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2022-2026

Application Package

Center for Latin American Studies University of Arizona

U.S. Department of Education- IFLE

National Resource Center Program CDFA # 84.015A

&

Foreign Language and Area Studies Program CDFA # 84.015B

**University of Arizona Center for Latin American Studies**

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**List of Acronyms**

AAU – American Association of Universities ACLS- American Council of Learned Societies

ACIGS- Arizona Center for Global and International Studies ACTFL- American Council of the Teaching of Foreign Languages ADA- American with Disabilities Act

AMC – Arizona-Mexico Commission ANN- Areas of National Need

AP- Advanced Placement

APR – Academic Program Review ARENET- Americas Research Network

AVANCSO – Association for the Advancement of the Social Sciences BARA - Bureau for Applied Research in Anthropology

BMI – Binational Migration Institute CA – Central America

CAN- Central American Network

CAPES –Coordination for the Improvement of Higher Education Personnel CC- Community College

CEAS – Center for East Asian Studies

CERCLL – Center for Educational Resources in Culture, Language, and Literacy CLAS – Center for Latin American Studies

CLEP- College Level Examination Program needs CJ – Criminal Justice

CMES – Center for Middle Eastern Studies CNN- Cable News Network

CoE – College of Education CoH – College of Humanities

CONACYT – Consejo Nacional de Ciencia y Tecnología

CONAHEC – Consortium for North American Higher Education Collaboration CONICYT –Comisión Nacional de Investigación Cintífica y Tecnologica Colfuturo – La Fundación para el future de Colombia

CPH- College of Public Health CR- Costa Rica

DoC – Department of Commerce DOD- Department of Defense DoE- Department of Education

EFC – Expected Family Contribution

EOAA- Equal Opportunity and Affirmative Action EPA- Environmental Protection Agency

FAFSA- Free Application for Federal Student Aid FLAS- Foreign Language and Area Studies

FIU- Florida International needs definition FTE- Full Time Equivalent

GA- Graduate Assistantships

GC – Grad College

GE- General Education

GEPA- General Education Provisions Act GRE- Graduate Requisite Exam

GTA – Graduate Teaching Assistantship GTS – Graduate Tuition Scholarship HSI – Hispanic Serving Institution

HRP – Human Rights Practice IB- International Baccalaureate

ICC- Intercultural Competency Conference IEE – Immersion and Engagement Experience

IIVFE- Immersive International Field Experiences IMOA – International Memorandums of Agreement IRIS- International Resources Information System ISCC-International Studies Curriculum Certificate ISPP- International Studies Partnership Program ISS – International Security Studies

LA – Latin America

LAS- Latin American Studies

LASA- Latin American Studies Association

LASSO – Latin American Studies Student Organization LaTes- Language Teacher Symposium

LCTL- Less Commonly Taught Languages LRC- Language Resource Center

MCCD- Maricopa Community College District

MLA- Modern Language Association needs definition MSI- Minority Serving Institution

NEH- National Endowment for Humanities NGO- Non-Governmental Organization,

NOAA- National Oceanic and Atmospheric Administration NPR- National Public Radio

NRC- National Resource Centers,

NSEP-National Security Education Program NSF- National Science Foundation

OSFA – Office of Scholarships and Financial Aid PD- Professional Development

PV- Public Voices

RII – Research, Innovation, & Impact RPCV – Return Peace Corp Volunteers SAI- Student Aid Index

S&P – Spanish & Portuguese

SBS – College of Social and Behavioral Sciences SBSRI – SBS Research Institute

SGPP – School for Government and Public Policy

SIGD – School of Indigenous Governance and Development SUSI – Study for the United States Institute

T&I – Translation and Interpretation TUSD – Tucson Unified School District UA – University of Arizona

UA-UNAM – University of Arizona-Universidad Autónoma de México Consortium UAL – University of Arizona Libraries

UF- University of Florida

UNAM- Universidad Autónoma de México UNHR- United Nations Human Rights UNM- University of New Mexico

UNSR- UN Special Rapporteur

UISFL- Undergraduate International Studies and Foreign Language UT- University of Texas

# INTRODUCTION

The University of Arizona (UA), a land grant, Carnegie Research I university, is one of the Southwest’s largest educational institutions dedicated to research and teaching. With a spring 2022 student body of 49,471 (38,528 undergrad, 10,943 graduate) and 15,550 faculty and staff, UA offers 316 undergraduate degree programs, 234 masters and 138 doctoral degrees , in 20 colleges and 23 schools and professional programs on 4 campuses. Since 2018, UA has been one of only four members of the Association of American Universities (AAU) designated as a Hispanic Serving Institution (HSI). UA is large and diverse, with a strategic plan to “become a world leader for confronting global challenges” by offering “broad access to global experiences and curriculum.” In this context, the Center for Latin American Studies (CLAS) is uniquely positioned to educate the next generation of experts on the Latin America (LA) region.

Since its founding in 1974, CLAS has occupied an important interdisciplinary role at the UA. Today, CLAS supports over 168 affiliate faculty who offer more than 453 area studies courses across the curriculum. Particularly noteworthy are the 125 language courses, the long history of exceptional research in LA and the Caribbean, and the academic networks that deeply connect it to the region. UA is committed to supporting CLAS to ensure the highest caliber of teaching, research, and outreach programs for the institution’s diverse student population and local community. UA’s location near the U.S.-Mexico border has fostered faculty research on trade, security, and migration while developing new programs including International Security Studies (ISS); the Binational Migration Institute (BMI), the Center for Border and Global Journalism and the Documentary Border Project. Its location in a desert environment promotes top-ranked research programs on arid lands, climate adaption, and water management in LA.

Since 2016, UA CLAS has grown and diversified with the support of Title VI funding (2 Undergraduate International Studies and Foreign Language or UISFL grants and the NRC/FLAS).

CLAS launched an initiative to promote Portuguese culture and language acquisition, which included a Brazil Studies Certificate, and expansion of Portuguese courses, and hands on engagement opportunities in Brazil. In 2019, CLAS launched experiential culture and language programs, such as Study Abroad programs in Colombia and Oaxaca, Mexico, and became founding member of the Tinker Foundation Field Research Collaborative. In 2020, CLAS strengthened initiatives that specifically prioritized indigenous languages and heritage of LA through the Southwest Seminar on Colonial LA, Central American (CA) Studies Certificate, which includes a summer Maya program, and renewed funding for the Study of the US Institute (SUSI) for Indigenous and Afro-Latin American Women Student Leaders, continuously funded by the Department of State since 2009. Through these and other initiatives, CLAS is at the forefront of public dialogue and academic debate on critical LA issues, contributing to innovative solutions through strategic regional networks. CLAS also prioritizes inclusivity, for students, faculty, and the public alike. Whether the discussions involve our Return Peace Corp Volunteers (RPCV) or active duty military and veteran students, the CLAS community is one that fosters diverse perspectives.

# COMMITMENT TO THE SUBJECT AREA

CLAS’s contributions to UA’s land grant mission and international studies infrastructure generate UA support for LA area studies, at $22,591,322 for 2021-2022 (Table A.1). For the 2022-2026 NRC/FLAS cycle, CLAS secured over $2 million in new direct institutional investment funds: Provost for a NRC joint hire with the College of Education (CoE); UA Research Innovation & Impact (RII) for a CLAS Academic/Program Coordinator; the College of Social and Behavioral Sciences (SBS) for Center staff (e.g., Director’s salary); Arizona Global for study abroad scholarships; Graduate College (GC), CoE, SBS, and College of Humanities (CoH) for Graduate Tuition Scholarships (GTS) to supplement FLAS fellowships, and Graduate Teaching

Assistantships (GTA). Recent institutional commitments includes two new assistant professor lines in CLAS (2018 and 2019), and one new faculty seeded with NRC funds (2020).

|  |  |
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| **Table A.1. UA Institutional Support Summary, 2021-2022** | |
| **Financial Support** | **Amount** |
| **CLAS Operations** |  |
| Faculty and administrative personnel salaries | $1,206,432 |
| Contracts, grants, gifts, endowment | $1,301,485 |
| **Teaching Staff Salaries** | |
| CLAS Area Studies affiliated faculty | $12,833,339 |
| CLAS Language affiliated faculty (S&P) | $3,371,196 |
| **Library Resources** | |
| Library acquisitions | $112,687 |
| Library staff salaries | $80,000 |
| **Financial Support to Students** | |
| Grad. student stipends, tuition, Teaching  Assistantships & research grants | $3,009,228 |
| Undergraduate student scholarships | $676,955 |
| **Total Institutional Financial Support** | **$22,591,322** |

Since 2018, SBS supports a dedicated business manager, enhanced marketing and tech services, and support

for two new career track faculty. UA invests $1,206,432 in annual salaries for CLAS core faculty and staff. The Center maintains generous space including a resource library, faculty and GTA offices, conference room, and events area, that allow for an open and welcoming atmosphere. Institutional support bolsters CLAS’ vibrant K-14 educator outreach and community partnerships for public programming, media, and business outreach, with 175 events (2018-2021) reaching 11,964 participants.

UA’s institutional support for CLAS includes instructional salaries for its 168 affiliated faculty, totaling $16,204,536, which are adjusted for the percentage devoted to Area Studies and Language, including fringe benefits (Table A.1). Since 2018, at least 36 CLAS faculty affiliates were hired in new or replacement positions. CLAS affiliate faculty span more than 60 academic and professional schools, departments, centers, and research institutes (Appendix III), with 158 active research/teaching agreements with LA institutions and $15,006,461 dedicated for collaborative research with LA partners. UA’s support also includes an extensive LA library collection, currently with an investment in library acquisitions and staff of $192,687 (Table A.1).

Financial support for LAS graduate and undergraduate students is substantial, totaling

$3,686,183 (Table A.1). Currently, over 200 UA graduate students across campus are committed to the study of LA. Graduate Assistantships (GA), tuition waivers, or both, fund 85% of these students. Spanish & Portuguese (S&P) alone provides around 68 GTAs per year. Between 2017- 2021 UA sent 111 graduate students to LA with Tinker fellowships valued at $150,000, with matching UA support of $75,000. CLAS’ graduate students receive financial aid, ranging from tuition scholarships to GTA positions that waive up to $32,000 in tuition and includes a $20,000 stipend plus tuition/health insurance. Additionally, 5 non-resident MA students receive in-state tuition awards. CLAS students pursuing dual MA degrees in Law, Journalism, Public Health, and Public Administration also receive assistantships from their dual department home. The UA is the nation’s second largest destination of RPCV; every year at least 2 CLAS students receive Coverdell Assistantships. CLAS funds undergraduate students through departmental fellowships and scholarships, including Magellan Circle, Confluence Fellows, and numerous donor endowments. The annual total for undergraduates amounts to $150,000 from CLAS, which is supplemented by more than $500,000 in state and federal funding. Students also receive support from private sources, including 4 endowed donations and 3 scholarships, 3 of which are dedicated to field support or study abroad for Hispanic students; and extramural sources obtained by faculty. Since 2018, UA matched over 34 CONACYT fellowships from Mexico ($2 million);

hosted over 24 scholars from Chile (CONICYT), Colombia (Colfuturo) and Brazil (CAPES) ($651,000); supported an average of 33 university and high school students from northern Mexico per year ($727,9000). Since 2020, UA’s micro-campus in Lima, Peru has provided tuition scholarships to 253 Peruvian undergraduates ($1,154,250). The UA hosts the Consortium of North

American Higher Ed (CONAHEC), a major coordinator for LA university collaboration, with unique access to exchanges, information, and funding opportunities. CLAS is a key collaborator in a consortium with Universidad Autónoma de México (UA-UNAM), which is housed on campus and provides opportunities for student and faculty exchanges on security and bi-national trade.

# QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

* 1. **Instruction and Student Enrollment.** CLAS’ close collaborator, UA Department of Spanish and Portuguese (S&P), offers a high-quality

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| **Table B.1. Spanish and Portuguese Highlights** |
| Enrollments |
| 403 sections of Spanish (6 levels) with 10,311 in 2020-21,  8,016 in beginning and intermediate levels, 2,295 in upper division undergraduate levels and 90 at graduate level |
| 21 sections of Port (5 levels) enrolling 365 in 2020-21 |
| 337 Spanish Majors (33 in S&P option, 1,692 minors |
| 68 MAs & PhD enrolled |
| 859 enrolled in UA General Education courses |
| Programs |
| BA sub-plans: Span Lang, Lit &Culture; Hispanic  Linguistics; Span&Port; Translation and Interpretation |
| MA programs: Spanish with emphases in Lit &  Linguistics |
| PhD: Spanish & Hispanic Linguistics. Spanish has three  emphases: Border Studies, Hispanic & Luso Brazilian Lit and Cultures, and Hispanic Lit and Cultures |
| Study Abroad: Chile, Brazil and Costa Rica |
| Features and Achievements |
| Highest overall national enrollment in Span in MLA  (2013, 2016 reports) |
| Portuguese enrollment in 6th highest in the country (2016  MLA report) |
| MA LAS students required to take 1st semester of Portuguese for Spanish Speakers |

comprehensive study of Spanish and Portuguese from beginning levels through doctoral study (Table B.1). Beyond the 14 credits of language courses required of all undergraduates, Spanish majors take 2 upper-division credits, including intermediate qualifying courses in the language and 6 credits in Portuguese at the intermediate level. UA language courses are taught in classrooms equipped with cutting-

edge technology, such as the state-of-the-art Integrated Learning Center, which supports remote access and collaborative learning. CLAS’ BA/MA degrees require advanced proficiency in Spanish or Portuguese, which allies with the requirements of the new MA in Bilingual Journalism, and LA concentrations with Anthropology, Geography, and History doctoral programs. CLAS MA students study Portuguese for Spanish speakers and CLAS travel grants require language proficiency.

