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§**A. COMMITMENT TO LATIN AMERICAN STUDIES:** Both the University of Utah (UU)

and Brigham Young University (BYU) are dedicated to global engagement. Through its Global U initiative and the establishment of the Office of Global Engagement (OGE), UU has invested heavily over the past decade to create the infrastructure necessary to facilitate transformative global learning, innovative scholarship, and cross-cultural engagement opportunities for all students and faculty. OGE houses study abroad (StAB), global internships, the English language institute, and services for international students and scholars. BYU’s commitment to global engagement includes support for the Kennedy Center for International Studies (KCIS), an ambassadorial lecture series, international diplomatic scholarships, global performing arts, premier language programs (including the largest undergrad. Port program in the US), a Title VI Center for International Business Education (CIBE), and Title VI NRC for Asia (joint with UU).

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| **Table A: Annual Institutional Support for LAS** | | |
| **Category** | **UU** | **BYU** |
| Center Operation | $678,622 | $408,125 |
| Teaching Staff | $5,472,810 | $13,538,897 |
| Library Resources | $612,817 | $455,801 |
| Institutional Linkages | $564,000 | $1,500,000 |
| Outreach | $907,115 | $520,000 |
| Students | $1,305,164 | $3,662,500 |
| **TOTAL** | **$9,541,128** | **$20,085,323** |

Latin American Studies (LAS) is integral to these globalization efforts and as such the Intermountain Consortium for Latin American Studies (IMCLAS) is fully supported by

university leadership at both universities. Since its designation as an NRC (2014), IMCLAS has received significant new institutional funding and increased faculty and staff positions across academic programs and professional schools (AY22: $29,626,451). IMCLAS The UU’s Center for Latin American Studies (UUCLAS) has leveraged Title VI and institutional funds to obtain extramural funds from the Tinker Foundation, IME-Becas, and private donors, which provide an additional $1,620,000 in support for faculty, outreach, library, and institutional linkages (external funding NOT included in Table A).

**Staff:** Highly effective, globally engaged staff support IMCLAS initiatives **(**§E1). To support the ongoing growth of these programs IMCLAS has increased the number of qualified staff to 34.

IMCLAS shares staff and spaces (offices, classrooms, conference rooms) with the Intermountain Consortium for Asian and Pacific Studies (IMCAPS, Title VI NRC), and other area and international studies programs. UU covers operational costs, 2 course buyouts annually for the director, a stipend for the director of graduate studies, an annual LAS budget, and 83% of UUCLAS staff salaries. The LAS program at BYU (BYULAS) is 1 of 9 academic international and area studies programs that operates under the direction of the KCIS director and 3 assistant directors. Staff include 1 full time (FT) FLAS coordinator, 2 academic advisors, 5 StAB and internship advisors, 24 other staff members, and 85 student assistants. BYU covers the cost of LAS program and staffing costs, the director’s course buyout and supplemental pay, and 60% of the FLAS coordinator’s salary (Table A).

**Teaching Staff:** IMCLAS has 191 affiliated faculty (must spend at least 25% of time on teaching, research, and service related to LA to affiliate). Of these 59 are lang, 130 are non-lang, 135 are tenured/tenure track faculty, and 67 devote 100% of their time to LAS. Since 2018, IMCLAS has hired 21 new faculty in a variety of disciplines including Political Science and Gender Studies. Competitive awards for UU faculty total nearly $2.6 million annually for research, seed funding, equipment, and research leave (not including sabbaticals). UU provides

$136,000 annually for innovative teaching projects. Combined, BYU’s Col of Family, Home and Social Sciences, Col of Humanities (CH), and KCIS provide $2.5 million annually for faculty research and travel (Table A).

**Library Resources:** BYU ranks second in the nation for library holdings (*Princeton Review*, 2020) and, together with UU, make LAS digitized collections and electronic materials available

to faculty and students both regionally and nationally. IMCLAS fully fund salaries/benefits for LAS library acquisitions and 5 LAS dedicated staff including a FT LAS Librarian at BYU (§F). **Linkages with Institutions Abroad:** IMCLAS has 15 MOUs with LA institutions. IMCLAS provides substantial support for StAB, internships, faculty exchanges, and research collaborations in LA through OGE, Global Health Initiative, KCIS, and various colleges and.

BYU’s StAB program is the 14th largest in the nation (§D3; Table D5).

**Outreach:** IMCLAS employs 3 FT outreach staff and 15 part time (PT) student assistants engaged in LA outreach to K16, business, media, and the public. IMCLAS partners across both campuses to increase impact. Partners include: UU’s Tanner Humanities Center (THC), Second Language Teaching and Research Center (Title VI L2TReC), Utah Museum of Fine Arts (UMFA), Natural History Museum of Utah (NHMU), Artes de Mexico en Utah (AMU), SLFS, campus and community museums, radio and TV stations; and BYU’s Center for Language Studies (CLS), International Cinema, performing arts and museums (§E; §H).

**Students:** BYU subsidizes 2/3 of tuition costs for every student. Annually, BYU’s CH provides

$650,000, College of Family, Home, and Social Sciences (FHSS) provides $170,000, and KCIS provides $160,000 for student StAB and internship support. Through UU’s Undergraduate Research Opportunities Program and BYU’s experiential learning initiative and dozens of other departmental scholarships BYU and UU fund approximately $30,600 a year for mentored undergraduate research projects. In 2020 UUCLAS also awarded 2 emergency scholarships to assist LAS majors facing financial hardships due to the pandemic. UU MA and PhD students focusing on LA (98 total) are supported primarily through departmental RA/TAships that include a full tuition waiver for a total value of $25,670/$33,670 (with in-state tuition/out-of-state tuition waiver), and over 50 fellowships. BYU is primarily an undergraduate institution, however; it

offers and funds a number of language MAs through fellowships, scholarships, and RA/TAships. Last year UU gave nearly $533,000 in scholarships for StAB and international internships, an increase of over 33% since 2018. OGE supported 2,300 international students over the last 4 years. BYU’s Multicultural Student Services supports nearly 1,800 international students, about 20% from LA. UU’s L2TReC and BYU’s CLS provide proficiency assessments to language students. UU and BYU also support over a dozen undergrad and grad student groups with connections to LA (Table A).

§**B. LANGUAGE INSTRUCTIONAL PROGRAM:** IMCLAS has a high demand for

advanced language instruction (Table B.1) due to Utah’s (UT) path-breaking K12 dual immersion (DI) and large number of heritage-language speakers. K12 DI enrollments include 6 languages and serves 45,360 students in 256 schools. K12 Span enrollments have more than doubled and Port enrollments have nearly tripled since IMCLAS became an NRC (2022: Span: 30,457 students in 128 schools; Port: 2,961 students in 21 schools). Nearly 20% of people in UT have at least 1 immigrant parent, the majority from LA. Three percent of the state population is undocumented, 79% of whom speak Span at home. UT is one of 18 states with legislative- declared in-state tuition for undocumented students. UT K12 DI serves this rapidly growing heritage-language speaking population and serves as a direct education pipeline for UU, the state’s flagship university. In addition, a large number of UT students enroll at UU or BYU after 18-24 months of volunteer service in LA for the Mormon Church. About 65% of the BYU students speak a 2nd language (of those, 50% speak Span, 10% speak Port) and nearly 2/3 enroll in language courses. Many IMCLAS students speak Less Commonly Taught Languages (LCTL) at an advanced level, including non-language majors, and enroll in area studies across disciplines in Span and Port through our Culture and Language Across the Curriculum (CLAC) programs.

IMCLAS offers language instruction in 6 priority languages for the Agency of International Development, Dept of State, Dept of Transportation, and the Peace Corps.

**B.1. Language Instruction:** IMCLAS offers 227 language courses and 30 language degree programs (Appendix 1; Table D.1) through its language departments; the Department of World Languages and Culture (WLC) at UU and the departments of Spanish and Portuguese (S&P) and CLS at BYU (Table B.1). In total, IMCLAS offers 12 language majors, 8 language minors, 7 language MAs, 1 language PhD, and 2 language certificate programs, including the only competency-based language and culture certificate in the US (Table D.1). IMCLAS has 9 K12 language pedagogy programs offered by WLC at UU and S&P at BYU. These include 2 Span Teaching Majors, 2 Span Teaching Minors, 1 Port teaching minor, Span Lang Pedagogy MA (MALP), World Languages MA (WLMA), MA in 2nd Language Teaching, and a DI/K12 Teaching Minor. UU’s MALP program prepares educators to serve diverse urban and educational communities with the option of a secondary public-school licensure. The licensure program is a collaboration of the WLC, Dept. of Linguistics, and the UU Col of Education's (COE) Urban Institute of Teacher Education. BYU’s DI Teaching Minor also requires Utah State Board of Education (USBE) licensure. Both degrees require students to select a language emphasis (2/3 of DI Teaching Minors pursue LA languages and 1/3 of WLMA students pursue Span). Through these programs IMCLAS meets UT’s growing demand for qualified K12 language teachers (**AP2, FCP2**).

Since 1945, BYU has administered one of the longest-running and largest Port programs in the US (2 certificates, 3 minors, 2 BAs, and 2 MAs with 3 tracks: linguistics, literature, or pedagogy; 20-21 course enrollments: 1,256). The UU Port program has steadily built upon its UISFL initiative, establishing 2 FT faculty and two TA positions in Port, hosting a Fulbright

Foreign Language Teaching Assistant from Brazil yearly since 2004, creating a Port/Brazilian Studies minor, and increasing numbers of courses and levels of instruction offered.

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| **Table B.1 Levels of Instruction, Number of Courses, and Enrollment Data 2020-21** | | | | | | | | |
|  | **UU** | | | | **BYU** | | | |
| **Language** | Dept./ Center | Levels of Instruction | Courses | Enroll. | Dept./ Center | Levels of Instruction | Courses | Enroll  . |
| **Spanish** | WLC | 6\* | 30 | 1608 | S&P | 6\* | 387 | 6,361 |
| **Portuguese** | WLC | 4\* | 13 | 95 | S&P | 6\* | 96 | 1,256 |
| **Nahuatl** | WLC | 3\* | 9 | 56 | N/A |  |  |  |
| **Quechua** | WLC | 2 | 5 | 10 | CLS | 3 | 6 | 17 |
| **K’iche’** | N/A |  |  |  | CLS | 1 | 2 | 7 |
| **Haitian Creole** | N/A |  |  |  | CLS | 3\* | 3 | 19 |
| **Guaraní** | N/A |  |  |  | CLS | 1\* | 2 | 9 |
| **TOTAL** | | | 57 | 1769 | **TOTAL** | | 496 | 7,669 |
| \*Third year (advanced level) course for students with existing language abilities. | | | | | | | | |

IMCLAS regularly teaches 5 LA LCTLs in addition to Port (Table B.1, Appendix 1).

BYU is currently the only US university offering Guaraní, is one of only a few offering K’iche’ and Haitian Creole (HC), and will be the only US university to offer Q’eqchi’ beginning in Fall 2022. Due to its success, BYU has created a permanent in-person HC program that is supported by three native-speaking instructors, a language certificate, and 3rd-year advanced classes.

IMCLAS regularly offers instruction for 3rd year and above in Span, Port, Nahuatl, Quechua, and HC (Table B.1). The UU has become the most comprehensive program for Nahuatl study and scholarship in the country, offering the only summer intensive, FLAS-eligible Nahuatl language program. The summer program offers both Modern and Classical Nahuatl at the beginning, intermediate, and advanced levels by highly trained native-language speakers with extensive teaching experience. Despite transitioning online due to the pandemic, the program has continued to see an increase in the number of applicants (enrollments since 2018: 95). These students are primarily masters, PhD candidates, and academic professors from universities including Harvard, UCLA, UT Austin, and Brown. In addition to summer study, UU is one of the only US institutions offering academic year Modern Nahuatl through year 4. Our hybrid

format for beginning and intermediate courses serves UU students in person and also allows UC Berkeley, UNM, and Salt Lake Community College (SLCC) to offer Nahuatl to their students who join virtually. Through continuing education credit, we offer all levels to students from any institution, including Brown and UC Merced (HSI). Classical Nahuatl enrollments have tripled in the last 3 years to 41 students in fall 2021. UU also offers Quechua levels 1 and 2.

**Enrollments:** There are 1,951 IMCLAS students pursuing 30 LA language degree programs and approximately 8,870 students enrolling in 227 language courses annually. With students who speak world languages at an advanced level, many non-language majors take advanced language courses. Since 2015, 1,914 BYU students have completed an advanced language certificate in Span or Port. Each semester, about 2/3 of all BYU students enroll in a language course (Table D.1). BYU had the largest Port enrollments and UU had the highest Nahuatl enrollments in the country according to the most recent Modern Language Enrollment Survey.

**B.2 LA Languages Across Disciplines: Levels:** Leveraging the 2012 Undergraduate International Studies Foreign Language (UISFL) grant and an investment of more than $480,000 from the university, UUCLAS has established one of the most robust CLAC programs in the country. UU regularly offers 6 three-credit classes and 16 1-credit Span and Port discussion sections tied to courses in half a dozen disciplines, including in professional programs Absolute Priority 1 (AP1). Examples include *International Management*; *Brazil in the Global Economy*; *Business Span* and *Business Port* (since 1998); *Westside Leadership Institute* (Urban Planning/Gender Studies since 2006); *Legal Span* (Law School since 2014); *Health and Culture in Span-Speaking Countries* (Col of Med); medical Portuguese (Col of Nursing, Col of Med, and the Dept. of Health, Promotion); and *Venceremos* (Dpt Communication since 1993). BYU launched CLAC in 2019 and for which it received an Innovation in Teaching grant expand

CLAC. Eight (8) courses were funded in business, global women's studies, political science, and history.

# B.3 Faculty, Performance-Based Pedagogy Training:

**Faculty:** IMCLAS has the faculty to offer all language classes listed above on an annual basis. IMCLAS has 87 lang faculty and instructors not including TAs (Table B.2).

