s Center also address needs of students from marginalized backgrounds, with programs and scholarships promoting academic success, co-curricular engagement, social awareness and leadership development. The EOPD office (formerly under HR) is now the Office of Civil Rights Compliance & Accessibility within the Division of Diversity, Equity & Inclusion (DEI). DEI was established in 2020 to serve 63,106 students and 2,754 faculty and staff, with a budget increase of $1.4 million to further expand and drive FIU’s equity agenda and impact. FIU was the only public university in Florida and the only HSI recognized by *Equal Opportunity Magazine* as a Top 20 University (among 4,200) for advancing DEI. DEI’s service extends beyond FIU, as evidenced by its raising $25,000 in 2021 to provide bilingual public education trainings in response to Haitian vaccine hesitancy, and it is part of the State of Florida’s Diversity and Equity Officers Groups. Presidentially appointed members of the University Access and Equity Committee monitor FIU’s implementation of its Affirmative Action Plan and recommend ways to remove physical, social and attitudinal barriers to inclusion. The collective

impact of these equal access and success efforts reverberates throughout constituencies. A clear illustration of the positive effects can be seen in the demographics of study abroad students, typically one of the more exclusionary benefits available to students. In 2019-20, 74.1% of FIU study abroad students were Hispanic and 6.4% Black, as compared to the Open Doors Report national averages of 10.6% and 5.5%. Eight percent were 1st Generation; 28% were Pell-eligible. **Criterion H: Outreach.** Outreach to educators, media, government, business and the general public is key to LACC’s founding mission and FIU’s core values as Miami’s only public research university. In collaboration with its affiliates, other Title III and V academic institutions, and a range of other organizations, LACC boasts one of the nation’s largest and most active LAC outreach programs with local, national and international reach. From August 2020-August 2021, LACC sponsored or cosponsored 119 events attended by 19,726 people, with an additional 72,900 joining its multilingual virtual Little Haiti Book Festival and countless others reached through media coverage and digital archiving. Committed to providing diverse perspectives in an inclusive environment, LACC outreach educates as wide a public as possible on social, political, medical, economic and cultural trends in LAC. LACC’s varied outreach is enhanced through major conferences, fora and trainings on critical issues in the Americas, with a focus on the development and delivery of high-quality, intensive and customized trainings for underserved populations. **Elementary and Secondary Schools.** LACC programs serve hundreds of K-12 public school teachers (630 in 2020-21) and thousands of students annually. More than 50% of public school teachers in Miami-Dade County—the nation’s 4th largest school district—hold an FIU degree, contributing to LACC’s ability to positively impact teacher preparation and language instruction as well as future student success. LACC has an extensive K-12 teacher- training program in collaboration with Miami Dade County Public Schools (MDCPS), Broward

County Public Schools (BCPS) and the Florida Department of Education, and has grown its national engagement exponentially through virtual delivery. Between August 2020 and August 2021, LACC held 16 teacher trainings; 4 additional multi-day teacher institutes; and a month- long international teaching practicum in Costa Rica for pre-service teachers, all designed to prepare teachers to integrate meaningful LAC content into the classroom. Trainings drew on the unique expertise of LACC faculty affiliates from professional schools and other disciplines as well as resources from domestic and international partners and were delivered in Portuguese, Spanish and English; 9 focused on STEAM, 2 on foreign language for business, and 1 summer STEM institute trained Title I teachers in using digital resources for teaching underserved student populations (in partnership with MDCPS, BCPS, FIU Education, Global Learning Initiatives and dLOC). LACC K-12 outreach in Portuguese is a unique strength of LACC. With MDCPS and the American Organization of Teachers of Portuguese, LACC supports LCTL pedagogy workshops for Portuguese educators across the US, including “*Que Beleza Brasil!*” interdisciplinary cultural immersion experiences for K-12 students and teachers at 12 South Florida schools (573 attended in 2020-21). LACC also cosponsors a range of STEM LAC- focused K-12 teacher trainings and institutes with Fairchild Garden and MDCPS. In partnership with Ayiti Images (films focused on Haiti and the Haitian Diaspora experience), The Black Lounge Film Series, MDCPS and BCPS, LACC outreach showcases new narratives on Haitian and Afro-Latin American culture and film through annual screenings and discussion guides that reach 1000+ teachers and students at Title I high schools with high percentages of Black or Caribbean students. LACC leadership serves on the recently established MDCPS Cuban Studies Task Force, alongside FIU’s Cuban Research Institute, CasaCuba and Gordon Institute for Public Policy, and colleagues from UM. The task force’s 2021 Summer Institute for K-12 educators