Student demand for Spanish and Portuguese language training is robust and growing, contrary to national trends. To meet growing student needs, S&P regularly updates its curriculum to engage a wide variety of undergraduate and graduate majors (Table B.1). A fast-growing major sub-plan in Translation and Interpretation offers students a program geared to employment in a high-demand field. The Critical Service Learning Program, which connects the interdisciplinary study of literature and culture with lived experience, has thrived by developing cultural literacy and civic engagement. A service-learning capstone is required for all majors. S&P also collaborates with the new UAOnline campus to offer language instruction through a minor and a BA degree, aligning the S&P to a UA strategic priority, and allowing it to train graduate students through remote modalities. With CLAS, it has also expanded study abroad and agreements with universities in Chile for dual-degree PhD programs.

* 1. **Levels of Language Training.** Many students arrive to UA with high-language competency in Spanish because of family and community language exposure and effective primary language programs in public education in Arizona. Students with a background in Spanish typically place in intermediate or advanced courses and ambitious students receive credit through the AP program, CLEP, and IB advanced level exams. UA builds on this expertise by offering a sequence of 6 levels of language instruction. Upper-division classes include cultural studies, Hispanic linguistics, translation and interpretation, and training for bilingual teachers. Spanish language courses dedicated to professional purposes (legal, health and business) are prioritized. Graduate work is offered at 2 levels (Table B.1). In addition to bolstering UA as HSI, S&P is one of the few programs in the country that offers 3 class levels of undergraduate Spanish for Heritage Learners. LA literature courses are often taught in Spanish or Portuguese and more than 90 area studies courses have readings in S&P, including courses taught by CLAS faculty. CLAS core graduate courses

(LAS 500 & 550) include Spanish readings, lectures and students are encouraged to submit projects in foreign languages. All LAS courses offered in conjunction with Study Abroad programs are taught in Spanish or Portuguese.

UA’s Portuguese Program is one of the largest in the nation. Portuguese is offered at 5 undergraduate levels and is a key part of the MA and PhD programs (Table B.1), including language, literature, culture, business Portuguese, and linguistics, as well as cross-curricular opportunities on campus and in a well-established summer program in Fortaleza, Brazil. The Portuguese Program hosts leading scholars in language acquisition, second language pedagogy, and Lusophone literatures and cultures. Since most students enrolled in Portuguese speak Spanish as a first, heritage, or foreign language, the program has developed specific pedagogical approaches for the teaching of sister or cognate languages and the curriculum includes tracks for Spanish and non-Spanish speakers. With CLAS through its 2016 UISFL Grant and current NRC/FLAS (2018-2022), the Portuguese Program received funding for curricular development to support UA’s HSI designation, including three online courses, PORT 305a: Portuguese for Spanish Speakers, PORT 325a: Intermediate Portuguese, and PORT 210: Business Portuguese for Spanish. In collaboration with the Center for Educational Resources in Culture, Language, and Literacy (CERCLL) and CLAS, the Portuguese Program online interface offers free activities for Spanish speakers to improve Portuguese skills. This resource is widely used by instructors and learners at UA and worldwide.

The Portuguese Language Program expanded its course offerings to other majors through hybrid First-Year Portuguese courses for English speakers and online Business Portuguese for Business Administration majors. With Title VI funds, CLAS funded curricular assessment tools, including Portuguese language learning outcomes. Through an NEH Humanities Initiatives grant

at HSIs institutions, this program is developing an online course on Portuguese for Healthcare Professionals. Two new initiatives created and piloted a computer-based Portuguese placement test and online activities for oral production and comprehension of L2/L3 Portuguese learners.

With support from a UISFL grant (2020-2022), CLAS launched curricular initiatives on critical Indigenous languages of Central America, including a new CA certificate program, new courses on language and culture, expanded experiential and study abroad opportunities, and public workshops. New courses for Maya language and culture include LAS 206: Introduction to Central American Studies and LING/LAS 3XX: Maya Language and Grammar (in process of approval). With partner institution Association for the Advancement of the Social Sciences (AVANCSO) in Guatemala, CLAS offers summer study abroad courses. With the pandemic, these turned into virtual courses in 2020 and 2021 and a 2020 virtual workshop on Maya Kaqchikel attended by 90 people across the US, including lawyers, volunteers in migrant shelters, and health care providers.

* 1. **Number of Faculty.** UA commits enormous resources to meet the demand for advanced language training, with direct financial support at nearly $2.5 million, not including the salaries of tenured and tenure stream faculty, totaling over $3.5 million. Spanish has 25 full-time faculty supported by more than 68 GTAs, and 34 adjunct faculty each semester. Portuguese is offered by 3 tenured faculty, 1 Professor of Practice, and 6 GTAs specializing in Lusophone literatures and cultures, linguistics, and second language acquisition. Maya Kaqchikel is offered by a linguistics professor at UA (Henderson) and an adjunct professor in Guatemala.
  2. **Quality of Language and Pedagogy Training.** UA faculty and students have garnered numerous prestigious awards for professional achievement. Two faculty members have won the University’s Five Star Teaching Award, its highest honor. The quality of graduate student teaching is assured by several measurements. All GTAs take a semester-long class on pedagogy and attend

regular teacher training and development workshops. Portuguese GTAs are mentored on a weekly basis by a senior Portuguese faculty member. Many UA faculty have experience as language coordinators and are trained in pedagogy, five are specialists in Hispanic Applied Linguistics. Most faculty have undergone The American Council on the Teaching of Foreign Languages’ (ACTFL) oral proficiency training in Spanish or Portuguese and have conducted research and authored articles and textbooks on language learning and teaching. Faculty have been hired to develop Spanish classes for UAOnline campuses and to coordinate the training of Humanities faculty/graduate students to teach online, while others have been part of a recent cluster hire in Technologically Enhanced Language Learning. Language programs employ a communicative, student-centered instructional model in beginner-to-advanced division classes. Performance-based instructional measures, such as portfolio assessment, are employed at the 200 level. All instruction provides rich target language input, and constructive and summative assessment in the foundational levels of languages are designed to measure progress in speaking, listening, reading and writing. CLAS has developed performance objectives in line with national and state standards for Spanish and Portuguese language students. Portuguese evaluation is based on a utilization- focused approach to longitudinally map students’ profiles and needs, which serves as a model for other programs in the nation.

Through a 2016 UISFL grant and current NRC/FLAS, CLAS invested in a strong Portuguese language program, laying the foundations for a vibrant Brazil Studies program and academic network. Additional NRC and FLAS funding will allow CLAS to significantly build upon this base, positioning UA to become one of the most prominent institutions for Brazil and Portuguese studies in the US.

# QUALITY OF THE CENTER’S NON-LANGUAGE INSTRUCTIONAL PROGRAM

* 1. **Course Offerings.** UA provides broad curriculum offerings across the disciplinary and regional spectrum, including 453 courses with at least 25% LA content and 138 with 100% LA content. Anthro, History, and Geography have the largest number of LA courses (Appendix I). UA offers 78 courses related to Mexico. Other courses cover the entire region or an emphasis on CA, Brazil, and the Southern Cone. During AY 2020-21, total enrollments for non-lang. courses with at least 25% LAS content was 19,915 at the undergraduate and 1,896 at the graduate level.

UA professional programs, including Business, Education, Journalism, Law, Public Administration and Public Health, offer 96 LA courses. CLAS has strategically expanded links with the professional schools through the development of 5 dual degree programs (Law, Public Admin., Public Health, Journalism, and Bilingual Journalism) and plans to offer 2 new dual degrees in the coming years with the School of Indigenous Governance and Development (SIGD) and the Human Rights Practice Program (HRP). Since 2018, UA has created new degree programs, including an BA programs in Food Studies & Criminal Justice, as well as MA/Certificate in International Security Studies (ISS), the brand-new Bilingual Journalism MA with CLAS, and the fully online BA/MA in HRP, all of which include substantial LAS content. Other programs focus on LA in significant ways; the College of Law offers a Master of Law in International Trade and Business with courses on NAFTA and LA regional trade policy and the Eller College of Management’s recently launched the McGuire Mexico Scholars, a women’s entrepreneurship initiative that focuses on Mexico.

* 1. **Course Depth.** UA has depth in Anthropology, with 65 LA content courses, and in History with 32 LA courses, 19 of which are 100% LA content. The History courses include strong area sequences on Mexico, Brazil, CA, Chile, and Argentina, and reflect topical strength in gender, revolutions, and the indigenous experience. Geography offers 25 LA content courses. Art History,

Mexican American Studies, Music, Political Science and Journalism are long-standing collaborators, offering 84 LAS courses. In collaboration with these and other UA units, LAS and its core faculty will develop new courses in the thematic areas of transitional justice and human rights, borders of the Americas, indigenous peoples and law, environmental change, food studies, development and public policy and security studies. LAS works closely with the School for Government and Public Policy (SGPP), which boasts 24 LA content courses, to allow majors to double count units toward both degrees and incorporate LA curriculum into its BA in Criminal Justice (CJ) and MA in ISS.

* 1. **Strength of Faculty.** All CLAS core faculty teach at least 3 LA related courses per year.

CLAS annually employs a teaching post-doc and an adjunct to cover the growing number of

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| **Table C.1. Regional Research**  **Interests of Faculty** | |
| Mexico | 98 |
| Central America | 25 |
| Caribbean | 12 |
| Brazil | 20 |
| South America | 25 |
| Gen. LA | 33 |
| Note: Many faculty have  expertise in multiple areas, sum exceeds total of 168 | |

CLAS-homed courses. 64 CLAS-affiliated scholars from over 14 depts. and 5 professional programs teach 2 or more LA area classes each year. The regional interests of the faculty span the entire hemisphere from Mexico and CA to the Caribbean, Brazil, and South America (Table C.1).

CLAS complements UA-mandated pedagogical GTA

training with additional

departmental sessions at the start of each year. Additionally, all GTAs receive instructional monitoring and mentoring by supervising faculty. Standardized teaching evals are administered each semester for the GTAs conducting discussion sections. The Graduate College and the UA Teaching Center offer a 10-credit *Certificate in College Teaching* for graduate assistants. CLAS GTAs from each cohort take advantage of this option. Additionally, GTAs are invited to attend professional development workshops for university educators organized by the UA CoE’s Teacher Ed Program. All CLAS core, affiliate and GTA instructors have access to UA professional

development certificates and workshops to improve pedagogy and delivery. UA Information Technology and the Office of instruction and Assessment (OIA) offers group or individual training on the latest technology and online platforms for use in classrooms including streaming video, online forums and digitization of course materials.

* 1. **Interdisciplinary Courses.** UA is committed to interdisciplinary coursework, research, and training. CLAS closely collaborates with 8 of UA’s prestigious interdisciplinary research centers, many integrated with professional schools: the Udall Center for Studies in Public Policy, the Southwest Center, the Institute of the Environment, the Bureau for Applied Research in Anthropology (BARA), Arid Lands Studies, the National Law Center for Inter-American Free Trade and the Indigenous Peoples Law and Public Policy Program, and the Confluencenter for Creative Inquiry. These collaborations have provided invaluable to LAS-related research, internship and course opportunities. Two LAS core faculty, Vásquez-León (BARA) and Wilder (Udall Center), share joint appointments with these centers, and LAS core faculty Javier Duran Directs the Confluencenter. These and other joint placements have produced 14 interdisciplinary courses (Table C.2).

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| **Table C.2. Interdisciplinary LAS Courses** | |
| Course | Cross-listed |
| LAS 230: Latin America: Food and Culture | FOOD, S&P |
| LAS 280: Brazilian Identity | ANTH, AFAS, S&P |
| LAS 306: LA Health in the Time of Pandemics | ANTH, CPH |
| LAS 312: U.S.-Latin American Relations | PA, POL |
| LAS 316: Sex and Salvation in Latin America | ANTH, GWS |
| LAS 348: Drug Wars and Oil Fortunes in Latin Amer. | ANTH, POL |
| LAS 354: Drugs and Violence in Mexico | PA, POL |
| LAS 356: Indigenous Resistance Movements | PA, POL |
| LAS 363: #BlackLivesMatter Across the Americas | ANTH, PORT |
| LAS 364: 20th Century Development in Latin Amer. | POL |
| LAS 365: Human Rights, Immigration Enforcement  and the Mex-US Border | GEOG |
| LAS 405/505: Sabores de México | FOOD |
| LAS 489/589: Central American Migration | GEOG |
| LAS 595N: Environment and Conflict in Latin Amer. | ANTH |

All LA-focused courses are interdisciplinary

in nature, particularly LAS 150B1 offered on rotation by LAS faculty from

diverse disciplines. The Freshman Colloquium on Border Issues (LAS 195A)

incorporates guest lectures by affiliate faculty, community professionals and includes a fieldtrip to Mexico’s northern border. CLAS’ 5 dual MA degree options draw an increasing number of applicants to the program with nearly 2/3 of 2018 LAS applicants seeking admission into dual degree programs. CLAS hosted courses are interdisciplinary in design and

practice. Departments with affiliated CLAS faculty have taken the initiative to cross-list many of their area and international courses with LAS to attract the program’s interdisciplinary students.

# QUALITY OF CURRICULUM DESIGN

* 1. **Undergraduate Curriculum.** CLAS serves UA undergraduate students through a BA degree and minor, dual majors, certificates, and general education (GE) courses (Table D.1). Student enrollment in LA area

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| **Table D.1. LAS Student Data**  **AY 2018-2021** | |
| LAS Undergraduate Major | 64 |
| LAS Undergraduate Minors | 104 |
| LAS Undergraduate Dual-Majors | 52 |
| Undergraduate Enrollment | 17,856 |
| Professional School Enrollments | 3,955 |
| # of non-LAS Students served | 6,244 |

courses has grown significantly in the last 5 years, from 12,805 to 17,856 (Appendix I).