**Language Pedagogy Training:** The WLC at UU has 4 applied linguists (including Dr. Fernando Rubio, an expert in Span-language pedagogy, training, and assessment) who provide rigorous training for TAs and new faculty: mandatory fall training for TAs and new faculty, and a

mandatory methods course for new TAs during their 1st semester focused on teaching and

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| **Table B.2 Number and Type of Faculty per Latin American Language†** | | | | | | | | | | |
|  | **UU** | | | | | | **BYU** | | | |
| **Language** | Tenure track | Adjunct | FLTA | TA  s\* | DL | **Total** | Tenure track | Adjunct | TAs\* | **Total** |
| **Span** | 7 | 6 |  | 5 |  | 18 | 25 | 23 | 38 | 86 |
| **Port** | 1 | 2 | 1 | 2 |  | 6 | 6 | 5 | 5 | 16 |
| **Nahuatl** |  | 1 |  |  | 2\*\* | 3 |  |  |  |  |
| **Quechua** |  |  |  |  | 1\*\* | 1 | 1 | 1 |  | 2 |
| **K’iche’** |  |  |  |  |  |  |  | 1 |  | 1 |
| **Guaraní** |  |  |  |  |  |  |  | 1 |  | 1 |
| **Haitian Creole** |  |  |  |  |  |  | 1 | 2 | 3 | 6 |
| †Some faculty teach more than one language and are therefore counted twice  \*TAs are grad students who teach introductory courses  \*\*Distance learning instructors who teach the course from their institution. See Appendix 1 | | | | | | | | | | |

assessment practices. CLAC TAs also attend two mandatory workshops. LCTL instructors participate in rigorous LCTL-specific pedagogy workshops at least once a year offered at BYU or in partnership with Stanford University. Together with L2TReC (est. 2013, Title VI LRC), WLC supports research on pedagogical training methods with 1-2 workshops each semester. The Center for Teaching and Learning Excellence provides pedagogy training, from technology use to diversity in the classroom and offers assessment tools.

At BYU, S&P language pedagogy professors provide rigorous training for TAs teaching lower-level language and conversation courses. TAs must take a methods course and participate

in a weeklong pedagogy workshop (offered yearly) as well as a 1-day CH-wide training session for all language teachers. TAs are also required to enroll in a course to hone skills, present teaching-related projects, participate in self-evaluations, and undergo observations. CLS requires language pedagogy training for all CLS instructors through seminars held before each semester.

# B.4. Performance-Based Instruction, Resources, Proficiency Requirements

**Performance-Based Instruction:** All BYU and UU language programs use performance-based instruction and assessment methods. IMCLAS faculty include nationally recognized experts on performance-based instruction and are part of the statewide team that developed Utah’s Core Standards for K12 Pedagogy and Proficiency based on ACTFL guidelines. Three UU methodologists are certified OPI testers, including Dr. Fernando Rubio who is also an OPI test trainer, a member of the AP Spanish Development Team, and serves on the board of the Joint National Committee for Languages. In 2020, he co-authored *Creating Effective Blended Language Learning Courses: A Research-Based Guide from Planning to Evaluation*, which won the Modern Language Association Kenneth W. Mildenberger Prize (2020). BYULAS Dr.

Bateman, a specialist in Port pedagogy, co-authored the text *Methods of Language Teaching*. Performance at both universities is assessed through course evaluations, learning-outcomes assessment, peer review, and yearly personnel review of all faculty, instructors, and TAs.

**Language Resources:** UU L2TReC conducts research on Second Language (L2) acquisition, administers student proficiency and language placement tests. UU’s DiBona Center for Educational Technology and BYU’s Humanities Learning Resource Center (HLR) contain computer stations (UU: 50 in 2 computer labs; BYU: 31, plus an adjoining 49-station computer lab) equipped with lang support software, sound recording, video editing programs, and a variety of statistical and digital humanities tools. Video conferencing supports, for example distance-

learning lang classes, Collaborative Online International Learning, and OPI testing. HLR has a sound recording studio and a library providing multimedia resources and administers the Mango and Pronunciator language learning subscriptions, all which support lang acquisition outside the classroom. UU has digitized its multimedia language resources, now available through Marriott Library (MLIB) where specialized language liaison librarians assist patrons. BYU’s Foreign Language Activity Commons provides student groups access to 5 large screen TVs and a library of world language videos, books, and magazines. IMCLAS has three language dorms for 10 languages, including 2 Span and 1 Port, each with paid resident language facilitators. Both campuses have conversation labs and clubs for lower-division students, including Nahuatl at UU, and writing labs for upper-division students. Since 1990 BYU has published *Entremundos*, a student-edited journal in Span, Port, and English. BYU has robust chapters of the national honor societies for Span (Sigma Delta Pi) and Port (Phi Lambda Beta).

**Language Proficiency Requirements:** All IMCLAS BA degrees require world language study up to the 2nd or 3rd year level, depending on the language, and learning outcomes for language programs and certificates include proficiency targets based on ACTFL standards. At BYU language majors and minors, language-teaching majors and minors, and Language Certificate recipients are required to complete American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) and Written Proficiency (WPT) before graduation. According to OPI data, 100% of BYU language majors achieve the advanced-plus level on the ACTFL scale, compared to 50% nationwide and at UU Span and Port students typically test at the intermediate level of proficiency in all 4 modalities. L2TReC in collaboration with SLCC (CP1) was part of National Security Education Program’s (NSEP) Language Flagship Proficiency Initiative grant, which funded the largest project to date on the proficiency

attainment of lang majors and minors, including Span and Port. Based on the data collected, L2TReC recommended changes in assessment practices and syllabi for each language to ensure proficiency targets are met.

BYU developed the Foreign Language Achievement Test Service (FLATS) which evaluates listening, reading, and grammar skills. IMCLAS students with advanced language proficiency may receive 12-16 credits by examination. A passing score allows many IMCLAS students, after returning from foreign volunteer service, to take advanced LCTL courses. FLATS is available for 59 languages, 7 of which are LA (Span, Port, Aymara, Cakchiquel, Guaraní, Quechua, and HC), and are used by over 150 colleges and universities nationwide to determine proficiency (2020: 2,071 LA language FLATS tests were administered at locations other than BYU).

# §C. NON-LANGUAGE INSTRUCTIONAL PROGRAM:

**C.1. Quality and Extent of Course Offerings**: Since 2018, IMCLAS has increased the number of non-lang LAS content course offerings by 30% to offer 405 courses in over 30 departments, programs, and professional schools. Of these 41% comprise of 50-100% LA content (Table C, Appendix 1).

**Professional School Courses**: Both UU and BYU have significantly expanded their offerings and collaborations with their business and professional degree programs to ensure students are prepared to meet an increasingly globalized job market. Together they offer 108 professional school courses with LAS content (Table C). IMCLAS professional programs also offer credit- bearing global internships, externships, and faculty-led StAB for professional students (§D; Table D.5). BYU offers a Global Business Certificate with specified course tracks for

undergraduates and MBA, MPA, MAcc, MISM, and EMBA students with an emphasis in Span or Port. The certificate includes a required StAB or

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| **Table C Depth of Non-Language IMCLAS Courses** | |
| **Select Disciplines** | **Courses** |
| Anthropology | 25 |
| Art History | 16 |
| Biology/Plant & Wildlife Sciences | 8 |
| Communication | 8 |
| Dance/Ballet | 22 |
| Economics | 5 |
| English/Literature | 11 |
| Ethnic Studies | 22 |
| Gender Studies | 16 |
| Geography | 27 |
| History | 48 |
| Linguistics | 11 |
| Music | 4 |
| Political Science | 44 |
| Sociology | 20 |
| **All Professional Programs** | |
| City & Metropolitan Planning | 5 |
| Business/Management | 29 |
| Education | 29 |
| Engineering | 1 |
| College of Health/Health Sciences | 8 |
| Law | 20 |
| School of Medicine/Public Health | 5 |
| Nursing | 4 |
| Social Work | 7 |

international internship experience. UU’s Master of Science in International Affairs and Global Enterprise (MIAGE, est. 2018) trains students for government service. Additionally, IMCLAS students can take 3- credit CLAC courses, all with significant cultural content, in business Span and Port and UU’s Col of Medicine (COM) offers medical Port.

* 1. **Depth**: IMCLAS significantly increased the depth of degree programs and courses with LA content. Together, IMCLAS has over 30 departments and 3 professional programs offering more than 10

LA content courses, representing a 40% increase in degree programs and a 30% increase in non- lang courses with LA content from 2018 (Table C; Table D1). Notable departments that saw an increase in LA content include Ethnic Studies (214%), Gender Studies (300%), Art History (78%), Political Science (52%), and Sociology (43%). IMCLAS is dedicated to preparing students to fulfill jobs in areas of national need and has worked to strengthen its ties with professional programs across its campuses resulting in a 30% increase of LA-content courses in professional degree programs. Notable professional programs with significant increases in courses with LA content in the last 4 years include Business/Management and Education, both increasing by 53%, and Law (25%). UU has significant interdisciplinary strength in its LAS faculty which come from 25 departments and 16 of the 18 colleges at the university. In 2021

UU’s Col of Nursing (CON) school was ranked 23rd and its COM was ranked 41 in the nation (*US News*). As a result, IMCLAS has growing strength in the health sciences including 12 health science field schools in 7 LA countries (Guatemala, Peru, Mexico, Belize, Ecuador, Peru, and Costa Rica; Table D.5). BYU has 6 anthropologists who specialize in Mesoamerica and the Andes. BYU anthropology faculty maintain multiple archaeological projects in Mexico and, since 1950, run a research facility, *New World Archaeological Foundation*, open year-round in Chiapas. With a library, comparative collections, FT staff, and a published series of monographs, the *Foundation* has been a resource to archaeologists from other US and Mexican institutions.

BYU is one of only 6 universities in the country that offers a minor in International Cinema Studies and runs the world’s largest and longest-running university international cinema program (14 LA films screened in 2020).

* 1. **Non-language Faculty**: Since NRC designation in 2014, IMCLAS has hired 21 new faculty in various non-lang departments including: nursing, social work, political science, writing and rhetoric, geology and geophysics, and art history (Appendix 2). IMCLAS faculty work in nearly every college and professional school, with expertise that covers the entire region. Country and regional depth at UU is especially strong for Mexico, Central America, Brazil, and the Latinx Diaspora. UU has a total of 73 non-lang faculty who teach 238 non-language LAS courses. BYU has regional expertise in the Southern Cone, Andes, Mexico, Haiti, and the Latinx Diaspora. BYU has a total of 62 non-lang faculty who teach 167 non-lang courses. Both institutions have a strong concentration of faculty in Biology/Plant and Wildlife Sciences, especially in Brazil and Central America (Appendix 2; Table D.5). BYU received National Science Foundation (NSF) funding for a multi-year Speciation in Patagonia Project that supported nearly 20 biologists from US and Latin American institutions (4 from BYU); USDA-NIFFA funding (2020-25) for

research on quinoa breeding the results of which will be shared with universities in Argentina, Bolivia, Peru, Ecuador, and Mexico; NASA funding for planetary science in Argentina; and NASA funding for hydrology research in the western Amazon and the Caribbean.

**Pedagogy Training**: UU’s Center for Teaching and Learning Excellence (CTLE) and BYU Center for Teaching and Learning (CTL) both offer workshops in pedagogy, technology, and diversity in the classroom; instructor evaluations; departmental instructor training; and, at UU, a Higher Education Teaching Specialist certificate for faculty and graduate students. CTLE holds an annual teaching symposium and a 2-semester pedagogy workshop for TAs. The UU Writing Program requires a workshop each semester for all TAs who evaluate student writing.

Departments hold discipline-specific instructor training.

* 1. **Interdisciplinary Courses**: IMCLAS offers 154 interdisciplinary non-language courses (UU: 97; BYU: 57) with significant LA content (Appendix 1). The core courses for UU’s LAS and IS major and for BYU’s LAS major are all interdisciplinary. The UU MA in LAS requires an interdisciplinary course co-taught by faculty from different disciplines. UU’s MIAGE, MPP, MPA, MPH, and LAS MA programs are all professional degree programs with significant interdisciplinary coursework. All BYU undergrads can pursue the CLS Language Certificate, which requires coursework in language, culture, and literature. The Global Business and Literature minor, shared with the CH and business school, requires proficiency in a foreign language and completion of business, literature, and civilization courses.

# §D. CURRICULUM DESIGN:

* 1. **Instruction:** IMCLAS students can pursue LAS through 18 non-language and 30 language programs (Table D.1). Students in any major may elect an honors degree track by completing a thesis under the direction of a LAS faculty member. BYU grants more LAS BAs per year

(average 36/year) and according to the Global University Employability Rankings is among the top 50 schools for preparing students for the workforce (*Data USA).* Furthermore, BYU ranks 4th and UU in the top 40 in the US for student engagement (*The Wall Street Journal*/*Times Higher Education*).

**Program Requirements/Quality:** The LAS majors at BYU (est. 1959) and UU (est. 2009) require regional depth and interdisciplinary breadth. Majors of any discipline can attain LAS specialization with one of several LA-themed minors at either university (Table D.1, D.2). At UU, the International Studies (IS) BA, BS, and minor were created in 2003 with support from a Title VI UISFL grant. IS is the largest interdisciplinary major on campus with 335 majors, a 30.35% increase from the previous cycle. IS students choose a thematic emphasis within the major, as well as a language focus; 88 students, or 26% of IS majors, choose Span or Port.

Additionally, 257 IS students (89%) take at least one LAS focused course. BYU’s International Relations (IR) major also includes an LAS track (70 students, roughly 1/3 of all IR majors) (Table D.1). UU’s LAS MA program (est. 2013) combines language study with interdisciplinary coursework for either professional careers or further graduate study (Table D.4). BYU and UU LAS directors work with departments across campus to maintain high quality course offerings and rigorous standards and to promote LA-related faculty hiring (§E).

* 1. **Academic and Career Advising:** All IMCLAS degree programs encourage students to meet regularly with advisors to discuss course and career options. At UU, 81% of declared students in LAS and IS meet with an advisor annually, and 59% of students meet with an advisor two or more times per year. Professional advisors in IAS are cross trained to meet with students across the majors, including LAS. The two full time advisors work together in an office suite, attend weekly staff meetings and collaborate to channel students to the appropriate program.