trained 77 MDCPS teachers on Cuba and the Cuban-American experience. The LACC/FIU Education Global Gateways Program, gives K-12 pre-service teachers the opportunity to participate in an international teaching practicum in LAC. With NRC support, LACC developed and launched Global Gateways in 2020 in Ecuador, expanded to Costa Rica in Summer 2021, and is setting up new host sites in Belize, Argentina and Puerto Rico. LACC collaborates with CLASP and joins other peer institutions to present panels at professional conferences, such as LASA, and cosponsors the Americas Award and the NCSS K-12 Outreach Booth. LACC also funds FIU Education faculty and pre-service teacher presentations on NRC-funded projects at NCSS, CIES, LASA, CSA and Cuban and Cuban-American Studies conferences.

**Postsecondary.** LACC designs programming to strengthen already close partnerships with Title III/V institutions and promote its Programs of Excellence, LCTLs, FLAC, STEM, and collaboration with professional schools. In partnership with Vanderbilt, LACC hosts the Global Studies Symposium on NRC, CC and MSI Collaboration, a professional development and networking forum for CC/MSI faculty in all world regions to present high-quality programming, identify new areas for development and facilitate strategic plans related to joint NRC/CC/MSI programming to benefit CCs and MSIs. The forum hosted 91 MSI/CC attendees in 2020 and 2021, and is growing to include a new virtual communication hub to facilitate MSI community- building, resource sharing and capacity. LACC and Miami Dade College (Title V) cosponsor the Miami International Book Fair, the Little Haiti Book Festival (2021 festival attended by 72,900) and Haitian Kreyol Week (5 events with 76 participants) and a variety of other joint events. In Summer 2020, LACC’s Andean Studies Program of Excellence launched *Pueblos Originarios,* a field study program in Bolivia. 8 CC/MSI faculty from Georgia State, Florida SouthWestern College, Santa Fe College, U. of Puerto Rico and Morehouse participated in the 2-week

interdisciplinary program, conducted entirely in Spanish, Quechua and Aymara (LCTLs). New projects were developed from the field study, including courses, an Afro Latin American student study abroad and curriculum, faculty research training seminars, a cultural archive and interdisciplinary faculty colloquia. LACC also leads a series of faculty exchange programs and professional development trainings in the areas of higher education administration, study abroad, pedagogy and internationalization of curricula, the latter in partnership with Broward, Florida SouthWestern, Valencia, and Santa Fe Colleges, and to alleviate financial pressure and support cross-institutional solidarity, LACC has assumed the CLASP membership dues for HSI CCs Santa Fe and Central New Mexico, and U. of Puerto Rico following the devastating impact of Hurricane Maria. Based on its successful pedagogy development and training for non-Hispanic minority foreign language learners, LACC’s MI-BRIDGE (Minority Institutions Building Resources to Ignite Development and Growth in Education) program is expanding its relationship with HBCU Florida Memorial U. (FMU) to revise FMU’s Spanish curriculum to reflect a focus on localized needs and social justice, with a similar effort under way at HBCU Bethune-Cookman. LCTL outreach includes LACC’s FLAC lecture series and its Haitian Arts Digital Archive (HADA) in dLOC; the latter reached over 3054 new content views in 2020 and 2021. The FIU/UM Miami Consortium for LAS supports a graduate student reciprocity exchange and faculty collaboration, particularly in the areas of Journalism, Cuban and Haitian Studies. LACC’s Cuba and the Professions Lecture Series with CRI supports FLAC and bilingual post-secondary outreach that brings together faculty, professionals and government officials. In 2021, LACC and CRI hosted 3 lectures as part of the series with 219 attendees.