After a recent program review, CLAS streamlined degree requirements and added ten 300- level courses on contemporary topics, 4 of which are required for majors. LAS majors complete a minimum 36 upper-division units, with at least 12 from required core classes, and 9 units from an approved concentration area. Remaining credits include electives, an Immersion and Engagement Experience (IEE), and senior capstone (Table D.2). With support from the Department of Education (DoE) UISFL Grants in 2016 and 2020, CLAS developed 4 new courses, scholars’ networks, and certificates in Brazil and Central American Studies. The 2018-2021 NRC leveraged hire, Dr. Graeter, established 2 undergraduate and one graduate course on public health in Latin America. With the Law School and American Indian Studies, CLAS proposes to use NRC funds to help create a School for Indigenous Governance and Development (SIGD) to offer BA and MA dual degrees with LAS.

In 2018, the LAS Senior Capstone course was redesigned to focus students on original research and build a portfolio of LA

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| **Table D.2 Summary of Degrees offered by CLAS** | | | | |
| **Degree** | **LAS Core Required Units** | **Elective units** | **Lang. Reqs** | **Req. Unit** |
| LAS BA  Major | LAS Core courses (12) LAS Concentration (9)  Capstone (3) & IEE (3) | LAS (9) | 5th sem. Span or Port | 36 |
| LAS BA  Minor | LAS courses (9) | LAS (9) | 4th sem.Span or  Port | 18 |
| CA Cert. | LAS CA courses (6) IEE (3) | LAS (6) | 4th sem. Span, or  Indig. Lang | 15 |
| Brazil  Cert. | LAS Brazil courses (6)  IEE (3) | LAS (6) | Portuguese  Proficiency | 15 |
| LAS MA | Core Courses and Thesis (12) Primary concentration (9)  Secondary concentration (6) | LAS (9) | Advanced Proficiency  in 2 Languages | 36 |
| PhD Minor | LAS Core Courses (6) | LAS (9) | Adv. prof in Span or Port | 15 |

curricular accomplishments. All LAS students complete the IEE requirement, typically through study abroad or a local or national internship.

LAS majors achieve second-language

proficiency beyond the UA required intermediate level, graduating with advanced Spanish. More than a dozen LAS majors and minors are participating in the highly rigorous Spanish/English Translation and Interpretation (T&I) program, with 7 courses leading to a minor or major in conjunction with LAS. UA has a strong Global Studies major with some 100 graduates a year, of which a third take 15 LAS credits or more. More than 25%

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| **Table D.3. Non-LAS Students Served by LAS Area Studies Courses**  **2018-2021** | |
| Non-LAS Academic Org | # Students |
| CALS | 252 |
| COE | 226 |
| COH | 1,152 |
| COFA | 143 |
| College of Medicine | 86 |
| COS | 1,282 |
| SBS | 1,886 |
| Eller College | 591 |
| All Others | 626 |
| **TOTAL** | **6,244** |

of LAS majors are in the Honors Program, and a growing number of undergraduates double majoring in the professional schools of health sciences, business, criminal justice, law and journalism are enrolled in LAS courses, often pursuing LAS minors and certificates (Table D.3).

The CLAS Undergraduate Committee, with the OIA

and the SBS Curricular Affairs and Advising team, conduct annual reviews of curriculum requirements and Student Outcomes Assessment. CLAS makes changes based on evaluations,

surveys, enrollment, and outcomes data. Starting in 2018, CLAS added 11 online and hybrid courses, and new 7-week courses, to accommodate more students. Since the pandemic, CLAS has pivoted to increased remote learning, with the support of Digital Curriculum Specialist Dr. O’Brien. LAS faculty utilized UA services like the Online Film Studio to enhance learning.

CLAS majors are the frequent recipients of highly competitive awards and accolades (Table D.4). For instance, although SBS graduates more than 1,200 students each year, LAS majors have won the SBS Outstanding Senior award 3 of 6

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| **Table D.4. LAS Undergraduate Student Awards and**  **Accomplishments, 2014-2021** | |
| **Award** | **# Students** |
| Outstanding Senior | 3 |
| Gilman Scholars | 15 |
| Magellan Scholars | 28 |
| Honors Students | 84 |

years. LAS students regularly win prestigious nationally- competitive scholarships such as the Gilman Scholarship and Magellan Circle Fellowship.

* 1. **Graduate Curriculum.** In CLAS’ interdisciplinary 2-year MA program, students designate 2 academic/thematic fields of study, gain advanced skills in 2 languages (Spanish, Portuguese or an Indigenous language), and complete core LAS courses in foundational theory (LAS 500) and field research methods (LAS 550). 85% of LAS MA students do original field research for a thesis, while 15% complete comprehensive exams. LAS students choose from over 150 classes in 32 departments, tapping into interdisciplinary faculty expertise. LAS faculty helped launch the online Master’s in HRP, and LAS faculty teach classes on Human Rights & Migration (Oglesby), Femicide (Tellez), and Peace-Building (Brewer Osorio) in LA. CLAS aims to create a graduate Security Studies Certificate with SGPP for security professionals in LA and the US.

The MA program attracts ethnically diverse applicants from across the country and abroad from a variety of disciplines. Current LAS MA enrollment (Fall 2021) is 23 students; 16 are female, 13 Hispanic, 1 Afro-Brazilian, 3 international students from Spanish-speaking countries, with another 5 dual citizens of Mexico and the US. CLAS has seen significant increases in highly

qualified Arizona residents as well as RPCV. Eleven MA students currently participate in one of the 4 dual degree programs: Public Health (6), Public Administration (3), Law (1) and Journalism

(1). These programs allow students to earn 2 separate MA degrees in 3 to 4 rather than 4 to 5 years.

LAS students benefit from graduate certificate programs, including Geographic Information Systems, Human Rights, Information Sciences, Medical Anthropology and the Teach for Arizona Program. LAS MA students have won many awards from Fulbright, Coverdell, Mellon, and Tinker. LAS MA students have won the UA Graduate Student Showcase twice in recent years for original research. With UA Confluencenter CLAS was awarded a UA Provost Investment Fund to create 5 scholarships for US-Mexico Borderlands projects annually for 4 years at $100,000 yr.

* 1. **Advising, Research, Study Abroad Opportunities.** LAS majors, minors and graduate students receive high-quality, personalized academic and career advising from CLAS core and affiliated faculty, who also mentor graduate students’ thesis research and serve on MA/PhD committees. CLAS offers extensive online advising and career information through its student listservs and website and helps students host peer advising workshops for resume and job interview preparation and to hear invited professional speakers. A dedicated LAS undergraduate advisor in the College of SBS, Dr. Kathryn Gallien, works closely with CLAS on degree requirements. The UA Career Services Center provides an array of career planning and job search resources, including career workshops, an online database, and career fairs. CLAS partners with the Center for Middle Eastern Studies (CMES) for annual career development and alumni speaker series to highlight careers in federal government and areas of national need.

Entering CLAS graduate students are assigned both peer and core faculty mentors. They form a faculty thesis or exam committee, comprised of one core faculty advisor and 2 other members from the core or affiliated faculty. To foster a sense of community, LAS hosts an annual

student retreat/orientation, field trips, and various LA-themed social events. The UA graduate college supports students through orientations, GTA training, funding, listservs, the Writing Skills Improvement Program, and the ThinkTank peer review center.

CLAS donor-funded endowments, UA stipends, and grants like the Tinker Field Research program support undergraduate and graduate research in LA (Table D.5). CLAS promotes campus-wide graduate research with FLAS fellowships (2001-05, 2010-2014, 2018-2022), Tinker grants

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| **Table D.5. Tinker Summer Research 2017-2021** | |
| Countries/Regions | Colleges |
| Mexico (31) | CALS – 1 |
| Brazil (13) | COE – 2 |
| Central America (22) | COH – 12 |
| Andes (22) | COS – 4 |
| Southern Cone (21) | CPH – 10 |
| Caribbean (2) | SBS – 79 |
|  | CFA – 3 |
| Total: 111 | Total: 111 |

(1996-2022), Edward J. Williams endowment (2008-2022) and the Peter Johnson Endowment (2014-2022). Between 2017-2021, Tinker grants were awarded to 111 students from 26 departments across 7 UA colleges, researching in 17 LA countries (Table D.5). Each year, CLAS organizes a Tinker Symposium where graduate students have the opportunity to present research and engage with an invited senior LAS keynote scholar. CLAS core faculty conduct application workshops for the FLAS and Summer Tinker Field Research Grants. The required Introduction to Latin American Studies seminar (LAS 500) includes a component on proposal writing. CLAS core faculty teach the required Qualitative Research Methods course (LAS 550). UA Global offers health and safety workshops to all students going abroad, and the Institutional Review Board trains, reviews, and certifies research projects.

LAS graduate and undergraduate students participate in an array of local, national and international internships. Many graduate students complete research-oriented internships with faculty, ranging from migration and border security to environmental education and international trade. The graduate and undergraduate Latin American Studies Student Organization (LASSO)

promotes CLAS activities, including a new 2022 student conference and journal, open to all UA graduate and undergraduate students.

Currently, UA sponsors 29 Study Abroad programs in LA, of which 4 are summer only; the others offer semester or AY terms. Nearly all LAS majors complete at least 1 study abroad experience. UA students can participate in programs offered by other U.S. universities and organizations like Cultural Experiences Abroad, or directly enroll in LA universities with which UA has direct exchange agreements. The UA has over 120 active International Memorandums of Agreement (IMOA) with LA universities for faculty and student research partnerships and exchanges, including 28 micro-campuses abroad. LAS advertises other institutions’ FLAS language programs, and our MA students have been awarded fellowships for summer language from Tulane, Kansas, Florida International and Pittsburgh Universities.

The UA works extensively to advertise and match students to study abroad opportunities. In addition to the UA Global study abroad database, CLAS has a study abroad webpage, and LA study abroad info-sessions led by core faculty supplement 2 UA Study Abroad Fairs each year. CLAS works with UA Global in pre-departure workshops, opportunities for returning students to share their experiences, new student orientations, and the Study Abroad and Meet Your Major fairs. Study abroad courses receive direct UA credit with options for honors and graduate credit, and students submit a final report. With NRC support, LAS launched a new summer study abroad program in Colombia on Peace and Reconciliation, as well as a Food Studies program in Oaxaca, Mexico and a FLAS-eligible Mayan Language Program in Guatemala.

# QUALITY OF STAFF RESOURCES

* 1. **Qualifications**. CLAS has many distinguished scholars and teachers, including within the UA President’s Senior Leadership team (Table E.1 and Appendix III). 21 CLAS faculty are Deans, Heads of departments, or Directors of research centers;

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| **Table E.1: CLAS Core and Affiliate Faculty Highlights and Awards, 18-22** | |
| Distinction | # |
| Leadership Positions at UA | 40 |
| Faculty with 50% time on LA content | 87 |
| Publications (peer-reviewed) | 571 |
| Awards and Recognitions | 236 |
| Grants | 96 |
| Fellowships | 154 |
| Nobel Peace Prize | 1 |
| Lifetime Achievement Awards | 8 |
| UA Teaching & Mentoring Awards | 48 |

9 are Regents Professors or Distinguished

Professors; 48 received UA teaching awards, including Five-Star Faculty chosen by students (Durand, Fitch). Alsua received the 2020 College of Management’s Most Valuable Professor. External teaching awards

include UNAM’s 2020 Distinguished Professor (Beezley), and the Conference of Latin American Geography 2021 Teaching Award (Oglesby). CLAS faculty are renowned researchers, with 12 recent Fulbright scholars, 4 recent ACLS fellows, 2 MacArthur fellows, 1 Guggenheim fellow, and 1 Nobel Prize winner (Liverman, former CLAS Director). Two CLAS faculty (Bloch and Bacelar da Silva) received the 2021 Early Scholar Career Award, UA’s highest award for junior faculty. One faculty (Peterson) received a 2018 Scholar Award from the LGBTQA Caucus of the International Studies Association and a Lifetime Achievement Award from the American Political Science Association. Another affiliate (García) was admitted to the Mexican Academy of Sciences and the Panamerican Academy of Engineering. Two faculty (Inomata and Triadan) were admitted to the Guatemalan Academy of Geography and History and received the 2018 Orden de Pop from the Popul Vuh Museum in Guatemala for lifetime achievement in Mesoamerican archeology. Two faculty member (Beezley & Rosales) received the OHTLI Award from the Mexican Government, while another (Finan) was named Honorary Citizen of Fortaleza and Guariciaba do Norte, Brazil.

UA’s long-standing strength in Mexico and the border, part of UA’s strategic plan, grew in 2019 with the Border Lab Initiative, a collaboration between CLAS core faculty (Durán) and

the Confluencenter, funded by an $800,000 Mellon grant. CLAS faculty expanded research and engagement in CA, including a $200,000 DOE UISFL grant for undergraduate curriculum and Mayan languages (Vásquez-León, Oglesby, Kashanipour, Henderson) and $4.8 million in NASA, NOAA, NSF, and Department of Defense (DOD) grants to research CA climate change and migration (Tellman, Anchukaitis, Osorio, Braithwaite).