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| **Table D.1: IMCLAS Latin American Programs at a Glance 2021-2022** | | | | | |
| **UU BYU** | | | | | |
| **UU Program** | **Credit**  **Hours** | **Declared**  **Students** | **BYU Program** | **Credit**  **Hours** | **Declared**  **Students** |
| **Non-language programs** | | | | | |
| **Interdisciplinary programs** | | | | | |
| LAS (BA/HBA, Honors BA) | 36-38 | 24 | LAS BA | 36-60 | 27 |
| LAS Minor | 18-19 | 5 | LAS Minor | 13-48 | 36 |
| LAS (MA) | 30 | 6 |  |  |  |
| LAS Graduate Certificate | 15 | 4 |  |  |  |
| IS, LA lang focus (BA/BS/HBA/HBS) | 39 | 88 | IR, LA Track (BA) | 60-86 | 70 |
| MS International Affairs & Global Enterprise | 39 | 49 | Global Business Certificate (Span & Port) | 9-24 | 118 |
| **Programs by discipline** | | | | | |
| LA History (MA/MS) | 30 | 2 |  | | |
| History (PhD, LA minor field) | 6-9 | 0 |  | | |
| History (PhD, LA Colonialism and Imperialism minor field) | 6-9 | 0 |  | | |
| Total Students with LAS Emphasis | | 178 | Total Students with LAS Emphasis | | 251 |
| **Language programs** | | | | | |
| Spanish (BA) | 36-39 | 49 | Spanish (BA) | 53-71 | 89 |
| Spanish Minor | 18-21 | 244 | Minor Spanish | 18-40 | 435 |
| Spanish World Lang & Culture (MA) | 30 | 1 | Spanish (MA) | 33 | 13 |
| Spanish World Lang & Culture (PhD) | 36 | 0 | Spanish Teaching (BA) | 59-80 | 32 |
| Spanish Teaching (BA) | 36-39 | 10 | Minor Spanish Teaching | 28-46 | 8 |
| Spanish Teaching Minor | 18-21 | 7 | Spanish Translation (BA) | 54-72 | 23 |
|  |  |  | Spanish Studies (BA) | 25-43 | 110 |
|  |  |  | Portuguese (BA) | 53-75 | 22 |
| Port/Brazilian Studies Minor | 15 | 27 | Minor Portuguese | 18-40 | 69 |
|  |  |  | Portuguese (MA) | 33 | 6 |
|  |  |  | Portuguese Studies (BA) | 25-47 | 16 |
|  |  |  | Minor Portuguese Teaching | 25-47 | 1 |
| Graduate Certificate in Language & Culture (Span or Port) | 15 | 2 | Language Certificate (Span, Port, HC) | 9-25 | 284 |
| World Languages (MA, Span or Port) | 33-36 | 1 | Comparative Studies (MA) | 33 | 17 |
| Language Pedagogy (MA, Span) | 33-36 | 5 | Minor Dual Immersion K12 Teaching (Span or Port) | 16 | 28 |
| Language Pedagogy (MA, Port) | 33-36 | 2 | 2nd Language Teaching (MA, Span or Port) | 33 | 11 |
| Total Students with Language Emphasis | | 348 | Total Students with Language Emphasis | | 1,164 |
| Total students in all LA Programs | | 526 | Total students in all LA Programs | | 1,415 |

The UU WLC employs two FT advisors and an Executive Secretary that provides additional student support. Advisors hold career and academic exploration events, career panels, networking events, international grad program fairs, and language fairs. Additionally, advisors created a StAB resource series, *Traveling While...,* to share stories from marginalized individuals’ (e.g., women, racial and ethnic minorities, LGBTQ+), and the significance of StAB

for their personal and professional development. These sessions, by focusing on diverse, underrepresented perspectives, aim to encourage and prepare students for successful StAB. Career counseling is also an integral to the Hinckley Institute of Politics (HIP) global internship program provides career counseling and students are required to participate in weekly internship support meetings. International and Area Studies (IAS) advisors work in partnership with UU’s Career and Professional Development Center (CPDC) (23 staff and 11 student employees) to offer the popular *Going Global* panel, where students receive feedback on personal statements and CVs as well as information on marketing international studies and language credentials.

Annually CPDC offers 3 campus-wide career and grad school fairs, statewide teacher employment fairs, weekly workshops, and credit-bearing courses on career planning.

BYU’s combined CH and FHSS Advisement & Careers Office (12 FT staff and 12 PT students) provides academic and career advising, and host workshops, info sessions, and an annual internship fair. KCIS’s Academic & Career Advisement Center has 2 FT advisors and 3 student advisors shared by all IAS majors. They sponsor an IS program fair each semester to promote international internships and StAB opportunities. KCIS hosts over 25 professional international career lectures annually, including the “Ask Me Anything” series featuring professionals with international careers in the govt and private sector and for which attendance doubling over the last two years (AP1). KCIS recently launched "Kennedy Mentors" where professionals with an international career (global business, law, diplomacy, national security, development) provide one-on-one mentoring for students through to graduation (and beyond). BYU’s Political Science department hosts a weekly career lecture series, many of which cover international topics. BYU’s Counseling and Career Center (CCC) employs 7 FT career counselors (1 for international and area studies) and 4 PT student peer mentors. In addition to

helping with networking, resume preparation, mock interviews, and career exploration, CCC annually holds an international development career fair, 2 university-wide career fairs, a grad school fair, and a teacher fair.

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| **Table D.2 Latin American Studies Major/Minor Requirements** | | | | |
|  | **UU LAS Major** | | **BYU LAS Major** | |
|  | **Course** | **Credits** | **Course** | **Credits** |
| **Language** | 2 upper-division courses in Span or Port or 2 intermediate level courses in Nahuatl or Quechua | 6-8 | Fulfill university language requirement. | 16-24 |
| 2 upper-division language courses in Span or Port | 6 |
| **Core Courses** | Choose 2 from  2 sequential LA Civilization Courses Peoples and Cultures of Latin America | 6 | Intro to LAS  2 Humanities courses | 3  6 |
| 3 social science courses in 3 different disciplines | 9 |
| Senior Seminar in LAS | 3 |
| **Electives** | 5 upper-division LA courses under an identified focus | 15 | 2 Elective Courses | 6 |
| 2 upper-division allied courses from outside LA content | 6 |
| **Signature Experience** | Mandatory internship, service learning, research project, or LA StAB | 3 | Mandatory internship, service learning, or LA StAB program | 3-9 |
|  | **UU LAS Minor** | | **BYU LAS Minor** | |
|  | **Course** | **Credits** | **Course** | **Credits** |
| **Language** | 1 upper-division course in Span or Port or 1 intermediate level course in Nahuatl or Quechua | 3-4 | Fulfill university language requirement | 16-24 |
| 1 third-year grammar course in Span or Port | 3 |
| **Core Courses** | 1 LA Civilization course | 3 | 1 LA Civilization course (Brazilian or Span American) or 1 LA hum course | 3 |
| **Electives** | 4 upper-division LAS courses from at least 2 departments | 12 | 4 LAS courses | 12 |

**LAS Training Options and Requirements:** IMCLAS offers a wide range of graduate and professional degrees that incorporate LAS options. UU offers 2 interdisciplinary grad programs with LAS specializations and a Graduate Certificate in LAS (Table D.4). UU’s History department has had a LA History grad program since the 1960s (Table D.1). UU has awarded a total of 124 graduate degrees to students conducting research in LA, including 66 doctoral students and 58 Masters and professional school degrees. Both BYU and UU have strong language enrollments from students in many disciplines, programs, and professional schools (§B) and over 70% of faculty-led StAB programs are specifically designed for professional

students, but open to all students (Table D.5).

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| **Table D.3 IMCLAS IS/IR Major Requirements** | | |
| **UU IS BA** | **Course** | **Credits** |
| Language Requirement | 2 upper-division LA language courses | 6 |
| Core Courses | 1 Peoples & Cultures core course | 3 |
| 1 Global Challenges core course | 3 |
| 1 Global Systems core course | 3 |
| 1 Foundations of Intl Studies Course | 3 |
| Thematic Emphasis | 6 upper-division courses on LA (from at least 3 different departments) | 18 |
| Study Abroad | Mandatory internship/study abroad in LA | 3+ |
| **BYU IR BA** | **Course** | **Credits** |
| Language Requirement | Two 300-level courses (Spanish and Portuguese) | 3-6 |
| Core Courses | 4 intro courses (Econ, Geography, Intl Politics, and Comparative Gov’t) | 12 |
| Calculus and Political Inquiry | 8 |
| 3 courses in Statistics and Econometrics | 10 |
| 3 upper-division Economics courses | 9 |
| 1 upper-division foreign policy course | 3 |
| 1 upper-division IR course | 3 |
| 1 upper-division comparative politics course | 3 |
| LA Emphasis | 4 courses about LA from 2 disciplines | 12 |
| LA Capstone | 1 Senior Seminar on LA or study abroad/internship + research paper | 1-3 |

UU’s professional schools and programs offer 52 non-language courses on with significant LAS content (Table C) and international internship opportunities managed by HIP. Since 1998, IMCLAS and UU’s

Global Health Initiative (GHI), involving School of Med, Dental School, Public Health, Nursing, Physician Assistant Program, Social Work, and Business have provided

student, faculty, and doctor exchanges with partner universities and hospitals worldwide. In addition to the faculty-led StAB programs (Table D.5), GHI offers training in wilderness and high-altitude medicine in Peru (Universidad César Vallejo), rural trauma and dental restoration (Peru), and pediatric residency rotation, eye care, and a midwifery program in Guatemala. Other UU professional schools offer credit-bearing exchange programs in LA. MPA students can take up to 5 courses with LAS content and StAB courses in Cuba and Costa Rica, and the business school offers a course on poverty and entrepreneurship with an integrated StAB in Peru working with local NGOs and small businesses. In spring 2019, 20 students enrolled in the entrepreneurship certificate while completing internships in Argentina, Chile, and Peru through the UU business school’s Sorenson Impact Center.

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| **Table D.4 UU Interdisciplinary Non-language Graduate Programs** |
| **MA Latin American Studies (established 2013)** |
| **Description** |
| The LAS MA combines advanced language and area studies with rigorous coursework in across academic departments and professional programs. It serves students who intend to pursue a Ph.D. and academic careers, those pursuing domestic and international careers in government service, the nonprofit sector, business, education, social work, and other professions. |
| **Students** |
| graduated: 11 currently enrolled: 6 admitted (fall 2021): 5 |
| **Requirements** |
| 30 credit hours (eight 3-credit courses and 6 thesis hours)  Language: demonstrate 3rd year proficiency in Span or Port and 1st year proficiency in a 2nd LA language Concentration: minimum of 12 credits in a specific discipline or an interdisciplinary field of study Methods: 1 core methods course or research seminar appropriate to discipline/field of concentration.  Breadth: take classes or write thesis examining at least 2 of the 4 broad regions in LA |
| **MS International Affairs and Global Enterprise (MIAGE) (established 2008)** |
| **Description** |
| This is a joint program offered by the College of Social and Behavioral Sciences, the College of Law and School of Business. Rigorous interdisciplinary curriculum combines general international business studies, international law and the socio-cultural, political-economic, and global context within which businesses, governments, and non- governmental organizations operate. MIAGE students can concentrate on LA (as outlined below). |
| **Students** |
| graduated (since 2008): 140 currently enrolled: 49 total (20% LAS; 10 LAS) admitted (fall 2018): 29 |
| **Requirements** |
| Credits: 39 (18 elective credits from multiple departments/professional schools; all of which may focus on LA) Proficiency: minimum 2nd year proficiency (in LA language)  Capstone: culminating research paper/project that integrates interdisciplinary perspectives (LA-related) International Internship: Full-time 12-week international internship (in LA) required for students Language and Culture Certificate (Optional): 5 upper-level courses in LA language and area studies |

BYU’s professional programs offer 46 courses with LA content. According to *Clinical Law Review*, BYU law school’s credit-granting externship program has one of the largest student participant rates (81% of all students, an average of 45 students/summer) and one of the largest international externship programs with 9 opportunities in LA. Many law students participate in international externships or research projects requiring a LA language through BYU’s International Center for Law and Religion Studies, including an externship with LA migrants at the U.S.-Mexico border. BYU’s Marriott School of Management offers 3 programs that emphasize LAS: 1) International Business minor for MBA students (requires international business courses coupled with participation in foreign business projects, internships, and/or StAB in LA); 2) Global Business and Literacy minor for non-business majors (requires advanced language and culture classes in a LA language and an intermediate-high score on the ACTFL

OPI); 3) Global Management grad and undergrad certificates (require at least 2 international business classes, a business language course in Span or Port, and international business experience). Each year BYU’s CON sends 16-18 students to Ecuador (3 hospital sites in Guayaquil, 1 NGO site in Quito, Ecuador) as part of the program’s required experiential global health course. BYU’s College of engineering also offer 3 StAB programs in LA (Table D.5).

* 1. **Study Abroad, Summer Language Programs:** Most UU and BYU students enhance their international education through participation in StAB or internship programs. Since 2000, BYU has consistently ranked as a top school for StAB participation. According to the Institute for International Education 2019 Open Doors report BYU is the 14th largest StAB program in the US. Since 1965, UU’s HIP program has grown into one of the most comprehensive and prestigious international internship programs. About 20% of UU and over 10% of BYU StAB/international internships students go to LA. UU’s Learning Abroad Office, the Eccles School of Business: Global Eccles, and HIP direct StAB/global internship opportunities. The Learning Abroad Office employs 1 director, 1 Assoc director, 2 admin assist, 4 coordinators, and 3 student peer advisors. HIP employs 1 global internship director and 2 FT support staff. To increase access, these offices host fairs each semester and advise students on StAB/internship opportunities. In total, UU offers 7 faculty-led StAB programs, 97 exchange programs (including direct- enrollment bilateral exchanges) and 13 internship opportunities in LA. During 2017-2018, 115 UU students and 15 non-UU students participated in StAB/ internships to LA. UU developed a Col of Nursing StAB program in Guatemala and a field school for anthropology in Mexico (est. 2019). In 2018, UUCLAS established a Pre-Dissertation Field Research Travel Award to support graduate student research in LA. Through fundraising, university support, and

a Tinker Foundation grant, UUCLAS has awarded 31 students, from 15 departments to conduct field research in 13 different LA countries.