Numerous other LACC-supported conferences and events draw scholars and students from across the globe with a broad range of geographical and thematic interests; such as the 2020

Religion, Ethic, the Environment and Public Policy Symposium (631 attended). LACC’s Annual Journalists & Editors Workshop reaches post-secondary and media audiences in partnership with FIU Journalism and the IAPA. LACC’s post-secondary outreach also includes a strong research component that supports international networking opportunities for US-based faculty and international linkages and research collaborations. LACC’s Security and Governance Program of Excellence runs a Foreign Policy Working Paper Series and is launching the Central American Justice Institute, a project funded through the US Bureau of International Narcotics and Law Enforcement Affairs. In addition, international scholars regularly participate in LACC’s Institute for Justice for Afrodescendants in Latin America (OJALA), the outcome of a 2017 LASA/Ford Foundation grant involving scholars from 12 different universities in the US and Latin America. LACC also participates in the Tinker Foundation Research Collaborative with Stanford, U. of Kansas and U. of Arizona to support field research in LAC for graduate students. Tinker outreach includes the LACC Tinker-Andes Seminar series and the “Tinker Chronicles” podcast. To make such programs and research possible, LACC supports faculty travel to conferences and workshops, with a pre-COVID average of 20 domestic and 10 international trips through Title VI and 50 faculty and student trips with institutional funds (over $25,000 in 2019). **Media.** LACC events throughout the year provide opportunities for the media to engage with public and private sector leaders on LAC issues. Longstanding partnerships with journalists, broadcasters, publishers, FIU Journalism and IAPA support LACC’s outreach commitment to support high- quality media professionals and organizations. LACC’s Journalists & Editors (J&E) Workshop, now in its 39th year, continues to evolve to serve media professionals in an ever-shifting landscape. The Spanish-language, multi-day workshop draws journalists and editors from across the Americas (1617 participants in 2021). LACC, IAPA and FIU Journalism also offer an annual

4-part professional development webinar series in Spanish for media professionals and pre- professionals. The 2020-21 series focused on misinformation and the growing threat of disinformation throughout the Americas, an area of heightened concern to LACC and others. In collaboration with IAPA, Argentina’s Desconfío Project and Foundation for Journalism in Bolivia, LACC co-sponsored the 1st Global Summit on Disinformation in 2021, a training for 500 media professionals. LACC’s outreach to media also prioritizes opportunities for pre- professionals, including Spanish-language, international linkage and professional development exchanges with FIU Journalism. LACC facilitates the dissemination of key research-based survey data through the Latin American Public Opinion Project and is a designated launch site of AmericasBarometer. Throughout the year, FIU’s online media source bureau connects journalists with LACC faculty experts to support news coverage of the region in English and Spanish; LACC directors grant 10-15 interviews per month to local, national and international media and provide current event tutorials on YouTube and other social media sites. **Government and Business.** LACC has strong relationships with key government entities and multilateral organizations, including a new USAID-MSI Partnership Initiative MOU **(see National Need statement)**. In addition, US Southern Command consistently supports the annual FIU Hemispheric Security Conference, which attracted 4159 in 2021, and LACC is a key collaborator of the FIU Security Research Hub. In 2020, LACC launched the LACC/Caribbean Policy Consortium (CPC) Webinar Series; in 2021, it attracted 370 government officials and scholars from the US and Caribbean and resulted in a LACC Caribbean Working Paper Series, free to all on the LACC website. Direct outreach to government and business is facilitated through a partnership with FIU in DC, whose associate director supports LACC’s Latin American and Caribbean Internship Program by facilitating placements with government agencies such as the