CLAS faculty’s high-impact service includes coordinating the international Brazil Studies Network (Bacelar da Silva); International Advisory Board for the Consortium of Humanities Centers and Institutes (Duran); Executive Committee of the Modern Language Association’s (MLA) LLC Global Portuguese Forum (Bezerra); editor of Oxford Research Encyclopedia for Latin America (Beezley); editor of Studies in Hispanic and Lusophone Linguistics (Carvalho); 2018 LASA media spokesperson for border issues (Oglesby). Vásquez-León is PI (with continuous support 2009-2025) of the US Department of State SUSI for Latin American Indigenous and Afro- descendent Women Student Leaders. Brewer-Osorio, Vásquez-León and Oglesby were consultants with the Colombia Truth Commission (2020-2021); Brewer-Osorio is a fellow with the International Peace Research Association and was a 2021 Fulbright Scholar to Colombia. Wilder, appointed to the EPA's Good Neighbor Environmental Board (2015-2018, 2018-2000), advises the President and Congress on border environment issues.

CLAS’ Director Dr. Marcela Vásquez-León (50% administrative) is an environmental anthropologist, hired to lead CLAS in 2016 through an internal search. She reports to the SBS Dean and is assisted by a full-time Assistant Director, Colin Deeds (70% administrative, including internship coordination and community colleges (CC) collaboration). Deeds is a modern Mexico historian who holds an MA in LAS and is a PhD candidate in History. CLAS has grown remarkably since 2016, when the core of Center-based tenure track faculty went from 1.25 FTE to 4.25 FTE

in 2018 to 5.5 FTE in 2020. In addition to the administrative team, CLAS has 7 core tenure or tenure-track faculty and 2 career-track faculty, all of whom teach and advise students.

CLAS core faculty represent diverse academic disciplines and regions (Table E.2). With its own lines, CLAS has the flexibility to negotiate joint appointments that best enhance NRC priorities. Faculty

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| **Table E.2 CLAS Core Faculty** | | | |
| Faculty | Disc. | Expertise | % CLAS |
| Marcela Vásquez-León | ANTH | LA – environment/development | 100 |
| Antonio B. da Silva | ANTH | Brazil – race/ democracy | 100 |
| Susan Brewer Osorio | POL | Andes – social movements | 100 |
| Javier Duran | S&P | Mexico, Border – culture, lit. | 100 |
| Elizabeth Oglesby | GEOG | Central America –human rights | 75-GEOG |
| Stefanie Graeter | ANTH | Peru – health and extractive indust. | 51-ANTH |
| Margaret Wilder | GEOG | Mexico, Border – environment | 25-POL |
| Katherine O’Brien | ANTH | Andes – Gender and indig. peoples | 90-ANTH |
| Ryan Kashanipour | HIST | Mexico – indig. history and health | 60-HIST |

growth has led to an increase in LAS core undergraduate courses (from 31 to

41) and graduate courses (from 20 to 23) and an increase in student mentoring, grants, and outreach capabilities since 2018. In addition to the faculty and assistant director, CLAS has 5 staff members; 4 are bilingual (Spanish/English) or trilingual (with Portuguese). Senior Business Managers Martha Castleberry and Kris Hogeboom are shared with CMES and Judaic Studies; Clea Conlin is full-time Program and Outreach Coordinator, Senior, with a BA in LAS and an MA in Mexican History; Undergraduate Advisor Dr. Kathryn Gallien (half-time with History) has a PhD in Latin American history; Administrative Assistant Andrea Bennett has a BA in S&P. Two part-time students staff the reception desk and give administrative support, while receiving on-the-job training.

UA provides extensive Professional Development (PD) opportunities for faculty, including junior faculty development leaves and travel funds to attend professional meetings. SBS Research Institute (SBSRI) also gives summer grant-writing workshops, provides course releases for faculty research, and offers faculty seed grants. All junior faculty have a College-appointed faculty mentor in their area. UA OIA offers workshops ranging from online pedagogy to DEI initiatives. The HSI

Fellows Program for faculty and staff promotes mentoring and training of students from diverse backgrounds. UA supports Public Voices (PV) fellowships with the national Op Ed Project, which promotes female faculty and scientists; CLAS PV fellows Wilkenson-Lee, Tellez, Oglesby, Roth- Gordon, Carney, and Wilder published over 150 op-eds and media interviews.

For staff development, UA offers classes in job-related skills and management development. CLAS business managers and program coordinators have received training through Human Resources and Financial Records Systems (reporting, accounting, payroll, and procurement), and Sponsored Projects (grant application and reporting). UA and SBS also offer monthly staff PD workshops. Staff are encouraged to pursue additional higher education degrees at the UA, with substantial tuition reduction.

Of the 168 CLAS affiliated faculty, 87 spend at least 50% of their time on teaching, researching and advising students on LA content; 59 are full professors, 36 are associate, 22 assistant and 5 regents and 4 emeritus. CLAS core faculty devote 40% of their time to teaching and at least 10% to advising and mentoring, with the rest devoted to research and service. Graduate students have an assigned core faculty mentor until they choose an advisor. Each faculty member mentors at least 2 students per year in addition to serving on student committees. Core CLAS faculty Durán serves as CLAS Graduate Advisor.

* 1. **Oversight.** The Director of CLAS works closely with a 14-member Advisory Committee representing 5 colleges, 4 professional schools (Journalism, Public Health, Public Administration, and Law), and 1 LAS dedicated library staff. Members are diverse in terms of rank, ethnic background, and gender, and include a graduate and undergraduate representative. The AC guides CLAS programming and policy, reviews changes to the curriculum, advises on grant proposals, suggests new initiatives, and plays a key role in the Academic Program Review (APR), the next

of which will occur in 2022-2023. Core faculty and staff plan and oversee all curricula, outreach, and management activities of CLAS.

* 1. **Non-discriminatory practices.** The UA Office of Institutional Equity policy provides for “equal employment opportunity without regard to race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information.” Equal opportunity policies detail student, employee, and supervisor rights and responsibilities in Spanish and English. CLAS follows UA Equal Opportunity and Affirmative Action employer policies by actively recruiting minority applicants to faculty and staff positions. Of the 16 core faculty and staff members, 12 are female, 7 are Hispanic, 1 is Black, 2 are LGBTQI, 1 is physically disabled, and 5 are over the age of 50. CLAS consulted with the UA President’s Special Advisor on Diversity & Inclusion and the Office of Institutional Equity to assure that CLAS procedures attract application from traditionally underrepresented groups (see GEPA and Diverse Perspectives Statement for more detail).

# STRENGTH OF LIBRARY

**F1. Holdings.** The University of Arizona Libraries (UAL), including the Arizona Health Sciences and Law Libraries, represent the largest collection of materials in the Intermountain region and second largest in the US Southwest. UAL maintains more than 5,800,000 volumes in an array of formats, including 400,000 journals, and subscribes to more than 900 electronic databases, including those with 2,300,000 full-text eBooks in all subject areas. The library collections and services, including online and digital, circulation, interlibrary loan, and desktop-delivered services, are integrated into the instructional program and dedicated to enhanced learning and research. The UAL LAS collection is designed to support teaching, research, and learning across LAS, providing access to a rich selection of LAS reference materials, such as specialized monographs, electronic resources, and serial holdings.

UAL LAS collections are unparalleled in the region, totaling 342,899 titles with strengths in Mexico, the U.S.-Mexico Border, Brazil, Argentina, and Central America. UAL holds over 289,000 print titles, 37,000 e-books, 7,000 journals, 3,000 streaming videos, and over 5,000 print media (Table F.1). The collection provides access to information resources supporting LAS disciplinary

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| **Table F.1: UAL Holdings Specific to LAS** | |
| **Material Type** | **# of Titles** |
| Books (print) | 289,271 |
| E-books | 37,264 |
| Journals (print) | 1,168 |
| E-journals | 6,297 |
| Media (print) | 5,625 |
| Electronic media | 3,274 |
| **Total** | **342,899** |

research and teaching needs in English and across Spanish and Portuguese languages. UAL’s annual acquisitions budget was more than $15,000,000 from 2020-2022, with $55,000-$75,000 each year dedicated to Spanish and Portuguese language materials.

Among other services, UAL supports LAS through access to rare Spanish & Portuguese language periodicals and historical newspapers. With CLAS, UAL is currently building a digital collection of Mexican immigration

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| **Table F.2: UAL LAS specific Expenditures by Material Type** | | | | |
|  | **2018-19** | **2019-20** | **2020-21** | **2021-22** |
| Books (Print & E-Books) | $112,651 | $103,427 | $81,458 | $71,349 |
| Media | $3,220 | $4,138 | $508 | $508 |
| Databases | $15,087 | $12,444 | $14,380 | $14,380 |
| Print Journals | $1,190 | $3,255 | $2,094 | $2,094 |
| E-Journals | $8,547 | $9,161 | $9,055 | $9,055 |
| E-Videos | $5,094 | $3,100 | $5,192 | $955 |
| **Total** | **$145,788** | **$135,525** | **$112,687** | **$98,341** |

records from the early 20th century. UAL has exceptional archival strengths in the U.S.-Mexico border,

Mexican Art, Mesoamerican

ethnohistory, and SW Indigenous history. The [*Arizona-Sonora Documents Online*](http://www.library.arizona.edu/search/articles/dbfind?shortname=azsonoradocs)project provides digital access to archival collections relating to both sides of the border in three regional archives. UAL Special Collections hosts one of the nation's finest collections on the U.S.-Mexico borderlands, with recent acquisitions of the longest running Spanish-language newspaper in Tucson and sources on Indigenous peoples of northern Mexico. The Arizona State Museum Library, which operates under UAL, hosts over 90,000 volumes of rare and unique titles and more than 1,500 digitized microfilms related to archeology and ethnohistory of the SW and

Mesoamerica. Recent archival initiatives have resulted in the *Historic Mexican & Mexican American Press*, a digital collection of historical Spanish and English newspapers. Collaboration between CLAS and UAL has produced unique undergraduate and graduate opportunities, including the multimedia reporting project called *Reporting in the U.S.-Mexico Borderlands.*

Staffing for the UAL-LAS collection is resourced through several departments, such as Research and Learning, and Special Collections. Library staff support technical processing of acquisition and cataloging new LAS materials and contract with online providers for additional essential Spanish and Portuguese sources. UAL Collection Services manage physical and digital collections as well as consortia agreements. UAL faculty liaisons, particularly LAS dedicated librarian Anthony Sanchez, work directly with CLAS faculty and students to support curriculum and research.

**F.2. Cooperative Arrangements.** UAL is committed to long-term stewardship and access and has cooperative programs with a range of libraries and online partners, including the Association for Research Libraries, Center for Research Libraries, HathiTrust, Latin Americanist Research Resources Project, RAPID*,* Greater Western Library Alliance, Western Regional Storage Trust, Arizona Universities Library Consortia, and Arizona Archives Online, all providing access through digital mediums, interlibrary loan, and document delivery.

# IMPACT AND EVALUATION

* 1. **University Impact.** The impact of CLAS is noted in its last external review, which found that “CLAS is operating at an amazingly high level and it remains one of the top Centers for Latin American Studies in the country, a reputation and presence that not only directly enhances a wide

range of units on campus, but the UA as a whole.” In the years since, support for CLAS from central administration almost doubled (see Table A.1.) and for the 2018-2021 grant cycle, CLAS secured $1.3 million in institutional support over four years, including a leveraged

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| **Table G.1: UA Students and Faculty Benefitting from CLAS Programs, 2020-2021** | |
| LAS Undergraduate enrollments | 17,856 |
| LAS Language Enrollments | 22,673 |
| Undergrads with 15+ LAS credits | 160 |
| Undergrads completing LAS minor | 104 |
| Grad students completing LAS MA | 23 |
| % Grad who complete LAS theses or diss. | 85% |
| Total # of outreach events | 175 |
| % of outreach events with UISFL funding | 20% |
| # of International Linkage Agreements | 25 |
| # of faculty funded to present in LAS confs. | 45 |

TT faculty line and support for two career-track positions. The numbers of students and faculty who benefit directly from CLAS activities is truly vast (Table G.1).

CLAS plays a central role in internationalizing UA’s curriculum and aligns with the institutional strategic priorities. Highlights (Table G.2) include: (1) hiring 36 new LA-affiliated

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| **Table G.2 Highlights of CLAS NRC Activities 2018-2021** | |
| Leveraged Grants | UISFL 2019, Mellon *Fronteridades* 2019*,* Tinker Foundation 2020, State Dept. SUSI  (2019-2022 & 2022-2025), Longview Foundation 2020, Provost Investment Fund 2021 |
| Leveraged Tenure  Track Faculty Hire | Tenure track line with FTE in LAS and Anthropology. New course developed LAS  306 Public Health in Latin America, book manuscript finalized, service & advising. |
| Leveraged Career  Track Hire | Career track line in CLAS to teach courses (LAS 150, LAS 316, LAS 460/560), digitize  existing courses for online, and oversee new General Education course overhaul |
| Partnerships Created | Brazil Scholars Network, Central America Scholars Network, Southwest Seminar,  FLAS Partners (Kansas, Tulane, Pitt, Vanderbilt & FIU), UA Global Micro-campuses |
| Outreach Events | 175 events, 11,964 participants (653 K-12 Educators) (1,149 CC Educators) |
| Community College &  MSI Collaborations | Pima CC, Cochise CC, Arizona Western CC, Mesa CC, Yavapai CC and the Maricopa  CC District of 10 campuses (9 of which are HSI). |
| Courses Created/  Enhanced for Online | LAS 150B1, LAS 206, LAS 280, LAS 306, LAS 316, LAS 348, LAS 354, LAS 356,  LAS 367, LAS 489/589 |
| Students Funded | FLAS Fellows (70), Oaxaca Field Study (20), Guatemala (12), Brazil (10), Colombia  (5), Undergraduate Work Study (6), Graduate Assistants (5). |
| Faculty Funded | Over 30 Line Item NRC Projects & 60 Travel Awards Budgeted |
| Conferences Sponsored | *Environmental Defenders* w/UF; *Intercultural Competence ICC* w/ CERCLL and CMES; *Internationalizing CC Curriculum* w/ CMES and CERCLL; *Binational Water Governance w*/ Geography and UNAM; *New Political Movements* w/SGPP; *Border*  *Crossings from Mex to Arg.* w/ History and Gender and Women’s Studies; *En Transito: Art, Migration and Resistance* w/ S&P and the *Trester Music Festival.* |

faculty since 2018 (see Appendix III), including two full lines in CLAS (Graeter & Brewer- Osorio); (2) new agreements signed with CONACYT and CAPES with the UA as a prioritized institution for funded students from Mexico and Brazil; (3) increased enrollments in LA-content courses by 20% in the last 5 years, with 17,856 students in 357 courses, and language enrollments

of 22,673 in 125 courses; (4) nearly 300 current LAS majors, certificate, MA and PhD students studying or doing research on LA; (5) UA institutional support for major LA-focused grants from the Ford Foundation, NOA, NASA, NSF, NSEP, NEH, and the Americas Foundation; (6) establishment of the UNAM headquarters in Tucson as part of the UA-UNAM Consortium; (7) establishment of a Mexico City office to expand UA scholarly reach in Mexico and Central America; and (8) newly established UA micro-campuses in LA.