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| **Table D.5 Faculty-led Programs at a Glance** | | | | |
| **Programs focused on the Professions** | | | **Language and Area Studies Programs** | |
| **UU Professional Program** | **Country** | **Field** | **UU Program** | **Country** |
| Global Entrepreneurship | Costa Rica | Business | Honors Ecology & Legacy | Argentina |
| Community, Complexity, and Change | Cuba | Public Administration | Culture, Ecology, & Sustainability Field School | Mexico |
| Physician Assistant Studies Guatemala Elective | Guatemala | Physician Assistant | Community Engagement | Costa Rica |
| Global Health: Eye Care | Guatemala | Health Sciences | Intensive Spanish | Spain |
| Global Health: Pediatrics & Midwifery | Guatemala | Health Sciences |  |  |
| Global Health: Dental | Peru | Health Sciences |  |  |
| Global Health: Health | Peru | Health Sciences |  |  |
| Entrepreneurship in Developing Countries | Guatemala | Business |  |  |
| Stream Daylighting | Mexico | Urban Planning |  |  |
| Families, Culture & Social Context | Mexico | Social Work |  |  |
| Communication and Culture in Health Professions | Mexico | Health Sciences |  |  |
| Global Business | Peru | Business |  |  |
| Ecological City Planning | Puerto Rico | Urban Planning |  |  |
| **BYU Professional Program** | **Country** | **Field** | **BYU Program** | **Country** |
| Belize | Belize | Health Sciences | Spanish Language | Mexico |
| Ecuador Nursing SA | Ecuador | Nursing | Portuguese Language | Brazil |
| Global Engineering Outreach SA | Peru | Engineering | Plant and Wildlife Sciences | Costa Rica |
| Latin America Business | Argentina, Brazil, Chile, Costa Rica, Panamá and Perú | Business | Anthropological Linguistics | Ecuador |
| Global Health | Ecuador | Health Sciences | Archival Research | Brazil |
| International Health and Development | Peru, Costa Rica | Health Sciences |  |  |
| Global Health | Mexico | Health Sciences |  |  |

During AY 2019, the last pre-pandemic school year, BYU sent 2,560 students abroad. Of these students, 269 went to a Span or Port speaking location. Just over 100 were from institutions other than BYU. BYU’s International Study Programs (ISP) office employs 1 director, 5 program directors, 8 support staff, 30 peer advisors, and hosts a StAB fair each semester. ISP offers 5 types of StAB: faculty-led programs (Table D.5); internship; field study; direct enrollment; and individual experiences. Students on the Anthropological Linguistics StAB

program have collaborated with BYULAS faculty Nuckolls on peer-reviewed publications. IMCLAS’ award-winning performing arts programs routinely tour LA. BYU’s Ballroom Dance Company (37 students) toured Brazil (2019) and is scheduled to tour Mexico (2022); and UU’s dance department collaborates annually with the Panama National School of Dance and the National University of Panama to perform and engage in service learning (15 students/year).

**Study Abroad Access:** UU belongs to over 10 StAB consortia providing access to LA including notable consortia such as International Studies Abroad, Cultural Experiences Abroad, and The Education Abroad Network. UU has 15 MOUs with institutions of higher education in LA including 2 direct enrollment MOUs through BYU’s business school. Students studying LCTLs not offered by IMCLAS are encouraged to do language study through partner universities in LA using FLAS or other university scholarships. Each year about 75 IMCLAS students earn academic credit through StAB through another university. IMCLAS prioritizes StAB and makes it accessible to all students as evidenced by UU’s StAB scholarship fee ($3.00/student/semester, contributing over $273,000 in annual StAB scholarships), HIP’s scholarships for global internships ($95,000 in AY 2017-18), KCIS’s Global Opportunities Program ($343,500 in AY 2019-20) and KCIS/s Experiential Learning Initiative ($18,000 annually).

§**E. STAFF RESOURCES: E.1 Faculty Qualifications:** IMCLAS has 191 affiliated teaching

faculty, 135 of which are tenured/tenure-track. They are highly qualified, productive scholars who publish in the major presses and journals for their fields (Appendix 2). Faculty serve on the editorial boards of prestigious national and international journals, including *Revista de Opinión Pública Latinoamericana, Trashumante, Biology and Philosophy, Human Nature, Atmosphere, Environmental Science and Technology Letters, Frontiers in Water, Journal of Lusophone Studies*, and *Cambridge University Press Business and Human Rights Journal*. Their work has

been recognized with grants and fellowships from the following foundations: Guggenheim, Ford, Rockefeller, Tinker, Johnson, Mellon, Russell Sage, and Fulbright (including BYU President Worthen, an authority on indigenous peoples and Chilean law), and from NASA, NEH, NSF, NIH, NSA, DoD, US Geological Services, Smithsonian Institution, National Geographic Society, American Council of Learned Societies, American Philosophical Society, Rachel Carson Grant for Environmental History, Fundação Luso-Americana, European Research Council, and the United Nations Development Program.

Faculty are active in national and international interdisciplinary organizations, notably ACTFL, Latin American Studies Association (LASA), and Rocky Mountain Council for Latin American Studies (RMCLAS) and have deep connections to Latin American universities.

IMCLAS faculty also act as consultants to local, national, and international organizations, businesses, and state and local governments. For example, BYU Ed. Professor Juan Freire is an advisor on US DOE’s Project Pilar since 2021. UU faculty serve as advisors for Sacred Valley Health, Peru; Museo del Vaquero, BCS, Mexico; CLAC Consortium, and as country conditions experts for asylum cases. (Appendix 2 for IMCLAS faculty qualifications and accomplishments.)

**E.2 Staff Qualifications:** UUCLAS director Dr. Susie Porter, distinguished professor of History and Gender Studies, has published 5 books and edited volumes and more than 17 articles and book chapters. Her 2 monographs won awards for best publication from interdisciplinary organizations (LASA, RMCLAS) and were solicited for publication in Mexico. Porter regularly serves as a manuscript reviewer; on graduate committees; and on scholarship, prize, and academic program review committees (each of these in the United States, Mexico, Argentina, Colombia, and Spain). Dr. Jeffrey Shumway, professor of History, director of BYULAS since 2016, is the author of 2 books on Argentina and received the Tibesar Prize (honorable mention,

2003) for best article in *The Americas*. Shumway has twice served as RMCLAS president. His dedication to the profession was recognized with the Nasen Sadler Service award (2016).

To maximize efficiency, BYULAS and UUCLAS share staff with other area studies programs. UUCLAS operates in the IAS office and has 8 FT and 4 PT staff (7 FT and 2 PT staff are shared with the Title VI Asia Center). All staff have extensive international experience and advanced language skills. The Associate Director of IAS, Bryce Garner (MPA, BA History/Asian Studies), has more than 12 years of experience handling daily operations, staff oversight, budgets, record keeping, and grant administration, including Title VI NRC and FLAS. To accommodate program growth, IMCLAS added 2 FT and 3 PT staff positions in 2018: LAS Program Manager, Kari Moore (BA LAS, speaks Span) has 4 years of non-profit program management experience, including in LA; and Events and Communications Coordinator, Meredith Medina (BA Sociology). Other FT staff include 2 academic advisors; a Scholarship and Graduate Program Coordinator, Patrick Cheney (MA LAS, speaks Span, Guarani, Nahuatl); a K16 Outreach Coordinator, Luciano Marzulli (MA Education, Culture & Society, speaks Span, Nahuatl); and a Program Assistant, Caitlin Silianoff (BA IS & Political Science). Several staff members have distinguished themselves as leaders in national area studies organizations like CLASP. UUCLAS also has 4 PT student assistants. (Appendix 2).

BYULAS is housed in the KCIS along with 9 other area studies programs, including the BYU/UU Title VI NRC for Asia, Title VI CIBE, and StAB offices. BYULAS has administrative support from the KCIS director, 3 assist directors for academic programs, events/outreach, and international study programs; a FLAS coordinator; 2 academic advisors, 5 StAB/internship advisors (plus 8 support staff), 2 communications coordinators, 1 event/marketing coordinator, 1 accountant with 2 financial assistants, 1 computer/technical support officer, 2 risk safety and

security managers, and a travel office with 4 FT employees and 85 student assistants. Of the 30 staff members 15 speak a Latin American language and 14 have an MA or PhD. All staff at both institutions have experience working for the UU/BYU consortium and undertaking the kinds of programming and initiatives that are required of an NRC.

**Professional Development:** UU offers research grants to faculty through the University Research Committee (URC), University Teaching Committee, Collaborative Research Support Program, Research Instrumentation Program, Funding Incentive Seed Grant Program, Dee Grant Awards, and Global Learning Across Disciplines grants dedicated to internationalizing curriculum. All these grants can be used for travel abroad. The URC, THC, and individual colleges and departments also fund research leaves in addition to regular sabbaticals which occur at both UU and BYU every 6 years. BYU’s Office of Research and Creative Activities funds faculty research. Departments and colleges on both campuses offer additional sources of support specifically for international travel for research and conferences. BYU’s Faculty Center offers ongoing development programs to help faculty with publication strategies and training, including resources on writing across the curriculum and faculty editing services. Both UU and BYU support ongoing professional development for NRC staff, including funds to attend conferences and workshops, enroll in relevant courses, participate in training programs, and a generous tuition benefit (up to 50%) to enroll in degree programs. Academic advisors and outreach coordinators attend at least one national conference per year.

**Teaching, Supervising, and Advising:** All IMCLAS affiliated faculty teach undergrads, and many teach and mentor grad students as well. Most LAS courses are taught by tenure-line faculty. BYU and UU value exemplary teaching and IMCLAS faculty at both institutions have received numerous teaching awards at the department, college, and university level. Student

research programs at each school fund faculty-mentored research, host annual mentored research conferences (UU: 3/year; BYU 1/year) and, at BYU, publish the faculty-mentored undergraduate publication *Entremundos* (in Span and Port). BYULAS majors are required to complete a capstone course in which they write an intensive research paper.

UU’s LAS director and graduate studies director take an active role in teaching, supervising, and advising students, as do all LAS faculty. Since becoming an NRC, UUCLAS has increased its advising staff who help students integrate internships, career planning, and StAB into their course of study. The 2 academic advisors spend 30% of their time on LAS students. KCIS’s 2 FT academic advisors and 3 student advisors devote 40% of their time to students pursuing LAS-related BYU and UU’s FLAS coordinators hold regular sessions on writing scholarship applications and work closely with each campus’ office for career advising.

**E.2 Staffing, Oversight, Faculty Involvement, Administration, and Outreach:** The UU Office of Undergraduate Studies and BYU Office of Planning and Assessment oversee rigorous learning outcomes assessment; the Centers, including their BA and MA programs that undergo a standard 7-year review submitted to the Graduate School. Under this direction and with the support of university leadership, advisory committees, and affiliated faculty IMCLAS directors manage the day-to-day operations of LAS academic programs, FLAS fellowships, and all center activities at their respective institutions. UUCLAS reports to the CH and consults regularly with the director of OGE. The BYULAS director meets regularly with the KCIS director and associate director and reports to the VP for International Affairs. The KCIS director sits on the International and Area Studies committee chaired by the International VP along with the FHSS and CH deans. Both UUCLAS and BYULAS have an advisory board and curriculum committee consisting of 7 faculty, serving two-year terms, who represent different disciplines and regional

expertise, including professional schools and the library. The LAS directors on each campus hold regular meetings open to all affiliate faculty to discuss curriculum and program initiatives (avg. attendance: 30 people).

The K16 outreach coordinator who devotes 50% of his time to LAS K12 and community college outreach, and an events coordinator who devotes 50% of her time to LAS campus and community events. Both UUCLAS and BYULAS hold monthly events in collaboration with departments across the disciplines and professional schools. Both also hold monthly events specifically for LAS faculty such as a works-in-progress series and state-of-the-field interdisciplinary discussion groups (avg. attendance: 20 faculty across disciplines).

**E.3 Nondiscrimination**: UU and BYU are both Equal Opportunity Employers and meet the standards of the Americans with Disabilities Act. UU’s 87 LAS faculty include 49 women (56%) 31 Latinx, and 8 from other underrepresented groups. Six (6) of the 8 center staff are from underrepresented groups and/or women. UU’s nondiscrimination policies and procedures are codified in UU’s official Nondiscrimination Policy Rev. 2 and the Equal Opportunity and Nondiscrimination Employment Policy. UU was ranked 3rd as “America’s Best Employers for Women” (*Forbes,* 2019). At BYU, the KCIS director is a woman, and KCIS staff includes people from underrepresented groups, such as the director of student advising (Latina) and the director of StAB (Latina). BYU has 104 total LAS faculty approximately 43% are women and/or from underrepresented groups. BYU’s nondiscrimination policies and procedures are outlined in the University Equal Opportunity, Grievance, and Unlawful Sexual Harassment and Inappropriate Gender-Based Behavior Policies. As we hire center staff and faculty, we are committed to expanding our diversity. The UU is an affirmative action employer. The Office for Faculty, the Associate Vice President (AVP) for Faculty and the AVP for Faculty Equity &

Diversity require departments to have a Strategic Diversity Faculty Hiring and Retention Plan. The Office for Faculty oversees research-based methods of ensuring a diverse hiring pool through consideration of job descriptions, advertising, and strategic recruitment activities; and attention to interview processes, negotiations, hiring, and mentoring. (See GEPA statement).

§**F LIBRARY:** IMCLAS students and faculty have access to LA holdings through UU’s Marriott Library (MLIB); BYU’s Lee Library (HBLL),

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| **Table F.1 Physical Book and eBook Counts on LAS Subjects MLIB/HBLL** | | |
| **Language** | **Holdings** | |
| **UU** | **BYU** |
| Spanish | 32,030 | 13,8476 |
| Portuguese | 2,240 | 21,102 |
| Other LA Languages | 55 | 2,196 |
| English | 53,133 | 263,556 |
| All Other Languages | 1,971 | 4,184 |

ranked 2nd Best Library (*Princeton Review*); and the Family History Library (FHL), the largest genealogical library in the world each provide ample resources to

support undergraduate and graduate coursework and student and faculty research. To maximize resources, the MLIB and HBLL maintain a cooperative acquisition arrangement for area studies: BYU focuses on Latin America, and UU focuses on the Middle East. This reduces redundancies and allows faculty from both institutions access to 2 premier area studies collections.

* 1. **Library Holdings:** In this digital age, students and faculty enjoy unprecedented access to print and non-print materials in both bound and online formats. To expand access to holdings, MLIB and HBLL have been digitizing their collections and incorporating more electronic materials in their collections. Both libraries subscribe to multiple databases related to LAS or with significant LA content (HBLL: 82; MLIB: 33). MLIB has a robust physical collection of LA languages and subjects (Table F.1). IMCLAS digital collection spans the LA languages and includes 1,021,709 eBooks and about 28,500 links to diverse electronic journals (Table F.2)

HBLLL provides curriculum support for all areas of LA (with strength in Mexico, Brazil, Argentina, and Peru) and research support in the following subjects: Bolivia (2nd largest collection in the US), Mesoamerican archaeology (top 5 collection in the US of contemporary

Mexican literature). The collections of Mesoamerican manuscripts (including nearly all facsimiles published to date, rare books, and 117 boxes from the William Gates collection is particularly strong. HBLL also recently digitized the William Gates collection, which deals primarily with the languages, archaeology, and history of the native peoples of Mexico and Central America, and include maps, botanical studies, original manuscripts, photographs, drawings, genealogies of Maya families and glyphs. BYU’s special collections also holds the J. Reuben Clark papers (correspondence, writing, speeches, articles, photos) including the documents produced during his tenure as US Ambassador to Mexico (1930-33); dozens of personal memoirs of Mormon residents in Mexico throughout the early 20th century; HBLL collection compliments those of the LA focused Museum of Mormon History of the Americas; and a collection on New Mexican territorial history. HBLL also provides research access to over 3,000 Mesoamerican and Andean artifacts through BYU’s Museum of Peoples and Cultures.