Department of State and the US House of Representatives. Expanded collaboration with FIU in DC includes a LAC-focused Internship Fair at FIU in DC to support MSI student career preparedness and placement in areas of public service, and experiential learning seminars for pre-professionals to engage with government agencies, think tanks and industries in areas of national need. LACC’s director, with his experience as a head of state, is a regular contributing author to *Americas Quarterly*, an award-winning publication dedicated to politics, business and culture in the Americas with a print circulation of 15,000 and a digital audience of 145,000 unique views per month, including CEOs, senior government officials and thought leaders. His 2021 special report examined organized crime in Mexico and Central America for an online audience of 8676. In November 2021, he served as the OAS Election Observation Chief of Mission in Honduras and also leads LACC’s Latin American and Caribbean Business Forum, a distinguished group of private sector leaders recognized for outstanding commitments to innovation and socially responsible initiatives throughout the hemisphere.

**Community Organizations and General Public.** Nearly 78% (92) of LACC’s 119 events in 2019-20 were free and open to the public, an impact amplified through digital archiving of tutorials, lectures and webinars. LACC has partnerships with FIU’s Frost Art Museum, Wolfsonian Museum of decorative arts and propaganda and Jewish Museum of Florida.

Collaborations with cultural and arts-related organizations include the acclaimed Third Horizon Film Festival, which had 2100 online viewers, 350 in-person attendees, and 1,000,000+ viewers through expanded public TV programming in South Florida and Guyana in 2021. The annual LACC/CRI “Classically Cuban” concert had 2127 attendees in 2020. LACC outreach also supports citizen science literacy; LACC partners with Marine Conservation Without Borders on the Sargassum Podcast series, which examined solutions to coastal threats and reached 2720

listeners in 2021. As part of LACC’s Health and Society Program of Excellence, the Center continues to expand its interdisciplinary PhotoVoice program; the 2021 project shed light on COVID-19’s impact on undocumented, homeless and other vulnerable communities.

**Publications.** In addition to LACC’s curricular-related publications, one of its key deliverables is its flagship magazine, *Hemisphere*. IAPA Executive Director Ricardo Trotti served as guest editor of the 2021 issue on disinformation in the Americas. LACC has added a Caribbean Working Paper Series and Foreign Policy Working Paper Series to its publications portfolio and continues to grow its Commissioned Paper Series and contributions to FIU Digital Commons.

LACC’s Associate Director is Chair of the CLASP Publications and Research Committee and oversees its LACC-sponsored Commissioned Papers Series. In addition, LACC cosponsors the *Portuguese Language Journal* with U. of Florida, U. of New Mexico and the American Organization of Teachers of Portuguese to promote the teaching of Portuguese and provide a venue for collaboration and research among Portuguese language faculty. And in 2021, LACC was selected to house *Latin American and Caribbean Ethnic Studies (LACES)*, an interdisciplinary journal for quality peer-reviewed scholarly research.

# Criterion I: Program Planning and Budget.

# & I.2. Quality of Plan, Purpose of Center Activities and Timeline.

Grant activities in this proposal directly support NRC program objectives. They are high-quality, resource-efficient, cost-effective and reasonable. They will strengthen instruction in foreign languages and area studies and support LACC as a center of excellence for research, teaching and training on Latin America. They reflect LACC’s strategic plan and FIU’s Global Strategy 2025, connect with other area studies, expand key partnerships, further cultivate developing priorities, and leverage the Center’s unique strengths as an MSI leader in the field of LAC