Previous Title VI NRC-FLAS (2000-2003, 2004-2006, 2010-2014, 2018-2021) and UISFL

(2014-2016 Borders of the Americas, 2016-2018 Brazil & 2020-2022 Central America) grants have made a lasting impact on campus. CLAS Title VI-leveraged hires have developed 6 general education courses, introducing 700 freshmen to the study of LA each year. CLAS launched a UISFL-sponsored Brazil Studies and Portuguese language program with 3 new area studies courses, 2 new online Portuguese courses, an immersion internship experience for undergrads abroad, a scholarly network for media and outreach requests, and an undergraduate certificate. UA Portuguese grew to more than 475 per year. A more recent UISFL grant allows CLAS to carry out similar activities for Central American Studies. Additionally, new LA-content classes in Ecology, Economics, Geography, Law, and Planning/Public Policy became part of UA’s core curriculum.

The recruitment of grad students with interests in LA indicates that programs in Anthropology, Art, Geography, History, Political Science, Journalism, Public Health, Public Administration, Law and S&P utilize the reputation and resources of CLAS. This reputation is evident; as noted in the 2015 external APR of CLAS “the Center thrives as a focal point of intellectual activity and practical engagement on campus," trains MA students who "produce near Ph.D.-level theses," and provides “a stream of students steeped in interdisciplinary training essential to the success of many other graduate programs on campus.” In the last 4 years, CLAS

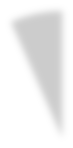
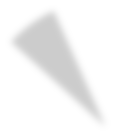
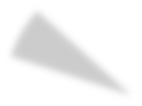
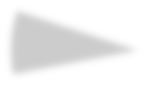
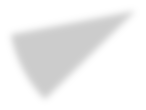
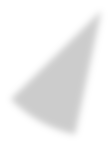
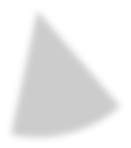
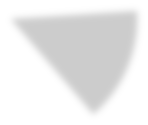
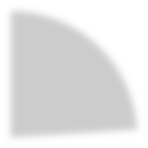
funded 111 graduate students for pilot research in LA, increasing possibilities for successful application to Fulbright, NSEP, NSF, and NEH grants. During the past FLAS cycle, the UA provided 20 tuition waivers and pledged another 20 in the next 4-year cycle.

As stated by external reviewers, a notable strength of CLAS is “the truly remarkable range of outreach activities that have been so central to the vibrancy of CLAS.” CLAS activities have generated much enthusiasm with a significant impact on the community and region (Table H.A.1). During the 2018-2021 NRC cycle, CLAS organized over 175 events, with nearly 12,000 attendees. We have developed successful K-16 outreach programs that involve more than 600 K-12 teachers and over 1,000 CC educators through events, newsletters, list-serves and materials. For business outreach, CLAS collaborates with the Office of the Governor, the Arizona-Mexico Commission, the State Department of Commerce, and community groups such as the Mexican Cultural Center, Fundación Mexico, Hispanic Chamber of Commerce, and UA Economic Development units, by co-sponsoring events, conducting joint research, and providing economic development assessment. LAS scholars achieve a national impact through their publications, service on editorial boards and professional organizations, advice to government leaders, contribution to media outlets, participation in non-profits, and private sector service. The biographical data in Appendix III lists 571 peer reviewed publications, 236 Awards and 96 Grants by CLAS affiliated faculty, as well as significant public-facing impact including interviews with *The New York Times*, *The Economist*, *Science*, Associated Press, Reuters, Financial Times, ABC, and CNN.

CLAS has an international reputation for significant programs and initiatives. The SUSI Program has brought over 400 student leaders from LA since 2009 and more than $4 million in funding from the Department of State. The SUSI alumni network has opened doors in LA for UA faculty and student collaboration in government, non-profit and educational sectors. The Political

Innovation Academy, has helped train over 150 community leaders in Argentina, Brazil, Chile, Mexico, and Peru, who work with government and private sector counterparts in the US.

* 1. **Student Placement.** Since 2015, UA students have produced over 200 dissertations and theses on LA themes, and more than 300 BA majors, and 60 LAS MA degrees have been awarded. Nearly a quarter of all CLAS MAs move on to graduate and professional degrees within 3 years of graduating, and two recently received competitive NSF graduate fellowships. Charts G.1 and G.2 summarize CLAS graduate and undergraduate student placements, showing diversity of career paths after graduation in education, including high school and CC instructors and administrators, journalists or writers, non-profit employees, professionals with Law or Business degrees, business professionals, and government



**Chart G.1 LAS Graduate Student Placement 2015-2020**

**Other**

**Military 7%**

**Sec. Ed. 7%**

**7%**

**Higher Ed 24%**

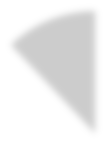
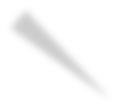
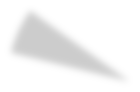
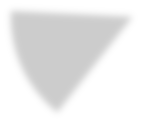
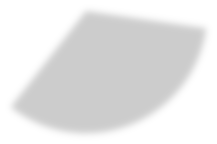
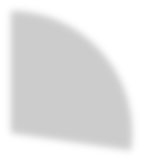
**Media 8%**

**Health 9%**

**Private 14%**

**Gov't 9%**

**NGO 15%**



**Chart G.2 LAS UGrad Student Placement 2018-2021**

**Int'l Sec. Ed.**

**Org 3%**

**12%**

**Local Gov't 6%**

**Fed**

**Higher Ed 27%**

**Gov't…**

**NGO 15%**

**Private 34%**

employees. Each year we invite alumni to speak at the CLAS careers fairs. Nearly 85% of UA MA students complete a thesis and many complete doctoral programs before assuming faculty positions to teach LA area or language courses. Departments such as S&P, Anthropology, History and Geography have placed more than 75 Latin American specialists in faculty positions in the last 5 years. At least 6 past FLAS fellows are now in government employment; 2 teach languages

at West Point, while others work in academic settings and the legal profession. CLAS is developing a new web platform, as well as social media, to improve tracking student placement data.

* 1. **National Needs.** CLAS contributes to national needs by generating first-class scholarship, exceptional teaching, and critical mentoring of diverse groups of graduate and undergraduate students. The goals outlined in Section I attest to the importance of these topics for CLAS faculty and students. CLAS’ robust outreach program will play a critical role in disseminating info to the public that highlights faculty and student research and contributors to national media forums on international affairs. CLAS offers annual career development and alumni speaker’s series to highlight careers in federal government and areas of national need, and NRC support will expand these events focused on PD (See National Needs Statement and Outreach Section for more details). CLAS proposes to enhance and expand language offerings in critical and Less Commonly Taught Languages (LCTL) with NRC strategic funds and will dedicate 100% of FLAS Fellowships to those languages (See Section H.B FLAS Section for more information).
  2. **Evaluation Plan.** UA and CLAS are dedicated to program evaluation, reporting and improvement, illustrated by a record of providing resources and support. UA passed the Higher Learning Commission 2020 accreditation with high marks. All UA programs regularly undergo rigorous external APR involving internal and external evaluation of qualitative and quantitative data on student performance, graduation rates, graduate placement, sponsored projects, faculty productivity, space utilization, and attendance at outreach activities and budget. The 2015 APR for CLAS resulted in extensive recommendations and institutional commitments. CLAS will complete an APR in 2022-2023 including thorough reviews of the UISFL and 2018 NRC/FLAS awards.

NRC funds will be dedicated to strengthening evaluation strategies and assessing the impact of CLAS’ program, overseen by Dr. Allison Titcomb, an external evaluation specialist. Dr.

Titcomb has over 30 years of experience in program and evaluation planning, design and implementation, with NSF/NASA/NIH/USDOE and other federal and state-funded projects. She has provided technical assistance for a variety of education programs, including state-wide, multi- site, multi-method evaluations covering a broad diversity of multi-cultural program participants. Her training and expertise in evaluation and research methods include design of questionnaires, surveys, focus group and interview protocols, statistical analysis and interpretation.

CLAS’ evaluation logic model for 2022-2025 (Table G.3.) seeks to use systematically collected and transparent evaluation data to enhance planning, dissemination, and administration of CLAS initiatives; to document and monitor the impact of those initiatives at various levels (within the UA, with community partners and the general public); and to determine the effectiveness of CLAS programs in meeting Title VI standards.

Dr. Titcomb’s main role will be as consultant to CLAS faculty and staff to assure reliability and appropriateness of methods and use of results to improve programs. CLAS staff will document and collect data on course development, enrollment, workshop attendance and other performance measures. Dr. Titcomb will assist with review, revision and creation of surveys and protocols. Meetings with project staff and faculty will include annual evidence-based discussions on successes and challenges and adaptive actions to strengthen project goals and performance.

The activities and outcomes described in Table G.3 are the main targets and organizing themes and scope for the CLAS evaluation. Key deliverables include: annual detailed evaluation plans; progress reports on results of the formative evaluation process (e.g., implementation of the main components, progress on performance measures and activities); and final reports on the effectiveness of the project components to meet larger goals. The results of the annual assessment will be used to improve the program in the following year. Key questions for the outcome

(summative) evaluation include the following: What evidence exists that the program achieved its goals and objectives? What other changes occurred that were not anticipated at the onset of the grant? What evidence exists that the long-term goals (beyond the scope of this project) may be

achieved? What elements of the project are likely to be sustained past the grant period?

|  |  |  |  |
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| **Table G.3. Program Evaluation Logic Model** | | | |
| Goal 1: Increase collaboration w/ UA CoE, pre-service, & K-12 teachers. | | | |
| INPUTS | ACTIVITIES | OUTPUTS | OUTCOMES |
| 1. Funds for CoE leveraged hire 2. CERCLL, CMES, CEAS, & ACIGS   collaboration   1. Portuguese for HS Spanish Teachers | 1. Create new courses toward Global Ed. Major & grow ISCC 2. PD workshops and conferences 3. Workshops, conferences, Study Abroad | 1. # courses created and # pre-service teachers reached 2. # K-12 teachers trained, # lesson plans/resources created 3. # Spanish teacher/student participating, # language curriculum materials created | 1. Asst Prof of Int’l Ed Hired, course dev., GE major planning begins 2. New K-12 curricula in place 3. Innovative Lang. teach methods disseminated; teachers’ skills improved |
| Goal 2: Strengthen & develop sustained collaborations with MSI’s and Community Colleges | | | |
| INPUTS | ACTIVITIES | OUTPUTS | OUTCOMES |
| 1. Institutional support and funding for CC Outreach 2. Academic support for LCTL training at MSI’s 3. Support for Summer Inst. w/Border Univ. | 1. ISPP, Annual CC conf., Film Series 2. Workshops and curriculum dev. 3. Experiential Learning summer Inst. | 1. # Inst. Represented, # events & attendees, content developed for CC courses 2. # Lang instructors trained, # of guides & modules created 3. #K-14 teachers trained, # curricula created | 1. Sustained CC partnerships, teachers skills enhanced, LAS content disseminated 2. Innovative LCTL teaching methods tested and dissem. 3. Increased teacher   understanding & pedagogy of LA & immigrant student exp. |
| Goal 3: Strengthen Student’s LA area studies proficiency, career training, and language learning opportunities | | | |
| INPUTS | ACTIVITIES | OUTPUTS | OUTCOMES |
| 1. Instructional support for online curriculum development 2. Funds for faculty liaison initiative 3. Support for UNHR Campus Projects | 1. Create and enhance digital curriculum 2. New Security Studies crosslisting and engagement experiences 3. Articulate and crosslist existing courses | 1. # online courses created and enhanced 2. Security Studies curriculum & certificate 3. BA Track and Dual MA degree with SIGD | 1. Expansion of Fully online LAS Minor 2. Students trained for security careers across areas of national need (ANN) 3. Sustained collaboration w/ new SIGD |
| Goal 4: Promote Institutional Collab & enhance community outreach to promote diverse perspectives. | | | |
| INPUTS | ACTIVITIES | OUTPUTS | OUTCOMES |
| 1. Academic Unit support for CMES, CEAS, & ACIGS 2. Fac. Support for Afro-Latino Studies Program/ network 3. Funds for international partners | 1. Lecture series, symposium & conferences 2. Enhance Brazil Network & build Afro-Latino partnerships 3. Costa Rica Journalism Network & ARENET Women of the Americas Project | 1. # of events and participants   2, # of institutions & academic partners  3. # of journalists & newspapers, media content produced | 1. Sustained partnerships & increased understanding of LA by general public 2. Int Inst. Agreements & Afro-Latino Cert. 3. Increased understanding & appreciation of press freedom & women’s issues in the region. |

The overall design of the evaluation includes a mixed-method approach, with quantitative and qualitative data (Table G.4), including the following data collection methods: 1) interviews and focus groups (e.g., staff members, faculty/teachers, students) for selected workshops and networks; 2) questionnaires and surveys (online or hard copy, depending on audience and topic needs); examples include pre and post surveys of workshops; modification of existing surveys and design of new survey questions); and 3) reviews of documents (e.g. attendance records, enrollment reports, student course evals, teacher curriculum outlines, student and teacher journals, outreach/community engagement documents, exhibits and websites).