MLIB’s Special Collections supports one of the top rare book collections west of the Mississippi. It includes one of the largest collections of facsimiles of Mesoamerican codices in the US; especially valuable are facsimiles dating from the 19th and early 20th centuries difficult to find elsewhere and those that (due to copyright) are not available online. MLIB also has a large collection of rare books from 16th-20th centuries about the Columbian encounter, photos of Mormon Mexican colonies in early 1900s, first edition books about expeditions to Latin America, and a Latinx oral history archive by UU’s American West Center. The rare books division has digitized many of their LAS materials so they can be enjoyed by a wide audience.

**Financial Support:** Total BYU annual library support is $659,461 (salary & benefits; $472,496, acquisitions: $184,965). Mathew Hill, PhD, the FT LAS HBLL librarian, is an active scholar in colonial LAS. He is a member of LASA, Society for the History of Authorship, Reading, and

Publishing, Utah Library Association, and Seminar on the Acquisition of LA Library Materials. Three full-time cataloguers and 1 student in support of the LAS collections. These librarians acquire new materials through their close working relationships with 10 specialized dealers throughout LA. MLIB provides unquantified financial support to CLAS in the form of personnel effort. The library dedicates 1 FT lang cataloger in collections management and 1 FT LA liaison to support faculty in their teaching and research and students in their learning. The library liaison provides semester-long and one-time instructional sessions, on-demand research consultations, ongoing collection curation and assessment, public workshops, and tours, and also creates LAS learning aids (e.g., research guides). Support from the library’s Collection Management team involves one full-time LA language cataloger.

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| **Table F.2 Material Counts by Language MLIB/HBLL** | | | | | |  |
| **Language** | **Physical Books** | **eBooks** | **Physical Journals** | **eJournals**  **(links)** | **Other eMaterials** | **Other Materials**  **(Physical)** |
| Spanish | 233,423 | 955,088 | 22,035 | 21,265 | 725,041 | 12,705 |
| Portuguese | 39,198 | 66,553 | 4,272 | 6,730 | 377,050 | 3,981 |
| Other LA languages | 2,448 | 68 | 217 | 505 | 59 | 72 |
| **Total** | **275,069** | **1,021,709** | **26,524** | **28500** | **1,102,150** | **16,758** |

MLIB allocates roughly $25,000 to the acquisition of monographs for LA studies annually. This figure is a combination of firm order budgets (i.e., one-time material purchases for books, eBooks, and media), acquisitions for Special Collections materials, rare books, Demand Driven Acquisitions (i.e., the acquisition of monographs and eBooks, that are purchased when used), and users’ purchase requests. MLIB further allocates roughly $549,000 annually to support databases and an estimated $20,000 annually for journals relevant to LA. Library subscription costs have an estimated annual inflation rate of 5-7% annually.

* 1. **Access to Other Collections:** BYU and UU maintain a strong cooperative arrangement, granting all students and faculty full access to both institutions’ collections, including access to special collections not available to other institutions. MLIB and HBLL are members of

RapidILL, Greater Western Library Alliance, Utah Academic Library Consortia, Assoc of Research Libraries Catalog, and the cooperative Online Computer Library Center, with access to WorldCat, Digital Public Library of America, and Hathi Trust.

Through Interlibrary Loan (ILL) arrangements, HBLL and MLIB borrow and lend materials. In 2019 HBLL borrowed 20,357 materials from other institutions, fulfilled 36,830 in- house document delivery requests for BYU students/staff/faculty, and provided 24,884 items to other institutions. MLIB borrowed 15,908 materials from other institutions, fulfilled 7,796 in- house document delivery requests for UU students/staff/faculty, and provided 22,640 materials to other institutions. FHL’s Latin American collection contains vernacular resources such as local histories, biographies, gazetteers, immigration studies, passenger lists, civil registers, censuses, and ecclesiastical, military, land, notarial, and inquisition records. FHL houses the largest collection of parish records available for many parts of LA. Some of the major collections from the *Archivo General de la Nación* (Mexico) are available as books, microfilm, microfiche. These collections make a significant contribution to the preservation of LA national patrimony. IMCLAS faculty, students, staff, as well as scholars from around the world, use these primary sources for research, including dissertation/thesis work on a range of topics. BYU students and faculty have access to these collections through an FHL satellite facility at HBLL.

**Access to Our Collections:** Through library consortia, UU and BYU participate in reciprocal lending. In fiscal year 2019 MLIB provided 6,636 items (4,097 books/2,539 articles) to the Greater Western Library Alliance (GWLA) partner libraries and borrowed or obtained 5,556 items (3,144 books/2412 articles) from GWLA libraries. In that same year, HBLL provided 9,690 items (7,952 books/1,738 articles) to GWLA partner libraries and borrowed or obtained 9,795 items (6,932 books/2,863 articles) from GWLA libraries. MLIB also provided 3,133 items

(1,818 books/1,315 articles) to UALC consortium partner libraries and borrowed or obtained 1,474 items (1,127 books/347 articles) from UALC libraries. Similarly, HBLL provided 2,712 items (1,223 books/1,489 articles) to UALC consortium partner libraries and borrowed or obtained 1,223 items (920 books/303 articles) from UALC libraries. For Association of Research Libraries (ARL), MLIB provided 22,640 items, and borrowed 15,905 items, while HBLL provided 25,275 items, and borrowed 23,805 items. Since the pandemic, 703 MLIB ILL items have been provided via the expanded home delivery service.

IMCLAS libraries are at the forefront of expanding digital access. Both HBLL and MLIB contribute their library content to the Mountain West Digital Library (MWDL), shared through the Digital Public Library of America (DPLA). MLIB hosts MWDL’s program and staff, and provides in-kind support such as equipment, office space, financial management, human resources, and licenses for the search portal. HBLL is a collections partner and hosting hub.

HBLL and MLIB have been named by the DPLA as 2 of the top 25 most accessed sources of content. BYU is also a part of 2 consortia that expand access to LAS materials. HBLL is a founding member of the Latin Americanist Research Resources Project, which partners with institutions to provide free and equitable information about scholarship. BYU is also a member of the Latin American Microform Project, which acquires and maintains microform collections of unique and rare LA research materials.

Both libraries have active programs for scholars, universities, and the public. MLIB’s “History of the Book” and “Treasure Chest” programs offer presentations showcasing Latin American materials from the special collection to universities, high schools, community organizations, which reach approximately 4,000 people annually. Since 2014, HBLL has sponsored 7 exhibits, including: Brazilian literatura *de cordel*, Lalo Alcaraz (Chicano cartoonist),

Semana de Arte Moderna, Brazilian Graffiti: Street Art, Peruvian poet César Vallejo, and its current display, Contemporary Indigenous Authors of Latin America, curated by Dr. Hill. MLIB has two rare book digital exhibitions featuring Mesoamerican facsimiles: *Viva Mexico* (2010) and *Nahuatl Spoken Here* (2013).

# §G. IMPACT AND EVALUATION G.1. Impact of Training Programs and Activities:

IMCLAS makes a significant impact, both qualitatively and quantitatively on language, advanced language, and area studies education. BYU is classified as a R2 Carnegie Doctoral University and UU is a member of the Association of American Universities (65 members), limited to institutions at the forefront of scientific inquiry and educational excellence. IMCLAS has 1,951 students enrolled as majors and minors AY22 (Table D.1). Collaboration with SLCC (CP) extends our reach, making NRC resources available to the majority of higher education students in UT and by creating pipelines to higher education (CP). Through our partnerships with USBE and K12 schools, we impact curriculum and instruction for over 10,000 students, preparing them to excel in language, advanced language, and area studies. As national leaders in language instruction and assessment, IMCLAS provides resources and training to improve language education across UT and nationwide (§B, §H). IMCLAS programs draw students from across the nation and internationally to enroll some of the largest numbers in Port and Span degrees and certificates nationwide (degree and cert. enrollments: Port, 179; Span 1,100). Both UU and BYU make unique contributions to LCTL instruction. UU is a founding member of Latin American Indigenous Studies Alliance (LAISA) and offers the most robust Nahuatl program in the nation; BYU leads the nation in Port degrees granted and is of the few universities to offer 6 priority languages (§B). IMCLAS offers advanced language instruction in 4 LCTLs and Span (§B). IMCLAS programs place students in top academic programs and in a

wide range of professions that meet national need (§G.3, G.4). IMCLAS events and center resources make a qualitative and quantitative impact: we leverage LAS expertise to empower underrepresented communities and our resources are accessed by hundreds of thousands of people annually (§H).

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| **Table G Selected IMCLAS Activities and Impact 2018-2022** | | |
|  | *Activities/Outputs* | *Impact* |
| University Impact | Latin American Language Courses | 227 |
| Latin American Language Courses Enrollment | 9,438 |
| Career Exploration & Networking Event Attendance | 500 annually |
| Latin America Study Abroad/Internship Student Participation | 391 |
| Latin America Area Studies Courses (non-language) | 405 |
| Declared LAS and Language Majors, Minors, and Certificates | 1,512 |
| Graduate Field Research Awards/Colleges/Departments | 31/9/16 |
| Community Impact | K12 Teacher Workshops Attendance | 810 |
| K12 & SLCC Class Presentations Attendance | 511 |
| Portuguese DI Summer Camps Attendance | 275 |
| Portuguese DI curriculum development | 450 |
| Public Events Attendance over 4 years | 475,996 |
| Regional and National Impact | DI Language Instruction (students) | 33,418 |
| LAISA Indigenous Language Pedagogy Workshops/Attendance | 11/209 LCTL instructors |
| LAISA Annual Nahuatl Conference | 447 |
| Nahuatl Summer Institute universities represented/students enrolled | 41/95 |
| FLATS Exams Administered Outside of BYU | 2,209 |
| Annual Dual Immersion K12 Conference | 400 annually |
| L2TReC Assessments and Trainings Attendance | 500 annually |

* 1. **Evaluation Plan:** IMCLAS has hired evaluation expert Dr. Donna Ziegenfuss (Ed.D. Academic Leadership/Higher Education) to create a logic model (Appendix 4). The logic model identifies goals, tasks, and assessment mechanisms for short-, mid-, and long-term outcomes. The model builds on current IMCLAS mixed-methods data collection and allows us to identify areas for improvement in future data collection by both our centers and by other units across our campuses. The logic model will inform annual summative reports (submitted to the UU Graduate School) and a comprehensive external review of IMCLAS programming in year 3 of the grant. The 3rd-year evaluation will include a site visit by an Area Studies scholar with leadership experience, ideally a former NRC director or reviewer, who is equipped to assess IMCLAS’

administrative structure, staffing, academic programs and outreach, and suggest productive actions for strengthening our consortium beyond the current cycle of NRC funding.

**Actions Based on Past Evaluations:** Regular evaluation is integral to IMCLAS programming and allows us to monitor the impact of our activities, identify problems, and make appropriate changes. Over the last four years IMCLAs hired CLARITY Research Group, an independent consulting group to assist in program evaluation. As part of these efforts, IMCLAS routinely conducts exit surveys with participants in K12 and CLAC pedagogy workshops, event audiences, and students enrolled in our degree programs and classes. Faculty and student surveys and focus groups conducted in 2017 led to the establishment of a graduate certificate in LAS to complement and the implementation of a field research grant program, funded in part by the Tinker Foundation. Each year, our K12 workshops are developed in response to focus groups with teachers. BYU and UU use OPI tests to monitor the proficiency levels of language students and adjust instruction and degree offerings accordingly. UUCLAS supported an initiative with WLC to provide curricula consultations, syllabus updates, and assessment instruments to improve pedagogy training for instructors and produce clearer student proficiency learning outcomes. Working with USBE, we identified challenges in meeting the needs of DI students and implemented the BRIDGE program For Advanced Language Learning (BRIDGE) (§ H.1) and expanded CLAC courses for students with advanced language skills on both campuses. An external review of the KCIS led to a new NRC administrative position funded by BYU.

* 1. **Programming to Address National Need, Generate and Disseminate Information:** Several federal agencies have identified Port as a funding priority to meet pressing national security, educational, and economic needs. IMCLAS trains the most Port speakers in the US (UT has the largest K9 DI program and BYU has the largest Port university program in the country).

IMCLAS provides critical language training for the US military. For example, BYU’s Army and Air Force ROTC programs draw on advanced language offerings to commission over 60 officers a year, many of whom speak Span and Port; the Chaplaincy program has graduated dozens of chaplains, many of whom also speak Span and Port. UU’s MA LAS program attracts many military personnel due to its low cost and the ability to complete the program in 12 months.

IMCLAS degree programs encourage government service in areas of national need.

Course offerings span the professions through collaborations with, for example, the Schools of Business; Law; Architecture and Metropolitan Planning; and programs in Public Administration; and Non-profit Management. IMCLAS expands impact with events that engage underrepresented students in LAS, advanced language study, and StAB (§H). In the past 4 years, KCIS and HIP have hosted over 50 events (impacting 3,000 students) on career and internship opportunities in diplomacy, national security, and other public service areas. BYU *Ask Me Anything* events with recruiters from government agencies, NGOs, and businesses (AP2).

UU and BYU give FLAS award preference to students pursuing government and other public service careers (§HF). IMCLAS advisors are trained to incorporate mentoring about government and NGO career pathways into their advising. We offer instruction and FLAS in 6 languages that appear on government lists of critical languages (Port, Haitian Creole, Quechua, Guaraní, Q’eqchi’, Span) thus playing an important role in meeting national needs. Our FLAS program provides more awards than most NRCs (BYU: 30; UU: 23) because of the breadth and depth of our language instruction offerings and because tuition at UU and BYU is low. Eighty percent of LAS grads are employed in sectors that use their critical language skills.

IMCLAS disseminates information through public lectures in partnerships with the HIP, the Mexican Consulate in Utah (see letter), KCIS, and business and professional programs across

both campuses, all of which are made available over public radio, podcasts, and our YouTube Channels (§H). Our web-based lectures for AP Art History teachers, READ-U early reading curriculum, and AMU curriculum are available to teachers nationwide. Many of our community partnerships offer guided facilitation to effectively integrate resources into the classroom.