studies. All grant activities directly invest in the success of LACC constituencies and aim to expand access, support equity of opportunity, educate the whole person, and provide impactful learning opportunities with practical applications. Activities also support FIU as it aspires to be recognized for national and international preeminence for achieving exceptional student-centered learning and upward economic mobility, producing socially impactful research and creative activities, and leading transformative innovations locally and globally. Grant activities serve 4 project goals: intensified collaboration with professional schools to deepen the Center’s impact on the global competency, job preparedness, marketability and career placement of pre- professionals in areas of national need; enhanced specialized and applied training and outreach collaboration with K-12 and post-secondary MSIs and CCs; expanded international and technology-based course offerings and instructional materials to promote equity of educational opportunity while enhancing K-18 LAC area studies, language curricula and pedagogy; and new spaces for diverse perspectives through collaborative partnerships and trainings rooted in research-based inquiry and dissemination of information based on reliable sources. Activities respond to NRC criteria **(Table G.1)**, align with multiple project goals simultaneously, feature performance measures and targets **(Appendix E)**, and focus on growth, sustainability, continuous improvement and long-term impact. FIU’s existing and significant financial and human resources provide the infrastructure required to fulfill the ambitious program plan.

*Goal 1*. LACC requests NRC funds to intensify collaboration with professional schools, including Hospitality & Tourism Management, which is critical to the US and Florida economies and small business communities, Journalism and Education, to ensure that pre-professionals, including pre-service teachers have access to US and LAC-based training resources to serve the nation’s current and future needs and develop its next generation of leaders. All activities serving

Goal 1 will expand LACC’s institutional networks, raise the Center’s profile, open new avenues for teaching and research, respond to unique student needs and leverage competitive strengths.

LACC requests funds to replicate its successful LACC/Education Internship Program and establish the LACC/FIU in DC LAC Internship Program to offer mini-grants that prioritize government- and policy-focused placements and alleviate the financial burden on FIU students accepted for internships in DC and abroad. LACC also requests NRC funds in Y1-Y4 to add new LAC host sites to Global Gateways, an international practicum that offers international education coursework, pedagogy training and other education-focused mentorship to pre- and in-service educators. The program, implemented in partnership with FIU Education and K-12 host schools in LAC, culminates in an annual institute to support the dissemination of newly acquired knowledge, program evaluation methods, and results-based best practices for teaching diverse students and incorporating LACS into the professions. Other NRC-supported LACC/Education programs reinforce these efforts, including joint pre-professional/faculty panel presentations on LAC-related content or pedagogy at the CSA, NCSS and CIES professional conferences, as well as the International Conference on Cuban Studies.

NRC funding will also allow LACC to enhance existing professional school partnerships.

For example, NRC funds will support a revamped annual Journalists and Editors (J&E) Workshop. After 38 years of leadership in training media professionals covering the Americas, the LACC, FIU Journalism and IAPA training will focus on developing specialized digital media expertise on LAC to better serve a contemporary readership through technology. LACC will also leverage NRC funds to support LAC training to capitalize on FIU students’ ethnic, cultural and linguistic competitive advantages and is requesting funds to launch a new annual LACC/FIU Journalism Professional Training Program on Mastering Multimedia Journalism through

Experiential Learning and International Collaboration. The Spanish-language LAC-based capacity-building program for journalism and communications pre-professionals will combine in-depth training on field reporting and multi-media news production. It will promote diverse perspectives, combat misinformation in media coverage of the region, deepen FIU pre- professional expertise and expand LACC’s international linkages. Students will complete the applied training with a high-quality professional portfolio and be well positioned to begin their job search upon graduation. The program is complemented by LACC’s proposal to use NRC funds to support other FLAC professional trainings with FIU Journalism, including IAPA webinars and the new Global Summit on Disinformation. The new Professional Certificate in Cybersecurity in Health with FIU Social Work and MI-BRIDGE (Minority Institutions Building Resources to Ignite Development and Growth in Education) Phase III with U. of Puerto Rico’s School of Medicine and Public Health (all in Y1-Y4 and leveraged by non-NRC funds) build out FLAC initiatives in other professions, as do new applied interdisciplinary trainings in

collaboration with FIU Hospitality and other MSI/CC partners, such as the Foodways and Rituals bilingual, for-credit pre-professional international field study in Peru and Mexico (Y2 and Y4) and the annual What’s Cookin’? interdisciplinary technical training. Finally, LACC is requesting NRC funds to support new FIU in DC joint programs (LAC Internship Fair and Professional School LAC Fly-In) to complement LACC’s Insider’s Guide to Government Service program and mentor, expose and prepare globally competent students for LAC-related careers in policy and other areas of national need (Y1-Y4).