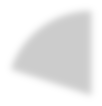
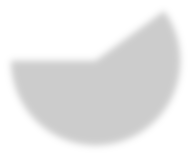
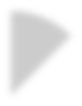
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| **Table G.4. CLAS Evaluation Plan & Timeline Summary** | | | |
| Year 1 | Year 2 | Year 3 | Year 4 |
| -Interim NRC Report  -Annual NRC Report  -7 Year Academic Program Review  -External Eval Specialist:  -Review data & reports  -Focus Groups Goals 1&3  -Summary Report  -Fac/Staff Respond & Adjust | -Interim NRC Report  -Annual NRC Report  -Faculty Retreat Response to APR  -External Eval Specialist:  -Review data & reports  -Focus Groups Goals 2&4 and FLAS Fellows  -Summary Report  -Fac/Staff Respond & Adjust | -Interim NRC Report  -Annual NRC Report  -External Eval Specialist:  -Review data & reports  -Focus Groups CoE and Language Partners  -Summary Report  -Fac/Staff Respond & Adjust. | -Interim NRC Report  -Annual NRC Report  -External Eval Specialist:  -Review data & reports  -Focus Groups Project Partners & FLAS  Fells.  -Final Report  -Fac/Staff Plan for Future NRC Activities |

In addition to program-specific evaluations, CLAS courses and activities are evaluated through regular UA-mandated faculty and staff performance reviews. The CLAS curriculum committee and academic coordinator assess course reviews and make improvements as necessary. UA teaching is measured through course evaluations and pre and post-tenure performance reviews.

Arizona Board of Regents mandates that more than 80% of freshmen courses are taught by ranked faculty, including writing-intensive courses and small colloquia. CLAS implemented rigorous student outcomes assessments that include measures of language and writing proficiency, preparation interdisciplinary approaches to LA, and basic knowledge of the culture, society and economy of the region. The CLAS Senior Capstone measures student outcomes through surveys, feedback sessions, and rubric-graded student portfolios. CLAS uses Qualtrics for exit surveys to

graduating students and social media platforms to track placements. CLAS will consult with Dr. Titcomb to revise its monitoring system with more information on training needs, alumni placement, and the multiplier effects of events. CLAS has established clear, quantifiable, and realistic goals and objectives with a high likelihood of success. CLAS stakeholders are committed to fulfilling all grant reporting requirements, with thoughtful feedback for program improvement.

* 1. **Equal Access to Participants.** As an HSI, the UA and CLAS directly engage members of under-represented groups through public education and outreach programs. UA facilities conform to ADA regulations. Located in a premier retirement state, UA assures elder and disabled access to programs and facilities. Each year, UA offers at least 12 extended university and adult learner courses focused on Mexico, and 8 LA-focused distance-learning courses. LAS courses and majors attract a high proportion of undergraduate



**Chart G.3 LAS Undergraduate Majors Ethnicity Data, 2020-2021**

**White Amer. Indian/Alaska Native 20%**

**Not Specified 5%**

**12%**

**Asian**

**3%**

**Hisp/Latino 60%**

Hispanic and female students (Chart G.3) mentored by our diverse faculty and staff. Additionally, CLAS creates diverse, accessible programs for non-traditional students. Prior to 2020, CLAS had transformed over 50% core

courses into online, hybrid and 7-week courses, with the remaining courses moving online during the pandemic. We retain older and minority students in our graduate programs through advising, flexibility and financial aid. CLAS offers annual workshops and proposal development assistance open to all.

# A. OUTREACH ACTIVITIES

* + 1. **Elementary and Secondary Schools*.*** CLAS is in a unique position as an Outreach hub for LA content, serving as one of only two NRCs in the Southwest. CLAS outreach efforts

prioritize improving K-12 education and reaching educators and students in underrepresented communities and Minority Serving Institutions (MSIs) in the Southwest (Table H.A.1).

CLAS is a key stakeholder in the Tucson Regional Educator Collective (TREC) serving over 1,000 local K-12 educators. In collaboration with CMES, CERCLL, CoE, and the Tucson Unified School District (TUSD), CLAS organizes intensive weekend workshops, offering teachers UA continuing education

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| **Table H.A.1 Outreach Highlights 2018-**  **2022** | | |
| Outreach Activity | # | Participants |
| Conferences, Panels,  Symposia | 28 | 1,875 |
| Lecture Series | 60 | 2,231 |
| Cultural Events | 15 | 1,468 |
| Film Screenings | 14 | 2,645 |
| Presentations, Exhibits | 45 | 3,092 |
| K-12 Workshops | 13 | 653 |
| Total | 175 | 11,964 |

credits. From 2018-2021, CLAS offered 13 K-12 workshops reaching 653 educators. These CLAS K-12 workshops are measured by evaluations, surveys and feedback. Additionally, During the 2018-2022 cycle, CLAS digitized over 20 years of K-12 curriculum units and created a free online database of more than 200 resources for K-16 educators. CLAS, in collaboration with UA partners in CMES and CoE, developed *Road Maps: Around the World Adventure*, a virtual immersion activity. To date, *Road Maps* has reached over 50 educators and over 700 students worldwide, making international immersion more accessible to underserved students. In 2021, the Kuwait American School implemented Road Maps for grades 6-12.

During the 2019-20 AY, CLAS, along with CMES and the US Department of State, facilitated and organized the *Arizona-New Mexico Regional Global Teaching Dialogue: Resources and Opportunities for K-12 Educators*. The conference brought together 75 educators from rural Arizona and New Mexico to UA to discuss challenges of internationalizing classrooms in rural locations. In 2021, CLAS facilitated the *Mayan Mexico Educator Trip*, which took 12 educators from across the US on a 10-day professional development program to the Yucatán. The 12 educators serve over 1,300 students from across the country annually.

From 2018 to 2020 CLAS’ Outreach Coordinator (Conlin) visited local high schools, reaching over 1,073 underserved students in TUSD’s Culturally Relevant courses. In 2021, CLAS core faculty, Bacalar da Silva, collaborated with the Philadelphia and Columbus Council on World Affairs to present the “Global Movement for Black Lives” workshop to an audience of over 1,200 K-12 students. With UA’s HSI designation, CLAS’ K-12 work is critical for promoting LAS resources for incoming Hispanic students, bridging their entrance to UA.

* + 1. **Postsecondary Institutions.** In addition to K-12 outreach, LAS facilitated a wide range of programs and events, reaching 11,964 participants across 175 events. For example, from 2018 to 2021 CLAS Charlas Con Café Lecture Series featured 60 UA CLAS core/affiliate faculty, and international scholars reaching 2,231 students, faculty, and community members.

CLAS, in partnership with CMES and CoE, offers the “Curriculum Internationalization Certificate” for pre-service students, which promotes the inclusion of international curriculum in the classroom. A highlight of the collaboration is the successful application of a Longview Foundation Grant to train 30 K-12 educators annually in multi-modal technologies to help design virtual field experiences. CLAS also collaborates with CERCLL in the annual Intercultural Competency Conference (ICC) on digital literacies attended by over 200 national K-12 teachers.

CLAS Outreach Coordinator (Conlin) serves on the board of the CLASP Outreach Committee, collaborating with 37 LAS Centers to provide professional development, teaching and book awards, guest speakers, and other resources for K-12 educators. In the 2018-2022 NRC grant cycle, CLAS collaborated with University of Florida (UF), on an annual Environmental Justice Conference bringing together 24 scholars and 295 students. Additionally, we collaborate with CMES on 10 educator workshops, 4 distinguished lectures on Human Rights and Comparative Borders, and 8 Professional Development Workshops.

From 2018 to 2021, CLAS conducted 13 outreach activities with postsecondary MSI and CC partners, engaging 1,149 participants (Table H.A.2). CLAS organizes, along with CMES and CERCLL, an annual CC Conference on

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| --- | --- | --- |
| **Table H.A.2 Community College Activities**  **2018-21** | | |
| Outreach Activity | # | Participants |
| Internationalizing  Curriculum Conference | 5 | 634 |
| MIGA Conference | 4 | 300 |
| Professional Development | 4 | 215 |
| Total | 13 | 1,149 |

Internationalizing Curriculum, with 634 participants from 25 CCs since 2018. CLAS Outreach Coordinator serves on the Maricopa Community College District

(MCCD) Global Forum Steering Committee, and most recently cosponsored the four-part MIGA conference, *The African Diaspora in Latin America*, which reached 300 participants at 10 CCs.

CLAS and CMES facilitate and sponsor the International Studies Partnership Program (ISPP). The semester-long fellowship pairs CC educators with UA faculty; it provides access to UA libraries and resources, and a stipend of $500 for course materials. Since 2018, nine CC Fellows have participated and developed 12 new curricular activities or lesson plans.

* + 1. **Business, Media, and General Public*.*** CLAS collaborates with the U.S. Department of Commerce (DoC) on workshops with businesses about import/export regulations and protocols. CLAS is an institutional member of the Arizona-Mexico Commission (AMC), whose mission is to promote economic security and prosperity in the Arizona-Sonora border region. CLAS faculty are consultants on AMC committees on Agriculture, Energy, Health Services, Mining, Tourism and Transportation. CLAS partners with the US DoC International Trade Administration on Export Assistance Workshops geared toward Latin American markets. CLAS offers lectures on US-Latin America economic relations, with events on the US-Mexico Trade Agreement (USMCA) and Mercosur. CLAS faculty provide outreach to the Davis-Monthan Air Force Base through lectures on security in LA.

CLAS regularly collaborates with local non-profit organizations such as Casa Alitas, Colibrí Center for Human Rights, Amigos de las Americas, and Borderlinks through community events and funding student internships. Additionally, CLAS collaborates with the Tucson Cine Mexico, which premieres the latest films from Mexico with annual attendance over 2,000.

CLAS faculty regularly respond to media requests and appear in nationally recognized newspapers and media outlets. Since 2018, CLAS core faculty have given 150 media interviews and participated in 66 audio, video, or podcast media

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| **Table H.A.3 Growth of Online**  **Outreach Platforms 2018-2021** | | | |
| **Platform** | **2018** | **2021** | **% ^** |
| Facebook | 826 | 2061 | 150% |
| Twitter | 202 | 422 | 109% |
| Instagram | 0 | 523 | 523% |
| Newsletter  subscribers | 207 | 1094 | 428% |
| Website views  (monthly avg.) | 3213 | 5771 | 80% |

projects. CLAS maintains an active social media presence (Table H.A.3), communicating with a large number of students, faculty, community members, and international partners to promote events, scholarships, and courses.

# FLAS AWARDS.

FLAS fellowships allow UA to recruit high quality and diverse students across campus, providing them with the understanding of the cultures and languages of LA. The skills and tools they develop through CLAS programs position them to succeed in government, business, nonprofit, and education sectors in Arizona, the United States and beyond. CLAS proposes AY & Summer eligibility for Portuguese, and Summer eligibility for Indigenous languages Quechua, Kaqchikel, Nahuatl, Guarani & Haitian Creole (to be coordinated in conjunction with partner field schools at Pittsburgh, Kansas, Tulane, Utah and Florida International University FIU respectively). UA requests 5 academic year FLAS fellowships for graduate students, 6 AY fellowships for undergraduate students and 8 total summer awards split between graduate and undergraduate students. CLAS priorities for the FLAS build upon our strong record of providing graduate students with essential practical language skills. In past cycles, FLAS fellowships, with CLAS

hires in Brazil Studies (Da Silva) and Portuguese instruction (Bezerra, Carvalho), increased enrollment of students using Portuguese skills in their research and career pursuits.

* + 1. **Advertising of FLAS.** CLAS advertises availability and selection criteria through flyers (paper and digital) and emails sent to all UA colleges, schools, departments, research support offices, the Graduate College, and posted on social media platforms. The UA Office of Scholarships and Financial Aid includes FLAS information on its newsletters and e-blasts, as does the Graduate Center on Fellowships. FLAS materials are displayed prominently on the CLAS website and included in application packets for prospective MA and PhD minor students. CLAS targets professional school students through their admissions offices and existing dual degree programs, and underrepresented groups through the university’s minority outreach programs such as the Guerrero Center for Chicano Students and numerous student organizations. CLAS also advertises FLAS fellowships with booths at annual Study Abroad Fairs. It holds FLAS application information sessions in October, November and December in person and hybrid online for undergraduate and graduate students with presentations by the FLAS coordinator (Deeds). FAQs drawn from student questions are online along with application materials.
    2. **Student Application Process.** An electronic Qualtrics application form is on the CLAS website and asks for personal data, academic status, language, and level of award, language background and proficiency, educational background, and career goals. In a 2-page statement, applicants discuss the language study in relation to their academic/career goals. The application packet includes transcripts, GRE scores (for graduate students), and 2 letters of recommendation (1 of which must be from a language instructor). Summer applicants submit information about their chosen summer program(s). They may list up to 3 program options, ranked by preference. All applicants are asked to file an online Free Application for Federal Student Aid FAFSA form

to determine their financial need. Awardees must complete a pre-fellowship workshop and sign a contract agreeing to meet reporting and evaluation requirements.