* 1. **Post-graduate Placement, Education, and Training in Areas of National Need:** Forty percent (40%) of IMCLAS students pursue graduate study, including a high number of Port language specialists. Recently, BYU/UU have placed LAS students in MD, MBA, JD,

MPH, and PhD programs at, for example, Brown, Duke, UT Austin, Pennsylvania, U Chicago, U AZ, ASU, UCLA, U Indiana, U Minnesota, Oxford, and Rutgers. Among recent IMCLAS grads, about half place in careers that serve national needs, including K12 language teaching (particularly in DI schools), the military (US Navy JAG Corps, FAOs), government service (NSA, CIA, US Foreign Service), international NGOs, law, international business, and higher ed. administration. UU teacher training programs have a placement rate of 95% addressing critical need for qualified teachers in UT. BYU is a top feeder school for the foreign service, NSA, and CIA (one of a select few targeted universities for these organizations). BYU students intern at the State Department (20-30 annually). Many agencies, universities, and businesses requiring advanced language proficiency seek our students. Both Goldman Sachs and NSA are located in UT to take advantage of local language expertise and recruit on both campuses.

**Increasing Placement**: IMCLAS has woven career mentoring into the LAS and IS major/minor and LAS MA core required classes. Alumni and professionals in areas of national need make in- class presentations to help students translate in-class learning into career pathways and placement. The UU FLAS coordinator, in collaboration with the U Wisconsin consortium, is currently developing an annual career panel to serve students at all FLAS-receiving institutions

nationwide. This cycle IMCLAS requests funds to support career-related internships in, for example, nonprofits. IMCLAS recently collaborated with Jodi Sanger, Research & Evaluation Officer, Institute of International Education, on improving student placement data collection and looks forward to implementing the results of that research.

**G.5. Equal Access:** Both BYU and UU are fully committed to providing equal access for all individuals. The Center Directors, Outreach Coordinator, and academic advisors all work creatively to make sure low-income, first-generation students from underrepresented backgrounds learn of the opportunities IMCLAS offers, be that FLAS, degree programs, post- graduation career mentoring, or events. FLAS coordinators, outreach coordinator, directors and, at UU the director of graduate studies all market LAS degree programs and FLAS to underrepresented student groups (e.g., Diversity Scholars; Transfer Diversity Scholars; and the Center for Ethnic Student Belonging) and in high schools and at SLCC. Our efforts have been successful. While 13% of UT identifies as non-White, more than 55% of our majors/minors and roughly 60% of our applicants for FLAS/other scholarships are from underrepresented groups. Both IMCLAS campuses are barrier-free, allowing participants of all abilities access to our programs and events. BYU’s University Accessibility Center and UU’s Universal Design and Access Committee, and the Center for Disability & Access Services work closely with students and employees to ensure accessibility. We offer ASL interpreters. House Bill 65 allows for people over the age of 65 to enroll in classes as non-matriculated students at UT public universities. (See GEPA statement for further details.)

§**H. OUTREACH:** Outreach is integral to IMCLAS’ programming and is conducted in

partnership with multiple units on both campuses, community colleges, K12 schools, USBE, and local community organizations to provide teacher training, empower communities, and

encourage diverse perspectives (AP1, AP2, CP). UU/BYU/SLCC collaborate on initiatives to maximize impact, reduce costs, and strengthen linkages between faculty and departments. Much of our outreach is informed by and integral to faculty research (UU received the C. Peter Magrath Community Engagement Award, 2020). Despite pandemic-related challenges, IMCLAS successfully adapted outreach through virtual programming and increased attendance, including from out-of-state participants.

* 1. **K12:** UU and BYU are deeply embedded in a statewide network of educators developing K12 language and area studies curriculum and teacher training through longstanding partnerships with school districts and USBE (see USBE letter). UT’s legislative-funded DI program is a national leader in K12 language education and UT was one of the first states in the country to develop an articulated Language Roadmap for K12 language acquisition. This roadmap, supported by the Department of Defense’s NSEP Language Flagship program, was created by a team including IMCLAS faculty, government officials, business leaders, and K16 educators. Today, UT is one of only 6 states with an articulated language roadmap and IMCLAS faculty serve as a national resource for DI research. IMCLAS faculty are consultants on the American Councils for International Education’s Research Center DI Team and contributed to the American Academy of Arts and Sciences 2017 report on national strategy for language learning (**impact: thousands of school districts)**.

UT’s DI program is the largest in the country per capita, with approximately 45,360 students and will continue to grow due to its model which expands as the oldest cohort advances. Currently, the UT DI program serves 2,961 Port students and 30,457 Span students. These DI students take AP exams in 9th grade and in the remaining years of high school enroll in the BRIDGE Program––a state-funded program that provides university-level courses taught in the

target language and that integrate LAS. In this seamless high school-university partnership, students receive up to 9 credits of upper-division language credit accepted at all UT public universities and BYU. BYU’s S&P and UU’s L2TReC provide critical professional development for BRIDGE teachers, course oversight, assessment tools (developed with USBE language coordinators), conduct proficiency outcomes research, revise curriculum, and provide financial management for all UT BRIDGE programs. (AP2; Table H.1). These coordinated efforts ensure long-term impact by preventing student attrition in language programs and open opportunities for students to achieve advanced language proficiency. (**BRIDGE enrollments AY22**: **1,394 in Span and 116 in Port)**. (§B). With the move to online instruction due to the pandemic, UUCLAS and UUAC partnered with L2TReC to offer a 4-week Distance Language Learning Pedagogy workshop series, June 2020, (**24 teachers and online instructional modules**).

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| **Table H.1 Language Training Initiatives for K12 Teachers in Partnership with USBE** | | |
| **Teacher Training Initiative (AP2)** | **Unit** | **Attendance** |
| K12 Teacher Workshop on Spanish BRIDGE Program (2018) | L2TReC | 25 |
| Annual 4-day K12 Spanish Language Teacher Immersion Workshop | L2TReC | 16/year |
| Annual Utah DI Institute (2-day teacher training) | L2TReC | 400/year |
| Annual 2-day K12 Span Language Teacher Workshop | S&P | 70/year |
| Summer Span Language Institute (pedagogy training & in country immersion) | S&P | 20/every 3 yrs. |
| Annual Span Language Teacher Training Workshop | L2TReC | 30/year |
| Annual “Gateway to Learning” Workshop on LAS topics 2018-2020 | THC | 61 |
| STARTALK Portuguese for students and teachers (2018) | ULAS | 60 |
| Annual 3-day BRIDGE Program Institute, Span & Port HS/University Instructors | L2TReC | 56/year |
| International Conference on Language Immersion Education (March 2022) | L2TReC | 550 (projected) |

Over the past grant cycle, IMCLAS has invested in the rapidly expanding Port DI program. We helped create 150 lessons per year for a total of 450 lessons. IMCLAS also purchased licenses for “Elefante Letrado'' (560 digital books in Port) and JOCA (Brazilian youth newspaper in Port). Through these platforms, teachers provide guided reading strategies and assess student progress through written exercises and student recordings. (**Impact: 57 Port DI teachers, 2,890, or 97% of UT Port. DI students grades 1-9**). IMCLAS also supported Port summer camps for 277 incoming 1st-grade students at 9 schools. L2TReC collaborates with the

state to conduct DI language research (§B), **directly impacting 50,000 total DI students in 224 schools in UT**. Since the 1950s, BYU has hosted an annual K12 Span language fair. Due to its size and scope every Span professor and student instructor assists with the language fair, which consists of interactive communicative experiences and competitions for poetry, impromptu talks, and skits (Table H.2 for more annual programs).

In addition to language instruction outreach, IMCLAS provides area studies K12 teacher training. Each summer, UUCLAS partners with THC’s “Gateway to Learning” to offer a weeklong summer workshop (**25 teachers annually**). In the last grant cycle themes were: Contextual Approaches to Understanding LA Migration; Brazilian Studies (interdisciplinary); and Developing, Scaffolding, and Assessing Port DI. UUCLAS continued its partnership with the Salt Lake City School District to offer 2 professional development workshops focused on *Américas* prize books (**impact: 12 teachers**). With the NHMU, we offered teacher workshops associated with the exhibit *Maya: Hidden Worlds Revealed* (**impact: 63 teachers**) and will, Spring 2022, do the same with the exhibit *The Nature of Color.*

UUCLAS and UUAC provided seed funding for our collaboration with the UU COE. READ-U (Reading for Empathy Awareness and Diversity). READ-U curates LA-themed book sets for teachers and families to engage topics like intergenerational relationships, trauma, and positive identity formation. A graduate-level class on international children’s literature with a focus on LA has become an annual part of the teacher-training curriculum. Author visits from READ-U, and the biannual UU Borderlands Literature conference, have included Pablo Cartaya, Aida Salazar, and Roger Mello, Cristina Rivera Garza, and Eduardo Halfon (**impact: 6 public school events, 332 students, 144 preservice teachers**). The UUCLAS webpage features *Américas* award books, curriculum, and author recordings for use in K12 classrooms.

IMCLAS provides LAS expertise in its partnerships with community organizations to fortify K12 pipelines to higher education. More than 2 dozen UUCLAS faculty are directly involved in University Neighborhood Partners (UNP) collaborations and culturally appropriate curriculum design. UNP facilitates community-led partnerships that center the local immigrant, refugee, and minoritized populations (most of whom are from LA). Since its inception, enrollment at UU from the UNP target neighborhoods have tripled and remain steady despite the economic downturn. (**Impact: 2020-2021: 23,141 people**, **or 1/3 of all UNP area residents; 44 active partnerships; 144 resident-lead collaborations; 308 residents enrolled in classes); 66 university departments.)**

* 1. **Postsecondary Institutions:** IMCLAS’ outreach to postsecondary institutions centers on its ongoing support of SLCC, an emerging HSI, with 23% of students identifying as Hispanic (CP). During the past 4 years, IMCLAS established LCTL course sharing; the establishment of 5 CLAC courses, 5 non-language courses, and 3 new language courses (Port, Nahuatl); language and CLAC pedagogy training; faculty development workshops; cross-campus academic advising; and co-sponsored outreach events. In January of 2020 UUCLAS and UUAC signed an MOU with SLCC to continue support for Nahuatl instruction, intermediate Port, additional Span CLAC courses, and articulation workshops. To support the creation of these courses IMCLAS sent approximately 28 SLCC faculty to 6 different pedagogical workshops and conferences. Those initiatives were designed to strengthen SLCC’s new International & Global studies requirement (est. 2017) and has generated substantial demand for courses with LAS content that SLCC is not able to meet on its own (SLCC letter).

IMCLAS also prioritizes language curriculum and assessment with national impact. Postsecondary institutions throughout the US utilize computer-assisted language learning

(CALL) programs (e.g., FLATS, §B) developed by BYULAS faculty. Over 200 institutions use WebCAPE (Computer Adaptive Placement Exam) in Span to place students in the appropriate language course. BYU’s Business school hosts an annual Business Language Case Competition with nationwide student participation. Competition judges come from the ranks of international business professionals who mentor participants (**50/year**). The UU actively participates in CLAC Consortium initiatives including the creation of a standardized course evaluation process in 2020. UU faculty are regularly invited to speak at academic conferences on language proficiency and DI (**impact: 500 faculty**).

IMCLAS has hosted international conferences, including RMCLAS, that brings together researchers from the US, LA, and Europe. IMCLAS partnered with the IMCAPS and SLCC to host a week-long Indigenous Languages Celebration (2019, UN “International Year of Indigenous Languages”). In the culminating celebration, students studying indigenous languages as well as first-language speakers came together to honor stories, share a meal, and reflect on their experiences with indigenous languages. The event included a number of Latin American indigenous languages including Quechua, Nahuatl, K’iche’, and Kaqchikel (**400 attendees)**. As a founding member of LAISA, UU co-sponsors annual pedagogy workshops held at Stanford for indigenous language instructors from 7 universities (since 2017); and co-sponsors an annual Nahuatl Conference at UCLA for international scholars to present research on Nahuatl language and culture and to engage with local Nahuatl-speaking populations **(300 attendees).**

* 1. **Business, Media, General Public:** IMCLAS faculty serve on the board for the World Trade Association of UT, a non-profit organization business and government. At the annual Governor’s Global Summit, faculty serve as speakers and support for monthly meetings and business-related events (**impact: 200**). IMCLAS faculty are routinely interviewed/cited/quoted

in local, national, and international media (e.g., *NYT, LA Times, Salt Lake Tribune*, *La Jornada*, *Univisión*, *Telemundo, Correio Braziliense*, *NPR*, *Top of Mind, KUER, Chicago Sun-Times*, etc.) impacting **millions of media consumers**. KBYU, BYU’s radio station produces *Thinking Aloud,* which often interviews local LA experts and visiting speakers and is broadcast to **thousands of listeners** in the region. Last year, BYULAS and KCIS produced a documentary “Fronteira da Grandeza” (about Brazil’s national expansion), which has been screened at conferences and film festivals across the US, UK, and Brazil, and broadcast on many public TV stations.

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| **Table H.2 Select IMCLAS General Public Outreach Events 2018-2022** | |
| **Events** | **Attendance** |
| **Campus Museum Exhibits** |  |
| UU Natural History Museum: Maya: Hidden Worlds Revealed (2018-2019) | 193,863 |
| UU Museum of Fine Arts (UMFA): Ancient Mesoamerican Art | 135,000/yr. |
| UMFA Acquisition of Diego Rivera’s “Ofrenda” | 135,000/yr. |
| ¡Celebración! A Tapestry of Culture, for the exhibit: Maya: Hidden Worlds Revealed (2018) | 2,108 |
| LAS themed lectures in KCIS--online views | 4,427 |
| BYU Museum of Peoples and Cultures: Through the Mask | 13,000 |
| BYU Museum of Peoples and Cultures: Maya Weaving exhibit | 12,000 |
| Museum of Art: Brazilian artist Erik Muniz (Fall 2021) | 1,701 |
| **Library Exhibits/Programs** |  |
| Creación y análisis literario con Estercilia Simanca | 26 |
| Estercilia Simanca Pushaina, "Unsilenced: Toward Social Justice for Indigenous People" | 288 |
| UMFA: Pablo O'Higgins: How a Young Artist from Utah Became a Mexican Muralist | 105 |
| UMFA: The Mexican Muralist Movement (2020) | 103 |
| Indigenous Language Celebration with SLCC/Salt Lake Library (2019) | 400 |
| **Semester-long and Yearlong Thematic Initiatives** |  |
| BYU Living Legends, Ballroom, and Folk Ensemble Dance teams (LA themed dances) | 60,000 |
| Siciliano Forum: Future of US-Latin American Political Relations, 15 events (2015) | 675 |
| UU COVID Series (2020) | 546 |
| UU Summer Nahuatl Language and Culture Closing Events | 45/yr. |
| UU Summer Nahuatl Brown Bag Series (4-5 events each year) | 170/yr. |
| UU Indigenous Languages Encounter 2017 (5 events) | 75 |
| **Student Clubs/Organizations** |  |
| UU Spanish Club (regular events throughout the year) | 50/event |
| UU Brazilian Club (regular events throughout the year: festa junina, capoeira, films, dances) | 50/event |
| **IMCLAS Collaborations with Local Non-Profit Orgs: Salt Lake Film Society, Utah Humanities, Artes de México en Utah (non-profit that promotes Mexican arts and artists)** | |
| FilMéxico | 1,469 |
| UMFA Day of the Dead Event with Artes de México en Utah (2019) | 2,160 |
| Día del Niño at NHMU (2019) | 1,500 |
| Artist lectures, film tours, bilingual art history classes for families | 500/annually |

IMCLAS is committed to outreach through the arts. Dance teams, special and permanent exhibits at UU/BYU museums and libraries, the Salt Lake Film Society, and a strong partnership with AMU (faculty sit on the board, engage in partnerships) bring Latin American arts to **tens of thousands** annually. As part of its indigenous languages’ initiative, UUCLAS partners with the Mexican Consulate to offer community events and a film festival, which last year centered Afro- Mexican and Indigenous filmmakers and actors (**impact 2021: 375 people; total impact 2018- 2021: 1,469 people**). KCIS produces CultureGrams and CultureGrams (Kids Edition), which include short essays, infographics, interviews, recipes, and multimedia on the geography and culture of 36 LA and Caribbean nations. Each peer-reviewed report is written by country experts and updated annually (**impact 2020: 2, 876, 319 users**).