All activities capitalize on LACC’s far-reaching networks, leverage FIU’s LAC expertise, reach pre-professionals at critical junctures in their development, and expand research, training

and internship opportunities that enhance marketability and career preparation in areas of critical national shortage: education; business; public service; STEM; hospitality; minority journalism.

*Goal 2*. Given FIU’s student demographics and its mandate to serve South Florida’s diverse communities, LACC requests NRC funds to enhance specialized and applied training and outreach with K-12 schools and post-secondary Title III/V MSIs and CCs. The goal of these collaborations is to leverage LAC-relevant strengths, address unique demands, increase support for the financially disadvantaged, create pathways to success for underserved populations, improve foreign language and area studies instruction, expand study abroad, and advance specialization in technical fields across curricula (including LAC foreign languages), to narrow the achievement gap. By the end of the 4-year grant cycle, LACC will further consolidate its competitive edge as a national leader in the education of minorities, 1st Generation and underserved populations, and connect minority students and educators across institutions through peer-to-peer training, domestic immersion and international professional development offerings, strategic and sustainable collaboration, and resource sharing.

NRC funds will enable LACC to offer 14 one-day workshops annually, 10 multi-day institutes, 4 foreign study programs and 5 online curricula or pedagogical toolkits to support K- 12 teacher preparation and professional development with an emphasis on increasing minority participation in international learning opportunities and training in STEM fields, a notable strength of FIU **(see page 1)**. STEM programs will include institutes for Title I teachers on global issues and digital media (Y1 & Y4); annual institutes on climate change and public policy in Brazil; Peoples of the Amazon and socio-environmental justice; and tropical conservation, as well as the international interdisciplinary bilingual *Visiones del Caribe*; LAC Learning Lab in Costa Rica; and the biennial STEM K-12 educator summer field course on sargassum. NRC

funding for K-12 teacher training will help internationalize curricula and enrich learning environments that address diverse student needs and extend new international competency development opportunities to the most underserved, including the annual Of Many We are One workshop series that brings South American and First Nation realities together on Seminole and Miccosukee Tribal Lands and examines shared traditional and scientific knowledge and histories. LACC knows that student success depends on teacher preparation and making learning meaningful, and to this end the proposed activities prioritize customized approaches to training the diverse populations reflected in South Florida classrooms. By the end of the grant cycle, LACC estimates a 15% increase in K-12 teacher participation rates in NRC training programs designed to benefit diverse and economically disadvantaged learners.

The aforementioned new MI-BRIDGE Phase III at U. of Puerto Rico (Title V) will focus on pre-professional participation in applied practica and international collaborative outreach and research, curriculum development and teacher training related to the social determinants of health and the impact of extreme events on vulnerable communities. UPR faculty will be invited to participate in other MSI-targeted training made possible with NRC funds, including the *Pueblos Originarios* High Andes Field Study (Y1 & Y3) and annual Title III/Title V Faculty Training Seminars. Organized by MSIs for MSIs, these programs foster professional development, common interests, interdisciplinary collaboration and resource leveraging among LAC faculty across participating institutions. NRC funds will also support the development of a new 3-credit course on the Afro Bolivian experience at Morehouse College (Title III), an outgrowth of LACC's Summer 2021 *Pueblos Originarios* Field Study for MSI and CC faculty (Y3), and new courses on Performance-Based Spanish for Black Language Learners at Bethune- Cookman University (Y2 & Y3), a ripple effect of LACC MI-BRIDGE Phase I.