* + 1. **Selection criteria:** From 2018-2021 CLAS awarded 70 FLAS Fellowships (Table H.B.1) 100% of which were dedicated to Portuguese and LCT indigenous languages, with nearly all awarded to students with

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| **Table H.B.1. awards by language and level, 2018-Fall 2021** | | | | | | | | | |
|  | **Awards** | **Language** | | | | | **Level** | | |
| **No.** | **Port** | **Maya Kaq.** | **Maya Ixil** | **Quech.** | **Haitian Creole** | **Beg** | **Int** | **Adv** |
| **UGrad AY** | 23 | 23 |  |  |  |  |  | 12 | 11 |
| **UGrad SS** | 14 | 13 | 1 |  |  |  |  | 7 | 7 |
| **Grad AY** | 16 | 16 |  |  |  |  |  | 8 | 8 |
| **Grad SS** | 17 | 3 | 10 | 2 | 1 | 1 | 8 | 8 | 1 |
| **Totals** | **70** | **55** | **11** | **2** | **1** | **1** | **8** | **35** | **27** |

financial need. Selection criteria is rigorous. Committee members read and rank applications based

on DoE priorities and evaluation rubric, where strength of statement of purpose is double-weighted (up to 10 points). The applicants’ recommendation letters, evidence of commitment to studies, and academic merit, including test scores, are assigned up to 5 points each. Applicants from professional schools will receive an extra point, if the proposed program clearly serves long-term goals. Based on the rubric, the committee members submit their rankings to the FLAS coordinator. The committee convenes, with information about ranked applicants’ federally-defined financial need shared at the meeting, where it is factored into the equation. Student rankings are adjusted depending on financial need determined by each student’s Expected Family Contribution (EFC). Final rankings are decided after extensive debate based on potential for success, applicant career and academic goals, financial need, and distribution across LA languages and fields of study.

* + 1. **Selection committees:** CLAS’ Director, with the Advisory Committee, created a FLAS selection committee to review applicants, comprised of five faculty members, and chaired by the FLAS Coordinator. Two faculty represent professional schools (rotating between Environmental

Sciences, Journalism, Law, Development Practice, Public Health, & Public Administration), one from the Portuguese teaching faculty, and one from the Linguistics department.

* + 1. **Schedule:** FLAS competitions are advertised nationally and campus-wide in October.

Nominations and applications are due by February 15, and decisions are made by March 10. Award notifications go out in mid-March; decisions to accept or decline are due in early April. Summer awards are made after ED approval of each candidate’s proposed program of study. The FLAS coordinator arranges for pre- and post-testing of fellows’ language proficiency. Current AY awardees are notified in mid-April of post-award responsibilities, including proficiency testing, reporting on International Resources Information System (IRIS), and reporting to CLAS.

* + 1. **Competitive priorities:** CLAS will award 100% of FLAS fellowships to students studying LCTLs modern foreign languages primarily Portuguese, Quechua, Kaqchikel, Nahuatl, Guarani & Haitian Creole. The CLAS review prioritizes the awarding of FLAS fellowships to students based on academic merit, and who demonstrate financial need as indicated by the students’ expected family contribution. Applicants will be ranked by academic merit; rankings will then be adjusted after considering financial need as defined by students’ EFC. In Fall 2023, EFC will be replaced by the new federal Student Aid Index (SAI); thereafter SAI will serve as the marker of a student’s financial need for the review. CLAS will work with the Office of Scholarship and Financial Aid to ensure consideration of need, independent of other financial aid.

# PROGRAM PLANNING AND BUDGET

* 1. **Quality and Purpose.** CLAS’ proposed NRC activities, organized around 4 goals, match Title VI objectives to create, strengthen, and manage comprehensive foreign language and Area Studies programs. With Title VI support, the initiatives will complement new and existing institutional support (see Section A, Table A.1).

**Goal 1) Increase LAS content in teacher training through enhanced collaboration with UA CoE, pre-service, and K-12 teachers.** With NRC support CLAS will enhance a strong record of K-12 teacher training and outreach. Collaborating with a range of units on campus, including CoE, CMES, and CERCLL, and the proposed UA Arizona Center for Global and International Studies (ACIGS), and Center for East Asian Studies (CEAS), CLAS will leverage a new CoE International Studies Asst. Professor of Practice position. This faculty will contribute critical courses to a new Global Education Minor, including Area Studies courses on K-12 teaching, and will coordinate with CLAS, CMES, ACIGS, and CEAS to enhance and grow the International Studies Curriculum Certificate for pre-service and K-12 teachers through classes, workshops, and institutes (BL14, 4). To strengthen training of language educators, CLAS, with CoE and CMES, will renew support for teacher participation in the Worlds of Experience to design and implement Immersive International Virtual Field Experiences (IIVFEs) (BL60). With CERCLL, CLAS will provide scholarships for teachers to attend the UA’s International Conference on the Development and Assessment of Intercultural Competence (BL59); will provide support for Language Teacher Symposium (LaTes), an ongoing professional development series for K-12 language educators (BL61); and will create content-based Portuguese and Maya Kaqchikel modules to expand Foreigncy, a web-based language tool for self-study or instructional supplement (BL63). CLAS will support two UA professional development events for K-12 language teachers, including Introducing Portuguese to Spanish Teachers, prioritizing multilingual language pedagogy and participation in the UA’s Summer Abroad in Brazil program (Carvalho, S&P) (BL8,9,71) and Promoting Diversity and Equity in Early/Elementary Education, an immersive program on the Mexican side of the US-Mexico border for in- and pre-service teachers to experience the Mexican educational system (Acosta Iriqui and Reyes, CoE) (BL62). In collaboration with 27 Area Studies

centers from 15 universities, CLAS will contribute LAS content for the Today in International Politics Speaker Series, a teacher-developed professional learning program for AP Comparative Government courses (BL64). Finally, to increase LAS content and language pedagogy for K-12 educators, CLAS will organize curriculum internationalization workshops (BL65), and will enhance our digital database of lesson plans and increase the dissemination of workshop materials and other pedagogical resources nation-wide to K-16 educators around the nation (BL27).

**Goal 2) Strengthen and develop sustained collaborations with MSIs and CCs to increase LAS curriculum content and language resources**. As a Land Grant and HSI Institution, UA CLAS will enhance its strong record of collaboration with other local HSIs in Arizona (Cochise-CCC, Pima-PCC and Maricopa-MCCD) to formalize pathway articulation agreements to the UA. CLAS, with CMES, ACIGS, CEAS, and CERCLL will fully internationalize curriculum, including area studies and language instruction through the ISPP program (BL54), incorporating initiatives with area CCs such as a Global Forum (BL57), CC Instructor Conference (BL55), and a multicultural Film Series with LAS expert discussants (BL56). Outreach to CC departments, faculty and students will expand to the Tucson community through free public events, lectures, and films (BL68). CLAS will collaborate with MSI partners in two other initiatives: First, with HSIs San Francisco State, New Mexico (UNM), and Texas Tech, CLAS will organize the Teaching LCTLs at HSIs workshops and support evidence-based recruitment and matriculation programs for critical LCTLs of Portuguese and Mayan languages (BL44). Second, with MSI border partners at UNM and UT, CLAS will support the Annual Experiential Learning Summer Institute on migration, security, democracy, and trade in the K-16 curriculum for all levels of teachers in LA (BL58).

**Goal 3) Strengthen students’ LA Area Studies proficiency, career training, and language learning opportunities.** Based on NRC support, CLAS will also launch the Faculty Liaison

Initiative, a CLAS core faculty-led program to increase undergraduate student recruitment, expand LAS curriculum and student engagement, and develop new programs with academic units and professional schools. With the School of Government and Public Policy (SGPP), CLAS will provide LA content for the current SGPP Security Studies MA; and the Security and CJ BA; create the online Latin America Security undergraduate track and expand internship opportunities through CLAS’ Colombia Study Abroad Program (Brewer-Osorio, CLAS, & Osorio, SGPP) (BL33). With the College of Public Health (CPH), CLAS will start a new Health in LA Scholars Network, including initiatives at the intersection of health and environment and develop a new undergraduate course on Latin American Migration and Health, cross-listed with CPH’s Global Health major (Graeter, CLAS, current NRC leveraged hire) (BL34, 74, 18, 77). With the Law School and American Indian Studies, CLAS will use NRC support to help create a School for Indigenous Governance and Development (SIGD) to offer BA and MA dual degrees with CLAS and will develop a dual online MA with HRP focusing on Indigenous Peoples in LA, including courses co-taught with Indigenous Universities in LA (Oglesby & Vasquez-Leon, CLAS) (BL31, 32). In collaboration with Africana Studies and the Coalition of Black Students Organization, CLAS will incorporate Afro-Latin American perspectives modules into LA courses and expand engagement opportunities with Afro-Brazilian organizations and in collaboration with the UA in Brazil Study Abroad (S&P) (Bacelar da Silva, CLAS) (BL32,30). Through the Central America Network (CAN), CLAS will expand student internship opportunities nationally and abroad (BL 49,32); and cultivate existing strengths on border scholarship by creating an LA Border Studies major (Deeds & Duran, CLAS) (BL32).

Working with partners, CLAS faculty will develop immersive and content-centered language programs. CLAS will promote Maya languages and Portuguese through the UA’s

Campus Language Fair (BL67) & Study Abroad events. In collaboration with other NRC partners (Uof Kansas, Tulane and UGeorgia) and with the UA Critical Languages Program, CLAS will use NRC/FLAS funds to further develop a Maya Kaqchikel program targeted to heritage learners and to explore opportunities to establish other LCTLs targeted to heritage learners (Kashanipour, CLAS and Henderson, Linguistics, BL11, 20); to provide Maya language instructors with the opportunity to attend pedagogy workshops in collaboration with Stanford University and CLASP (BL51); and, in collaboration with the U Georgia, to expand student online language learning and integrate Georgia students into CLAS’ well-established Guatemala study abroad program (AVANCSO, Oglesby, CLAS, BL20). CLAS will work closely with S&P in its commitment to improve language pedagogy by supporting Portuguese language initiatives, including comprehensive language assessment through a data mining survey evaluation (Carvalho, S&P) (BL7); the design of the final course for the Online Portuguese Translation certificate, with emphasis on health, law, and business (Colina, T&I) (BL10, 29); and the creation of the Cordel Literature Virtual Center with the Universidade Federal do Rio de Janeiro to produce an online archive and website (BL47). With NRC funds, CLAS will dedicate AY and summer FLAS fellowships to Portuguese and LCT Indigenous Languages, preferred languages by the National Security Education Program (NSEP). NRC and FLAS funding will allow CLAS to significantly build upon this base, positioning UA to become one of the most prominent institutions for Brazil and Portuguese studies in the US.

To strengthen curricular resources and expand its reach to Hispanic, Indigenous, non- traditional students and working professionals, CLAS will increase course offerings through UA Online (O’Brien, CLAS) BL12; provide training in Robust Multimedia Production, a component aligned with Digital Humanities trends, to CLAS students and faculty (BL13); and provide seed

money to develop projects that include the creation of virtual spaces, digital storytelling , and website development to enhance the production of knowledge and the dissemination of information for classroom use and outreach. Examples include, Virtual Dialogues initiative, a student-organized series of round tables showing diverse perspectives on important current LA events (BL39); the Indigenous Rights and Digital Story-telling project to highlight the impacts of the UN Special Rapporteur (UNSR) work on Indigenous People’s rights in LA. UA is privileged to host the UNSR Dr. Jose Francisco Cali Tzay on campus for the next 3 years (Howard) (BL76). To strengthen career training and placement opportunities, CLAS will offer a Professional

Career Symposium to encourage government service and work in the educational, business and nonprofit sectors (BL43); support the LASSO annual symposium to advance undergraduate and graduate students present their research (BL36); and expand internship opportunities domestically and abroad to provide valuable job skills for students, build mechanisms to improve tracking post- graduation placement data, and create social networks for sharing career advice and opportunities. **Goal 4: Promote Institutional Collaborations and enhance community outreach to the general public**, business, and non-profit sectors to promote diverse perspectives. CLAS aims to elevate diverse perspectives in all activities and especially the areas of media and human security. Related to the media, CLAS will offer faculty seed grants to develop scholarly networks to respond to timely events and serve inquiries from the media, public, business, and non-profit sectors to provide in-depth coverage and diversity of opinions on critical current contexts of LA. These networks will include institutional interdisciplinary collaborations with programs from across the

U.S. and LA and represent a range of views from a range of political and ideological spectrums, including: The Costa Rica (CR) Journalism Network, focuses on understanding the high levels of press freedom in CR despite organized crime (BL15, 72); The Monitoring Covid-19 in LA

Network of over 50 LA scholars that focus on the impacts of COVID-19 from the perspective of different sub-regions in LA (BL35,78); and the expansion of CAN, led by CLAS in collaboration with community organizations, CCs, and border universities (UT, UT El Paso), to increase outreach and information on CA migration for government, academics, community leaders, and NGOs (BL49, 50); in collaboration with the Americas Research Network (ARENET) in Washington DC and Mexico City, Mujeres de las Américas will produce public-facing media content (video, podcast, and website) about women working to create social change in their communities, a continuation of a previous NRC grant. (BL16).