BYUU and UUCLAS generate significant discussion on world affairs in ways that reflect diverse perspectives (AP1). KCIS hosts 140 lectures/year, many planned with BYULAS and include LAS topics, such as the Atlantic slave trade; nation building in the Amazon; the gendered dimensions of anti-Black state violence and resistance; and the privatization of water rights. Each lecture reaches an initial live audience of approximately **100** and is disseminated through the KCIS website, podcast, YouTube channel, and the Sirius XM BYU channel (reaching an audience of over **150,000 annually**). Through its Ambassador Lecture Series, KCIS brings 15 ambassadors to campus **annually**, often shared with UU HIP (recent and scheduled forums include Ambassadors to the US from Argentina, Mexico, Peru, Paraguay, and Brazil). UU’s HIP public affairs series has over 100 annual lectures by scholars and political leaders, many co-sponsored by UUCLAS. Recent topics have included race relations in contemporary Brazil; environmental justice in LA; global trade; and complexity and change in Cuba. Advertised through the UT World Trade Center’s newsletter, each forum attracts 50-100 people from the business community, students,

faculty, and the public and are podcast on the HIP website and through 2 NPR affiliates (audience: **thousands**). The pivot to online during the pandemic has expanded IMCLAS reach. Podcasts and recorded talks and conferences gave us the opportunity to share IMCLAS expertise in Nahuatl studies, gender studies, and the evolving impact of COVID-19 in LA. We collaborate with the Mexican Consulate to reach a diverse audience (see letter, Table H.2).

As a US military-designated Language Training Center, L2TReC trains units in specially designed intensive language courses and online instruction in advanced Span and Port. L2TReC conducted a weeklong workshop specifically for Flagship and ProjectGO instructors on teaching students to reach advanced proficiency (**25 instructors**). S&P faculty have routinely provided Span and Port instruction to the military at Fort Douglas. These language outreach efforts to the military **directly impact US national security.**

§**HF. FLAS AWARDEE SELECTION PROCEDURES:** Due to the unique language profile

in Utah (§B), FLAS Fellowships are eagerly sought after by students from a variety of disciplines. During the 2020-21 academic year IMCLAS awarded 53 students (27 undergraduates, 11 graduate, and 15 additional students to participate in summer language intensive programs). These students came from 18 colleges, 36 departments and academic programs, and were from a variety of majors in areas of national need including Social Work, International Relations, Business Administration, Law, Elementary Education, Educational Leadership and Policy, TESOL, Economics, Accounting, Latin American Studies, and Mechanical Engineering. This diverse student profile is the result of intentional and effective advertising, application, and selection processes. The IMCLAS FLAS program is managed at both institutions by the LAS and FLAS directors, and FLAS faculty committees at each

institution. While the competitions are held separately at UU and BYU, the advertisement, application, and selection process mirror and complement one another (Table HF).

**Advertisement:** IMCLAS effectively advertises the FLAS program through personalized outreach as well as print, online, and social marketing campaigns. Monthly information sessions are held at both campuses with the participation of current FLAS fellows, two of which are targeted for students in professional schools and to accommodate a variety of schedules.

IMCLAS advisors work to identify students who would benefit from FLAS and require regular advising for selected students to ensure all FLAS requirements are met and to provide additional resources and advising for careers in areas of national need. In addition to these personalized outreach efforts, FLAS is also advertised through our websites and social media platforms (internally and with other colleges, departments); to faculty lists; the Undergraduate and Graduate Schools, centralized scholarship and transfer offices, Title VI CIBE program (BYU), StAB and other related global offices. Starting in 2018 UU, with the participation of language faculty and students, launched an “Expand Your Languages” marketing campaign to promote FLAS-eligible LCTLs. The campaign includes digital and print marketing, with specific emphasis on lower- enrollment LCTLs.

IMCLAS acts strategically to advertise FLAS with a diverse audience. The FLAS Coordinators recruit applicants from diverse backgrounds by advertising among diverse student groups on both campuses: at UU with the Center for Equity and Student Belonging, First Year Diversity Scholars, and Trio/Upward Bound; and at BYU with the Multicultural Student Services, Orientation and Transition, and Financial Fitness Center. The K16 Outreach Coordinator works with faculty and academic advisors at SLCC to strengthen our pipeline of applicants from SLCC, which serves a diverse student body, many of whom face financial challenges to completing their education (FCP1). In partnership with IMCLAS, SLCC strengthened its Port program and in 2020

began offering its students Nahuatl, which will further increase the number of SLCC students eligible for FLAS fellowships upon transfer. UUCLAS already awarded its first SLCC transfer student a FLAS for Nahuatl in 2021 and expects to see a steady increase in applicants.

**Student Application:** IMCLAS applicants complete an online application that requires a Statement of Purpose explaining past language training and how their academic and career goals incorporate language and area studies; transcripts; 2 faculty recommendations; and the student’s expected family contribution from FAFSA. These requirements guarantee that students selected show potential for high academic achievement and financial need (FCP1). This also allows FLAS Coordinators to effectively mentor students to graduation and to career placement (AP1).

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| **Table HF: IMCLAS FLAS Selection Process Annual Timeline** | | |
| **Task** | **UU Deadline** | **BYU Deadline** |
| Selection committees meet to review criteria and procedures | Dec-Feb | May-August |
| Info meetings, promotional material distribution, applications open | September to January | |
| Summer FLAS applications due | Last Friday of Jan | Mid-Nov |
| AY FLAS applications due | Last Friday of Jan | Mid-January |
| Selection committees meet to award Summer FLAS scholarships | Late February | Early Dec |
| Selection committees meet to award AY FLAS scholarships | Late February | Mid-March |

**Selection Process:** At both UU and BYU FLAS selection committees consist of center directors, FLAS coordinators, and 6-8 faculty, including representation from the library and from at least one professional school and the language, regional, and disciplinary range of applicants. The committee uses the IMCLAS FLAS scoring rubric that prioritizes applicants demonstrating interest in careers in government, public service, business, and L2 education (AP1); superior academic credentials; preference for students with demonstrated financial need (FCP1); and advanced language study. IMCLAS proposes to offer FLAS Fellowships for the following 6 languages in the 2022-26 cycle: Port, Quechua, Nahuatl, Guaraní, Q’eqchi’, and Haitian Creole (FCP2). IMCLAS will continue to award 100% of its academic year FLAS fellowships to students pursuing LCTLs, with at least 75% in priority LCTLs (FCP2).

§**I. PROGRAM PLANNING AND BUDGET:** IMCLAS proposes a carefully designed set of

initiatives for 2022-2026 that build on institutional capacities in K16 pedagogy and curriculum, advanced language and LCTL instruction, degree offerings, faculty expertise, and outreach aligned with the core purpose and priorities of NRC and FLAS programs.

* 1. **Timeline, Actions to Strengthen Program, Effective Use of Resources:** All initiatives have been carefully designed to build capacity for LCTL and area studies instruction at UU, BYU, and SLCC over the course of the grant cycle (Table I). To maximize impact, IMCLAS programming is rooted in extensive consultation with statewide partners with whom we have cultivated close working relationships. Programming is designed to encourage and prepare students for government service and in areas of national need such as education, business, and the nonprofit sector. To encourage diverse perspectives and generate debate on world regions and international affairs, our programming and outreach expand access and democratize the production and sharing of knowledge. Over the next four years our initiatives will accomplish five strategic goals: 1) Strengthen SLCC LAS and LCTL Instruction (AP 1, CP); 2) Deliver K12 Portuguese Curriculum and Pedagogy (AP1, AP2, CP); 3) Enhance Sustainable LCTL Instruction (AP1, CP); 4) Institutionalize LAS Community Engagement (AP1, CP); 5) Establish New LAS Degree Programs and Integrate CLAC into General Education Requirements (AP1, AP2). These initiatives are designed to create long-term sustainability without ongoing Title VI funds. Wherever possible, we collaborate with the Asia Center (AC) at UU and BYU, and other Title VI centers to share costs and maximize impact locally, nationally, and internationally.

**Goal 1: Strengthen SLCC LAS and LCTL Instruction (AP1, CP, FCP1, 2)** SLCC is an emerging HSI, with 23% of students identifying as Hispanic. Approximately 54% of all SLCC students receive financial aid. More than half of SLCC graduates transfer to UU. Therefore, our

programming is designed to enrich LAS and CLAC offerings at SLCC in ways that ease pathways to higher education. During the past 4 years, IMCLAS has established sustained collaborations with SLCC to meet needs that would otherwise go unfilled (§H.2, see SLCC letter). We request funds to further bolster the LAS curriculum at SLCC and transfer pathways to higher education through several interrelated initiatives.

1. **LCTL, CLAC, and StAB.** The consortium is committed to increasing opportunities for SLCC students to enroll in critical LCTL and area studies classes. We will continue to support 1st year Nahuatl and 2nd year Port language instruction. This is critical for access because students who complete SLCC’s 1st-year language requirement in these languages will be eligible for FLAS fellowships immediately upon transferring to the UU or BYU. We also request funds to support a Nahuatl language and indigenous studies position; 2 new CLAC classes (Span, Port); a new StAB program; and regular CLAC pedagogy and articulation workshops.
2. **Accessible Professional Development for SLCC Faculty.** During the upcoming grant cycle, BYU and UU will host two major national conferences that will provide easy access to interdisciplinary professional development: the biannual CLAC Consortium conference; and the annual RMCLAS. In hosting the CLAC Consortium conference we will cost share with UUAC. NRC funds will support SLCC faculty participation at these conferences as well as for professional development travel for those who request it.
3. **Events.** Shared IMCLAS/SLCC events have contributed to program development, such as establishing Nahuatl course offerings at SLCC, and promoting information about FLAS fellowships (FCP1, 2). Events also support faculty advancement, as with the Indigenous Writers series organized by SLCC faculty Carolina Bloem Sanger which brought in an audience of 300+ and supported her subsequent publication on the topic. We request funds for one shared event per

year, with other events funded internally. Topics include diverse perspectives on disability studies, Nahuatl studies, careers in foreign service, and non-profit work in Latin America.

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| **Table I: Development Timeline for Major IMCLAS Activities 2022-2026** | | | | | |
|  | | **Y1** | **Y2** | **Y3** | **Y4** |
| ***Goal 1: Strengthen Pathways to Higher Education through LAS and LCTL Instruction at SLCC (AP1, CP1)*** | | | | | |
| Act 1.2 | Add LAS content to existing SLCC GenEd classes |  |  |  |  |
| Act 1.3 | SLCC faculty PD, travel support to enrich LAS |  |  |  |  |
| Act 1.4 | SLCC CLAC Instructor and training |  |  |  |  |
| Act 1.5 | SLCC 1st year Nahuatl course support |  |  |  |  |
| Act 1.6 | SLCC Portuguese Instructor |  |  |  |  |
| Act 1.7 | SLCC Latin America Learning Abroad Development |  |  |  |  |
| Act 1.8 | SLCC and IMCLAS Combined LAS Events |  |  |  |  |
| Act 1.9 | Host RMCLAS, Rio de la Plata, CLAC Consortium, and Library Collection Conferences |  |  |  |  |
| ***Goal 2: K12 Curriculum and Pedagogy for Utah’s Spanish Portuguese DI, Social Studies, and Early Reading Programs (AP1, AP2, CP2)*** | | | | | |
| Act 2.1 | BRIDGE on-campus programming |  |  |  |  |
| Act 2.2 | Licensing Elefante Letrado for all Port DI schools |  |  |  |  |
| Act 2.3 | Spanish and Portuguese BRIDGE Teacher Trainings |  |  |  |  |
| Act 2.4 | Organize K12 Summer Teacher Workshops for LAS Content |  |  |  |  |
| ***Goal 3: Enhance Sustainable LCTL Instruction and Support*** | | | | | |
| Act 3.1 | Support for FLAS-eligible Summer Nahuatl program |  |  |  |  |
| Act 3.2 | Academic year Nahuatl, Quechua, K'iche', Q'eqchi', Guarani, Haitian Creole support |  |  |  |  |
| Act 3.3 | Annual Academic Conference with LAISA (Nahuatl and Indigenous Lang) |  |  |  |  |
| Act 3.4 | First Year Nahuatl Pedagogy Textbook Development with LAISA |  |  |  |  |
| Act 3.6 | Support National FLAS Career Panel (Shared w/U Wisconsin Milwaukee) |  |  |  |  |
| ***Goal 4: Institutionalize LAS Community Engagement*** | | | | | |
| Act 4.1 | Graduate Assistant, Artes de México en Utah |  |  |  |  |
| Act 4.2 | Graduate Assistant, READU |  |  |  |  |
| Act 4.3 | Filméxico Film Festival |  |  |  |  |
| Act 4.4 | America's Book Award |  |  |  |  |
| ***Goal 5: Establish New LAS Degree Programs and Expand CLAC through General Education Requirements (AP1, AP2)*** | | | | | |
| Act 5.1 | Creation and teaching of human rights in Mexico course, and learning abroad development |  |  |  |  |
| Act 5.2 | New Course Development |  |  |  |  |
| Act 5.3 | Portuguese DI Community Engaged Language Course Creation |  |  |  |  |
| Act 5.4 | Port. CLAC TA |  |  |  |  |
| Act 5.5 | Establish 3-Credit CLAC courses that fulfill GE requirements |  |  |  |  |
| Act 5.6 | IMCLAS CLAC Annual Training sessions |  |  |  |  |
| Act 5.8 | Fund Faculty Participation in CLAC consortium Conferences |  |  |  |  |
| Act 5.9 | Annual Lecture Series |  |  |  |  |
| Act 5.10 | Spanish Living Learning Community Events |  |  |  |  |
| Act 5.11 | Faculty Research & Travel |  |  |  |  |
| Act 5.12 | Field Research Competition and Colloquium |  |  |  |  |
| Act 5.13 | Library Acquisitions to bolster the LAS collections |  |  |  |  |
| Conducting Activity with 100% support from NRC | | | | | |
| Conducting Activity with shared intramural and NRC budget | | | | | |
| Conducting Activity with intramural funds, no NRC funds used | | | | | |