Maintaining its commitment to collaboration with other NRCs, LACC will use Title VI funding to support the Global Studies Conference on NRC/CC/MSI Collaboration and bring together NRCs across world regions to showcase outstanding international programming and share strategies for replicating or tailoring activities to other institutions’ needs and expand its reach by establishing the new Communication Hub in partnership with Santa Fe College (Title V) in Y1-Y4. LACC and the Wolfsonian Museum will partner with Miami Dade College (Title V) on “Beyond Casta: Race and Belonging in Latin America and the Caribbean,” a multilingual technical training lab for MSI students. The training will enhance FIU Libraries’ LAC collection through expanded digitization of holdings, provide technical job skills training, and train MSI students in digitization protocols and processes. NRC funds will provide critical support for the program, complementing funding from other grants and institutional sources.

In partnership with MDC and building on LACC’s high-quality advising and mentorship model, which has had quantifiable positive impacts on career preparation and placement, LACC is requesting funding to support MSI/CC student participation in programs that will extend international learning opportunities to the most severely under-resourced MSI/CC students. As part of the new LACC/MDC RISE (Resourcing International Student Excellence) professional development program, LACC is requesting $10,000 in Y1-Y4 to provide up to 4 travel grants to support MDC Rising Black Scholars' participation in a summer Sustainability and Renewable Energy Study Abroad in Costa Rica. The for-credit program provides customized pre- and post- training and features a service-learning and mentorship component. $2000 per year is being requested in Y1-Y4 to support a RISE intern to coach MDC's most diverse and underrepresented minority students on how to identify and take advantage of additional virtual and in-person international learning opportunities. LACC is also requesting $3000 in Y1-Y4 to support the

participation of up to 4 MDC CAMP (children of migrant workers) students in the 9-week Diversity Abroad Virtual Global Inclusive Leadership Certificate professional development and career preparedness program through which students develop global competencies despite not having the option of study abroad due to personal circumstances. Certificate graduates will work with FIU- and MDC Office of International Education-based mentors to learn how to incorporate their training and experiences into their resumes for professional purposes; they are also invited to serve as peer-to-peer liaisons in support of international training.

LACC will also connect young students intellectually to LAC through programming that reflects the cultural richness of South Florida’s interconnected communities. The goal remains to not only help K-12 students understand and see themselves in the realities of Latin America, but also to see Latin America as part of South Florida’s and America’s story. K-12 student-centric activities include the Ayiti Images Men Nan Men (Hand in Hand) New Narratives K-12 Outreach Screenings, *Que Beleza Brasil!*, additional Portuguese language course offerings in South Florida classrooms, and the support of dual-enrollment in Portuguese at public and private schools in Miami Dade County.

*Goal 3*. LACC requests NRC funds to expand international and technology-based course

offerings and instructional materials to enhance the area studies and foreign languages/LCTL K- 18 curriculum. As part of LACC’s ongoing effort to diversify and customize programming to make learning more meaningful and accessible, LACC is giving special attention to non- traditional learning environments and modes of instruction. NRC funds will help expand technology-based teaching, distance learning and international linkage exchange through an annual Collaborative Online International Learning (COIL) course development award and MSI participation in the COIL Virtual Exchange Leadership Institute and associated COIL curricular

development trainings, and allow FIU to offer 2 distance-learning Quechua classes per year and grow its Quichua summer field school, expanding LACC’s LCTL training and FLAS program and benefiting FIU and non-FIU students. The funds will also support the Global Learning Medallion Research Mentor Fellowship; library acquisitions; FIU’s FLAC lecture series in Spanish, Portuguese and Haitian Creole; the Américas Award Reading Across Cultures Webinar Series; Beyond Casta and Haitian Art Digital Archives; the *Visiones del Caribe* online repository, My Brother’s Keeper Global Scholars Program; CAMP Virtual Leadership Certificate; Santa Fe Communication Hub; RESCAT (Resilient Communities against Transnational Gangs) graphic novels and outreach; and What’s Cookin’?, all in Y1-Y4.