To bring together diverse views on human security, CLAS will support new and ongoing collaboratives, including: Environmental Rights and Indigenous Politics in LA, an interdisciplinary working group in collaborations with the University of Florida that focuses on Indigenous and Afro-descendant women leaders, climate justice, and human security (BL52); the Afro-Latin American Network focuses on understanding the impact of the Black Lives Matter movement in the region and in relation to the State (BL17); UA-UNAM Consortium, in which CLAS will coordinate a speaker series, cultural events, and faculty and student exchanges centered around human security in Mexico and bi-national trade, and representing a variety of perspectives (e.g. business interests, environmental concerns, military and intelligence, and indigenous rights) (BL19, 48); the Demographics of Migrants in Mexican Shelters and Migrant Bodies Recovered in Mexico workshop, with UA and Mexican scholars (BL73); and the Binational Vectorborne and Zoonotic Research Network, with the UA CPH and the Centro de Investigación en Alimentación y Desarrollo, Mexico, builds cross-border research on disease and climate change (BL46). In addition, CLAS will collaborate with other UA units in the following high-profile initiatives: Conference of Latin American Geographers, which will bring 250 LA scholars to the UA (BL38);

International Law and Human Rights Lecture Series co-organized with CMES, ACIGS, and CEAS (BL45) and a Comparative Borders and Migration Symposium (BL41); Paths Across the Pacific lecture series with CEAS, focused on economic trends between the two regions as a pilot to gage interest in new undergraduate course on China in LA (BL42).

* 1. **Plan.** The proposed activities will contribute to strengthen LAS and language teaching, CC and MSI partnerships, K-12 teacher training, interdisciplinary course development, scholarly networks of diverse perspectives, and outreach to media, government, business and community. The strategic planning guiding the timeline (Table I.1) for implementation is based on 3 principles that optimize resources and personnel efficiency: (1) to draw on recognized scholarship and dedicated faculty/staff in each area; (2) to maximize resources by leveraging other assets and institutional support when possible; and (3) to build sustainable projects, like dual degree programs, online instruction, networks, and, through leveraged hires, long-term expertise in LA Health and Environment. CLAS activity timeline and budget pays careful attention to the development of foundational activities to build upon in subsequent years.
  2. **Cost**. The budget is reasonable and leverages funding to ensure project success. The budget requested is an annual average of $279,000 per year, with the largest concentration of funds allocated for critical instruction needs, training, scholarship, evaluation, and enhancing dialogue and diverse perspectives on critical national policy issues. These projects were developed through an extensive process of decision making by CLAS core and affiliate faculty that included an open call for proposals, a faculty retreat and planning meetings with external reviewers, advisory board members, our partner NRC (CMES), Language Resource Center (LRC) (CERCLL) & proposed NRC ACIGS & CEAS, and senior UA leadership.

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| **Table I.1: LAS Proposed Diverse Perspectives Activity Timeline 2022-2026** | | | | | | |
| **Activity** | **1** | **2** | **3** | **4** | **Budget line** | **Outcomes** |
| 1: Increase LAS content in teacher training through enhanced collaborations with CoE, Pre-Service, and K-12 teachers | | | | | | |
| 1a. Portuguese Training for High-School Teachers\* | • | • |  |  | 8, 9, 71 | 1. Increase LA area studies & language content in K-12 schools. 2. Increase K-12 student knowledge of Latin America/ Language |
| 1b. CoE Assistant Professor of Practice Position |  | • | • |  | 14 |
| 1c. ICC Conference on Intercultural Competence\* | • |  | • |  | 59 |
| 1d. Worlds of Experience with CoE | • |  | • |  | 60 |
| 1e. LaTes Language Teacher Symposium\* | • | • | • | • | 61 |
| 1f. Diversity & Equity in Early/Elementary Edu. Workshop | • |  | • |  | 62 |
| 1g. Foreigncy Language Instruction Supplement\* | • |  |  |  | 63 |
| 1h. Today in International Politics Speaker Series (TIPSS) | • | • | • | • | 64 |
| 1i. K-12 Professional Development Workshops\* |  | • | • | • | 65 |
| 2: Strengthen and develop sustained collaborations with MSIs and CCs to increase LAS content and language resources | | | | | | |
| 2a. Teaching LCTLs at HSIs Workshop\* |  |  |  | • | 44 | 1. Increase area studies content in CC 2. Increase CC student knowledge of LA 3. Strengthen pathways to university for CC   students |
| 2b. International Studies Partnership (ISPP) | • | • | • | • | 54 |
| 2c. Community College Conference | • | • | • | • | 55 |
| 2d. Multi-cultural Film Series with Community Colleges | • | • | • | • | 56 |
| 2e. Global Forum and Engagement with Maricopa CC | • |  |  | • | 57 |
| 2f. Educator Summer Institute with UNM and UT Austin |  | • | • | • | 58 |
| 3: Strengthen student LA area studies proficiency, career training, and language learning opportunities | | | | | | |
| 3a. Portuguese Language Program Evaluation\* |  |  |  | • | 7 | 1. Increase language proficiency in Port/   Maya |
| 3b. Mayan Languages Linkages, Instruction & Engagement\* | • | • | • | • | 11, 20,51 |
| 3c. UA Campus Language Fair\* |  | • | • | • | 67 |
| 3d. Faculty Liaisons-2 Dual MAs & LA Border Studies BA\* | • | • | • | • | 12,32-34 | 2. Increase area studies knowledge for students |
| 3e. Digital Humanities Curriculum and Workshops | • |  | • |  | 13 |
| 3f. Etho-racial Studies Across the Curriculum\* | • | • | • | • | 30 |
| 3g. Virtual Dialogues with Latin America Series |  | • | • | • | 39 |
| 3h. LASSO Student Symposium\* |  | • | • | • | 36 | 3. Increase opp. for  career training in ANN |
| 3i. Professional Careers Development Series\* | • | • | • | • | 43 |
| 4. Promote institutional collaborations and enhance community outreach to the general public, business, and non-profit  sectors | | | | | | |
| 4a. Online Business Translation for Portuguese\* | • |  |  |  | 10, 29 | 1. Increase collaboration with other NRCs and academic institutions |
| 4b. Expansion of Afro-Latin American Network |  |  | • | • | 17 |
| 4c. Collaborative Network of Mexican Universities/UNAM | • | • | • | • | 19, 48 |
| 4d. Co-teaching w/ Indigenous Universities\* | • |  | • | • | 31 |
| 4e. The Conference of Latin American Geographers |  | • |  |  | 38 |
| 4f. Southwest Seminar on Colonial Latin America | • |  | • |  | 40 |
| 4g. Distinguised Lecture Series with UA NRCs |  | • | • | • | 41, 42, 45 |
| 4h. The Binational Vectorborne & Zoonotic Network |  | • |  | • | 46 |
| 4i. Cordel Literature Virtual Center- PACC, Brazil |  | • | • | • | 47 |
| 4j. Faculty Institutional Partnership Grants | • | • | • | • | 53 |
| 4k. Mujeres de Las Americas Project\* |  |  |  | • | 16 | 2. Increase community exposure to LA content |
| 4l. Health and Environment in Peru Program | • |  |  | • | 18, 37, 74, 77 |
| 4m. Monitoring COVID-19 in LA | • | • |  | • | 35, 78 |
| 4n. Migrant Shelters in Mexico\* | • |  |  |  | 73 |
| 4o. Costa Rica Journalism Scholars Network\* | • |  |  | • | 15, 72 | 3. Increase outreach in ANN |
| 4p. Central American Sudies Network (CAN) \* | • | • | • | • | 49, 50 |
| 4q. Environmental & Indigen. Politics working group w/UF | • | • | • |  | 52 |
| 4r. Public events, lectures, films, to local business, NGOs\* | • | • | • | • | 68, 69 |
| Key: • = years activity taking place \*= Areas of National Need (ANN) | | | | | | |

* 1. **Impact.** By the end of the grant period, the funded activities will have an indelible impact on UA’s undergraduate, graduate, and professional training programs. Project activities will increase course offerings in Portuguese, improve the quality of instruction through the enhancement of systematic evaluation, and provide new language teaching and testing materials. Course offerings in Area Studies will increase, particularly around health, environment, and Indigenous peoples and law, based on current NRC hires. Partnerships with CCs and MSIs will develop Area Studies knowledge outside of UA, generating a pipeline of students through transfer agreements. UA students will increase LA competencies through study and internships abroad, emphasizing opportunities for underrepresented students and disciplines (STEM, Health, and Environmental Sciences). Technology will allow for the enhancement and development of curricular resources for populations not traditionally served by higher education. Professional development activities funded by the grant will promote service in areas of national need and encourage students to consider government service.

A few specific examples of observable and measurable expected long-term impacts include articulation agreements with MSI CCs that will open a pathway for students to transfer credits seamlessly to the UA. With NRC support, CLAS will help create an entirely new interdisciplinary school on campus (SIGD) that will offer a new BA degree to future students. Collaboration with CoE will create mechanisms for pre- and in-service teacher training and the new hire will ensure long term commitment to area studies, eventually developing a Global Education Major for pre-service teachers. MA students will benefit from new dual MA degrees with LAS and HRP and SIGD. K-12 teachers will have a chance to participate in study abroad programs and receive specialized training in incorporating Portuguese and LCTL’s in their curriculum.

# J. COMPETITIVE PREFERENCE PRIORITIES

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| **Table J.1. CLAS Activities Responding to Announced Priorities** |
| **Absolute Priority 1: Diverse perspectives; and government service in areas of national need.** |
| UA CLAS encourages debate that is respectful and informed and that shows diversity of opinions and views. This is evident by our diverse student body and faculty who represent a wide range of perspectives across the political spectrum and come from different socio-economic, ethnic, and national backgrounds. We promote a wide range of views to generate consequential debate through the development of interdisciplinary scholarly networks at the UA, nationally and with LA partners; collaboration with NRCs from different world regions; area studies courses and  K-16 teacher training that reflect complex and often contested views on specific LA topics; and outreach to media, government, business and the community. In our proposed initiatives we are committed to addressing all sides of complex issues and of presenting varied and opposing points of view. CLAS public outreach and professional development activities are all designed to promote government service in areas of national need, as well as area of need in education, business and non-profit sectors. CLAS has a strong record of placing students in these fields and invites alumni to share their experiences and encourage students to follow in their career paths. |
| **Absolute Priority 2: Teacher-training activities on languages, area studies, or thematic focus of the Center.** |
| Training of teachers in language and area studies is a priority activity of CLAS (Section I). Through professional development workshops, certificate programs, conferences, seminars, teacher exchanges and field schools on Mexico’s northern border, lending library (books & videos), speakers bureau, assistance developing curriculum modules with area content and making all materials available on new web platform. In a joint venture CLAS will partner with NRC’s CMES, CEAS, ACIGS, CERCLL and CoE to introduce international content and perspectives to the training of pre-service teachers and, by extension, K-12 curriculum; support the work CoE faculty in both pre-service and graduate level training through the International Curriculum Certificate, which includes professional development workshops, development of lesson plan databases and contests, and University Speakers Bureau. A leveraged hire in CoE will oversee these programs and create a Global Education Major expanding international curriculum training to pre-service teachers. |
| **NRC Competitive Preference Priority 1: Sustained Collaborations with MSI’s and Community Colleges** |
| UA achieved HSI status in 2018. CLAS has a record of collaboration with local Community Colleges in teacher training and outreach through its highly successful consortium (LARCA). With the current proposal, CLAS will expand, create, and develop new sustained collaborations with 12 HSI Community Colleges in Arizona (Pima, Cochise, Maricopa District of 10 CCs) and with HSI Universities of New Mexico, Texas at Austin and Texas El Paso. Initiatives include the integration of LAS and intercultural material into the curriculum, including area studies and language instruction with emphasis on Heritage Spanish and Portuguese for Spanish speakers. We will also work at formalizing community college pathway articulation agreements. |
| **FLAS Program Competitive Preference Priority 1: Awards to Students with Financial Need** |
| CLAS advertises to and recruits underrepresented students with financial need by utilizing FAFSA and Expected Family Contribution in the selection process. From 2018-2021 CLAS awarded all its FLAS fellowships to students with demonstrated need. CLAS works closely with professional schools to encourage applicants who will utilize the linguistic and cultural skills in their professional careers. |
| **FLAS Program Competitive Preference Priority 2: Awards to USDE Priority Languages and LCTLs** |
| CLAS is committed to funding all AY students in Portuguese (priority language) and awarding half of Summer awards for Portuguese study and half for indigenous lang. field studies that qualify as LCTLs, as it did with all 70 FLAS fellowships awarded between 2018-2021. FLAS fellowships allow UA to recruit high quality and diverse students across the campus, providing them with the understanding of the cultures and languages of Latin America. The skills and tools they develop through CLAS programs will position them to succeed in a variety of careers, serving the needs of government, business, nonprofit and education sectors in Arizona. |

# CONCLUSION

The UA, located in Tucson, Arizona, is just 68 miles from the border with Mexico, and represents the crossroads of two nations with unique peoples, cultures and languages. The UA has long acted as a bridge uniting students, scholars and citizens in order to develop shared solutions to the most critical challenges facing both countries. Within the UA, CLAS represents the gateway to LA, a vibrant, diverse, growing region deserving of attention and resources. The region hosts a wealth of opportunities for US students, scholars, nonprofits and businesses. CLAS has unique strengths and expertise in Mexico and Brazil studies, countries with the largest population of Spanish and Portuguese speakers, respectively, nations that are geopolitical and economic leaders in the region. CLAS also has unique strengths in Central America, a diverse region with a large population of Indigenous Language speakers, which faces a humanitarian crisis and has increasingly become a national security concern for the US.

CLAS seeks NRC funds to leverage these strengths to provide the education and training for students to become leaders in diplomacy, development, education, healthcare, and legal systems. Remarkably, nearly every faculty member directly funded in this proposal is either a minority, woman or junior faculty. If funded, this grant will provide an array of valuable resources and opportunities for the next generation of students and scholars at the UA. The enthusiasm and eagerness of CLAS faculty and staff to promote a better understanding of the region is underscored by the breadth of collaborators engaged in this proposal, representing an extraordinary range of disciplines and regions, all of whom are addressing the most critical and relevant issues of our time. NRC funding to CLAS will help it grow and achieve many exciting and innovative goals, reach new heights, broaden the impact of its outreach and deepen the level of knowledge and resources at the UA**.**