# Goal 2: Deliver K12 Curriculum and Pedagogy, especially Port DI (AP2, CP)

1. **Port DI Curriculum and Bridge Program:** Utah boasts the most robust Port DI program per capita in the nation, impacting 2,961 students and 57 teachers in 21 schools. During the last cycle, IMCLAS collaborated with Port teachers and administrators across the state to develop a new and enhanced DI curriculum for grades K9. We request funds to meet critical growing needs as the cohort expands. NRC funds will be used to pay licensing fees for *Elefante Letrado*, a high- quality online Port reading platform for both teachers and students that was implemented in all Port DI schools this past cycle for an impact of 2,200 students accessing the platform annually. Last cycle, IMCLAS successfully launched summer camps for students entering the Port DI program at four schools (see USBE letter). Building on this success, we will now focus on the DI Port BRIDGE program to higher education. Requested funds will support BRIDGE teacher training, community-engaged classes that take students into Port K12 DI, and student recruitment events held in collaboration with the UU Admissions office.
2. **READ-U** is our successful children’s literature initiative in partnership with the UU College of Ed (§H.2). NRC funds from the previous cycle contributed to the development of a new course on children’s literature, now offered annually; curated book sets; and accompanying curriculum. This cycle, UULAS and UUAC request funds for a graduate assistant to facilitate the time-intensive labor of school partnerships and workshop coordination. The graduate assistant will be mentored by College of Ed faculty Drs. Liang and Tao. The *Américas Award* books and curriculum are integrated into READ-U and IMCLAS will continue to collaborate with other NRCs to support the award. Title VI funds will also support 1 author visit every other year (rotating with UUAC) to meet with pre-service teachers, conduct workshops for educators/librarians at elementary schools, and give community talks. We also request funds for

our outreach coordinator to travel to the Area Studies & Outreach Conference hosted each year by CLASP to coincide with the National Council for Social Studies conference.

1. **Teacher Training and Social Studies Curriculum Design:** In collaboration with the THC IMCLAS will continue to offer in-service K12 pedagogy workshops featuring invited experts and curriculum innovation. UU faculty and staff will partner with AMU and the Mexican Consulate to write a K12 curriculum on the Mexican period of Utah history. Title VI funds will support a graduate intern to work with AMU and the curriculum project; and for the THC teacher training workshops. Planned topics include disability studies in LA; Indigeneity across the Americas; and youth social movements in LA.

**Goal 3: Sustainable LCTL Instruction:** UU and BYU together offer one of the most comprehensive LCTL language programs in the country, including advanced courses in 4 LCTLs. UU offers the most robust Nahuatl program in the nation; BYU leads the nation in Port degrees granted and is of the few universities to offer 6 priority languages (§B). A hallmark of our program is cross-institutional collaborations to enhance local and national capacity.

1. **Indigenous languages:** We have more than 6 years of experience with high-quality course- sharing and distance-learning models for LCTL instruction. Over the last NRC cycle, UU built the most comprehensive Nahuatl language program in the country, integrating 8 semesters of instruction, 2 semesters of Classical Nahuatl, a 1-week intensive winter field school in Mexico, and the only FLAS-eligible intensive summer Nahuatl Language program in the US. The summer program has had national impact, enrolling over 100 students and academics from 37 universities across the country, including UCLA, Michigan, UW Madison, FIU, and across the Ivy league. The summer school contributes to enrollments in our year-long Nahuatl classes

(SLCC and UU students) and as a pipeline to MA programs in History and LAS. NRC funds will offset the instructional costs of the academic year and summer Nahuatl program.

We request funds to offer, at BYU: 2 courses of K’iche’ Maya; 2 courses of Haitian Creole; 4 courses of Ecuadorian Quechua; 2 courses of Guaraní; 2 courses of Q’eqchi’; and at UU 7 courses of Nahuatl (6 modern Nahuatl, 1 Classical); and 4 courses of Quechua. We share Quechua instruction with Wisconsin and offer academic year Nahuatl instruction to students at UC Berkeley, U New Mexico, and SLCC. We also offer continuing education courses of Nahuatl (levels 1-4) to community members and students from institutions outside of those partnerships. To enhance distance learning for students at these partner institutions, we also request support for our shared Quechua and Nahuatl instructors to travel to those campuses at least once annually.

1. **Latin American Indigenous Studies Alliance (LAISA):** UULAS together with UCB, UCLA and Stanford formed LAISA in 2018 to enhance indigenous studies at our institutions and across the country. This cycle we propose a series of joint initiatives to continue to build national capacity for Nahuatl teaching and research: 1) UU will expand its Nahuatl hybrid course-sharing, conducted at UU and complemented by in-person visits to UCB, Michigan, and New Mexico; 2) organize an annual indigenous language pedagogy workshop that will emphasize the use of distance-learning technologies and pedagogical best-practices. This workshop, held annually at Stanford, has grown to include instructors from, for example, Chicago (Aymara), Illinois (Quechua), Columbia (Nahuatl), and Wisconsin (Quechua); 3) an annual Nahuatl conference at UCLA that attracts international scholars and local Nahuatl-speaking populations; and 4) the second phase of the production of a Nahuatl textbook, for which UULAS will use internal funds. These initiatives exemplify UUCLAS’ commitment to pool resources and expertise to build

permanent capacity for teaching indigenous languages in a cost-effective way. We request funds to seed a faculty position in Nahuatl studies to institutionalize UU academic year and summer instruction.

To carry out the above collaborative initiatives, IMCLAS request funds to support the cosponsored pedagogy workshop; co-sponsored Nahuatl scholarly conference; the summer lead instructor; Nahuatl instructor travel to partnering institutions; and the Nahuatl faculty position mentioned in goal 1.a above.

**Goal 4: Institutionalize LAS Community Engagement & Outreach (AP1, AP2, CP):** IMCLAS community engagement is designed to open spaces for marginalized voices, democratize the production and access to knowledge, and thus encourage diverse perspectives and debate on world issues. Several partnerships also contribute to teacher training. IMCLAS will continue our fruitful collaboration with AMU, the Mexican Consulate, and the Salt Lake Film Society to open dialogue and encourage diverse perspectives on LA art, film, and culture. AMU builds community through centering diverse histories, cultures, and writing. The Latinx community, especially recent immigrants, are centered as holders of knowledge. NRC funds will support our collaborations which include: 1) *The Sor Juana Prize for Poetry and Short Stories* (est. 2012), the only contest in Utah for original literature in Span; 2) *Alcanzando Comunidades*, workshops (in English and Span) on LAS topics, including Mesoamerican history, and marketed to K12 educators; 3) festivals, workshops, and curriculum that open dialogue on LAS history, identity, and belonging based in diversity. This cycle we request funds for two graduate assistant position, one to support our AMU collaborations and the other to support READU-U community partnerships (goal 2.b above). Mentored by UULAS graduate advisor and COE faculty Drs.

Liaing and Tao, the positions will contribute to training in non-academic careers, increased post-

graduate placement, and to the long-term impact of community partnerships. IMCLAS also requests funds to support the FilmMéxico film festival.

**Goal 5: Establish New Degree Programs, Integrate CLAC into General Education Requirements (AP1)** Title VI funds for library acquisitions will go to support new degrees, new CLAC, and new area studies course offerings. This programming includes:

1. **New Degrees and Curriculum:** UULAS, in collaboration with the Honors College, supports a Span-language dorm. Title VI funds will be spent at UU to develop: an Honors minor in Human Rights with an emphasis on LA (and which includes a new StAB program); 1 graduation requirement eligible course for the Business school; and, at BYU, 4 CLAC sections and 2 new LAS content courses including “Drought and Migration in Brazilian Culture” and “Tourism and LA”, both to be offered annually. These efforts will also receive institutional support (see letter).
2. **CLAC:** During the last 2 NRC cycles, IMCLAS has developed perhaps the most robust CLAC program in the country, with dozens of CLAC classes each year. UUCLAS will further strengthen its CLAC program by developing 3-credit Span-language classes that fulfill general education graduation requirements. These classes will create opportunities for students to use their advanced language skills while fulfilling core graduation requirements. The goal is for these classes to become a permanent part of the Honors minor in Human Rights and of the general education curriculum, thus ensuring a long-term impact in our undergraduate curriculum. To ensure high-quality instruction, UU and BYU will jointly hold annual CLAC training for faculty at both institutions and SLCC. We also request funds to host (with IMCAPS) the CLAC consortium conference during the 2022-2026 cycle.

To prepare for hundreds of Port DI students graduating from UT high schools during the next four years, IMCLAS will focus on creating opportunities for students at SLCC, UU, and

BYU to use their Port language skills across disciplines, including in community-engaged learning and in nonprofit and business classes. The UU will use its own funds for a Port CLAC TA at UU for classes in professional schools.

**d. Intellectual Community.** IMCLAS will support an annual lecture series by prominent speakers shared between UU, BYU and SLCC, all open to the public. This cycle, the themed talks will support new degree programs in human rights, the Span-language dorm, and our indigenous studies initiative. The annual faculty travel budget will be used to support faculty research and professional development for UU, BYU and SLCC faculty. Funds will also be used to support director travel to IFLE NRC directors meetings and to institutional partners such as LAISA. Library development funds will enhance the UU library’s LAS collections and resources with a focus on Brazil, indigenous studies, and our prominent collection of Nahuatl codex facsimiles.

# High Quality Initiatives Directly Related to Purpose of NRC

* 1. **Reasonable costs and effective use of resources.** IMCLAS prides itself on being one of the leanest, most efficient NRCs in the country: only 10% of our core staff costs are funded by NRC. To increase impact and reduce costs, we staff costs and initiatives with our Title VI UUAC partners and by developing one of the most robust course-sharing agreements for language instruction in the country: nearly 43% (26/60) of our budget items are shared with other NRCs. To further the impact of grant funds, UU and BYU have taken over an increasing proportion of LAS funding during the last NRC cycle. UU now pays for 85% of the Outreach coordinator, 50% of the FLAS coordinator, and 100% of the LAS advisors, CLAS Director, and FLAS/Grad Director. The UU now also pays 100% of the salary of two tenure-track LAS faculty positions in Political Science seeded with NRC funds during the past cycle. To support this application, UU

will seed two new faculty positions, continue to fund CLAS staff, 2 CLAC TA lines, and provide

$20,000 annually in program support for UULAS. BYU KCIS pays 100% of LAS staffing costs and 60% of the NRC/FLAS coordinator. BYU pays 100% of the LAS directorship and 50% of the HC.

Most events at UU and BYU are co-sponsored with other campus units to maximize NRC resources and audience. K12 training and curriculum development are shared with L2TReC, THC, and the COE. IMCLAS awards more FLAS fellowships than most because tuition at both universities is low and UU provides a 75% graduate tuition waiver for FLAS recipients representing $106,000/year in matching funds (**annual average: BYU 30; UU 23**).

* 1. **Long-term impact on Undergraduate Studies:** IMCLAS initiatives address the Dept of Ed’s absolute and competitive preference priorities by launching students into areas of national need in the public and private sector (AP1); enhancing language and LAS instructional capacity through pedagogy training with growing communities of K16 teachers (AP2); and effectively delivering and diversifying access to LAS and LCTL instruction at Community Colleges (CP) and in partnership with nonprofits. The undergraduate program at UU and BYU will be permanently strengthened through the creation of a new minor, developing new LAS content classes that will become permanent parts of the curriculum, strengthening CLAC offerings, and hiring new faculty to teach indigenous languages The cost of most initiatives seeded by the grant will be absorbed by the university once the 4-year grant cycle is over, ensuring lasting impact on the institution. Our initiatives increase our capacity to train undergraduates in LCTLs and area studies critical for national needs in the private and public sector. Our course development activities at SLCC, BYU, and UU are focused on enhancing LAS content in existing classes that are core graduation requirements, ensuring the longevity of these curriculum enhancements. We

are also preparing for the arrival of thousands of DI students to our campuses by enhancing the Port and Span CLAC and in professional programs. These classes will benefit thousands of undergraduates over the next four years.

**§J COMPETITIVE PREFERENCE PRIORITIES:** IMCLAS proposes a set of high-quality

initiatives for 2022-2026 that are tightly aligned with NRC and FLAS priorities. In addition to the AP and CP/FCP notations throughout the narrative, Table J summarizes how our proposed activities address the NRC and FLAS competitive preference priorities.

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| **Table J. Proposed NRC Activities and Corresponding Competitive Preference Priorities** | | |
| *Competitive Priority* | *Activity* | *Page #* |
| **NRC CP1:**  **Partnerships with Minority-Serving Institutions or Community Colleges** | Strengthen SLCC LAS and LCTL Instruction   * Seed Position to teach 1st year Nahuatl * Seed position to offer 2nd year Portuguese * Create 2 new CLAC courses * Initiate a new LA StAB * Add LAS content to existing SLCC GenEd classes * Regular IMCLAS/SLCC Combined LA Events | 50-52 |
| UU K16 Outreach Coord. manages all K12 and CC partnerships   * Development funds for SLCC faculty conference/workshop attendance * Host in-state Professional Development Conferences * SLCC Librarians attend Library Collection Development Workshop * Involve SLCC faculty in CLAC Consortium conference |  |
| **FLAS CP1:**  **FLAS Fellowships for Students who Demonstrate Financial Need** | * FLAS scoring rubric and committee review prioritizes applicants stating career plans in govt., public service, business, and L2 education (AP1) * Advertise through central scholarship offices and to more socio- economically and ethnically diverse students * Require completion of a FAFSA for FLAS applications to demonstrate financial need | 48-50 |
| **FLAS CP2:**  **>25% of awards to LCTLs.** | * 100% of academic and summer fellowships in LCTLs: Portuguese, Nahuatl, Quechua, K’iche’, Q’eqchi’, Haitian Creole, Guaraní | 50 |