*Goal 4.* Finally, LACC requests funds to support activities that provide more inclusive protected spaces for diverse perspectives through new collaborative partnership trainings rooted in research-based inquiry and dissemination of information based on reliable sources and information. Given its direct and strong ties to LAC, the Miami public demands a balanced, diverse and nuanced understanding of complex issues affecting the region and its communities abroad. LACC’s Title VI activities bring together majority, minority and marginalized points of view through varied programs and a broad network of partners. Grant activities across goals and priorities reflect LACC’s strong commitment to diverse perspectives and are designed to generate debate on world regions and international affairs. The Center values being part of the conversation and believes it is crucial for academics to contribute and inform private and public debate and policy. In support of that commitment and in response to pressing security challenges facing the US and prepare well-rounded, well-informed future leaders, LACC is requesting NRC funds to support FIU’s new Cybersecurity in Health Certificate, LACC/FIU in DC fly-ins and internships, the annual trilingual Hemispheric Security Conference, the new FIU Security Hub,

the Social Determinants of Health and Disasters MI-BRIDGE, PhotoVoice, and the MSI/CC Marine Science without Borders project.

NRC funds will be used for programming designed to combat misinformation, including Men Nan Men film screenings, LACC/FIU Journalism Professional Field Training on Mastering Multimedia Journalism through Experiential Learning and International Inquiry, the Global Summit on Disinformation, and RESCAT. Funds are also being requested to interrogate and inform racial and ethnic perceptions and bias through HBCU course development awards, Beyond Casta and *Visiones del Caribe* 4-year programs, and the *Pueblos Originarios* and new Of Many We Are One trainings. All the activities in Goals 1-4 and their outcomes are high- impact, high-quality, cost-appropriate and feasible in terms of timeline.

* 1. **Cost-Effectiveness.** All costs associated with the planned activities are reasonable in relation to the objectives. To ensure development and sustainability, few activities are solely supported by NRC funds. Instead, LACC’s NRC program plan is built around existing strengths, resources and priorities at the university or areas of strategic importance to LACC, FIU and/or their constituents and activities align with multiple project goals simultaneously, thus, facilitating efficiencies without compromising impact. Every effort has been made to leverage funds from other NRCs, US partners and international linkage institutions to maximize impact and minimize costs. Although the level of activity and scope of work grows over the course of the 4-year cycle, the annual budget requests remain steady, with additional costs related to increased activity absorbed by non-FIU institutional funds and/or leveraged by outside funding sources.
  2. **Long-Term Impact.** NRC funds will allow LACC to fully implement its strategic plan designed to ensure a significant and positive effect on FIU undergraduate, graduate and professional training programs. Proposed activities were carefully developed to enhance the

long-term impact of historically successful activities through mutual reinforcement and design. Activities further develop LACC’s position as an MSI leader that efficiently and effectively serves an ever-widening network of partners, while facilitating communication across stakeholders, cultivating collaborations, improving student success, supporting national interests and maintaining a focus on project and Center goals and performance measures. Its strategic plan takes a comprehensive, developmental approach to building pipelines and possibilities for LAC study and expertise, providing education, training and outreach opportunities for an audience ranging from elementary students to professionals.

**Criterion J: NRC Competitive Preference Priority.** FIU, as an MSI with productive and long- term partnerships with other MSIs and CCs, continues to develop, implement, evaluate, refine and expand programming that has a direct and positive impact on minorities and other underserved populations. LACC’s proposed activities leverage existing strengths to connect educators with international learning opportunities and applied practice. Forty-seven (+47% from the 2018 competition) proposed line items meet Priority 1 and build upon an already robust program in support of MSIs and CCs, furthering FIU’s efforts to enhance curriculum internationalization and foreign language training **(see Criteria G & I and Appendices A & E)**.