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Indiana University’s Center for Latin American and Caribbean Studies (CLACS) Program Officer: Carolyn Collins

**PROPOSAL SUBMITTED TO:**

**United States Department of Education Application Control Center**

**Attention: CFDA Number 84.015A/84.015B 400 Maryland Avenue, SW Washington, DC 20202-4260**

BY:

Trustees of Indiana University 509 E. Third Street Bloomington, IN 4740\-3473 3\7-278-3473

**Application for grants under Title VI**

**For Academic Years 2022/23, 2023/24, 2024/25, 2025/26**

# COMPREHENSIVE NATIONAL RESOURCE CENTER

**AND**

# FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS

In the following languages: Haitian Creole, Portuguese, Quechua, Yucatec Maya

Project Director:

Daniel Suslak

Latin American and Caribbean National Resource Center

Date of Submission: February 14, 2022

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**Acronyms**

AAADS African American and African Diaspora Studies Dept. ACTFL American Council on the Teaching of Foreign Languages AI Associate Instructor

AP Advanced Placement

ARL Association of Research Libraries

ASP IU African Studies Program

BEST Bloomington Evaluation Services and Testing

BIG Business is Global (IU Kelly School of Business initiative) BTAA Big Ten Academic Alliance

CAHI College Arts and Humanities Institute

CASEL Center for the Analysis of Social Ecological Landscapes CC Community College

CeLT Center for Language Technology CGC Center for the Study of Global Change

CIBER Center for International Business Education Research CIEE Council on International Education Exchange

CITL Center for Innovation in Teaching and Learning CLACS Center for Latin American and Caribbean Studies CLE Center for Language Excellence

CRE Center for Rural Engagement

DEI Diversity, Equity, and Inclusion

DT Globally Ready Digital Toolbox FLAS Foreign Language and Area Studies FRIT IU Department of French and Italian GA Graduate Assistant

HBCU Historically Black Colleges and Universities HISP IU Department of Spanish & Portuguese

HLS Hamilton-Lugar School of Global and International Studies HSI Hispanic Serving Institution

ICAB Internationalization Collaborative across Bloomington ICCI Institute for Curriculum and Campus Internationalization IEOA International Education Outreach Administrator

IIE Institute of International Education

IOC International Outreach Council

IU Indiana University

IUB Indiana University Bloomington

IUN Indiana University Northwest

IUPUI Indiana University-Purdue University Indianapolis LAC Latin American and the Caribbean

LAMC Latin American Music Center

LARRP Latin Americanist Research Resources Project LCTL Less Commonly Taught Language

MDPI Media Digitization and Preservation Initiative MLCP Minority Languages and Cultures Project

MSI Minority Serving Institution

NACLA North American Congress on Latin America NTU Navajo Technical University

OCLC Online Computer Library Center OIP Office of International Programs

OOS Office of Overseas Studies

OSEA Open School of Ethnography and Anthropology

OVPDEMA Office of the Vice President for Diversity, Equity, and Multicultural Affairs OVPFAA Office of the Vice Provost for Faculty and Academic Affairs

OVPIA Office of the Vice President for International Affairs OVPR Offices of the Vice Provost for Research

PRCLP Puerto Rico Critical Literacy Project

SALALM Seminar on the Acquisition of Latin American Library Materials SoE IU School of Education

SoM IU Jacobs School of Music

SOTL Scholarship of Teaching and Learning

SPEA TU O'Neill School of Public and Environmental Affairs TPMA Thomas P. Miller & Associates

TT Tenure track

UF University of Florida

UITS University Information Technology Services UNAM Universidad Nacional Aut6noma de Mexico UPRB Universidad de Puerto Rico Bayam6n

# COMMTTMENT TO LATTN AMERTCA AND CARTBBEAN STUDTES

* 1. **Support for Center Operations.** Indiana University founded its first Latin American Studies Program (LASP) in 1963. In the 1970s, IU's LASP directors helped found the Latin American Studies Association and began building IU's specialist library collection, now the eighth largest in the country. In the 1980s, LASP absorbed IU's Caribbean Basin Initiative, becoming the Center for Latin American & Caribbean Studies (CLACS), and began offering regular courses in Haitian Creole and Quechua. In the 1990s and 2000s, CLACS formalized its Brazilian Studies initiative and its Minority Languages and Cultures Program (MLCP), dedicated to research and teaching revolving about indigenous Latin American languages and Afro-descended communities. At that time Yucatec Maya was added to CLACS's language offerings. More recently, the Center formalized a series of dual MA degree programs with IU's professional schools and joined the new Hamilton Lugar School of Global and International Studies (HLS)-named in honor of former

U.S. Rep. Lee H. Hamilton and the late former U.S. Sen. Richard G. Lugar. HLS offers instruction in more languages than any other US university and features a range of innovative programs that are shaping the next generation of leaders, diplomats, defense and intelligence experts, and area studies researchers and educators. The HLS Global Leadership Scholars Program provides scholarships for high-achieving students demonstrating a commitment to global engagement, and it supports faculty positions for top policy scholars focused on areas central to Rep. Hamilton and Sen. Lugar's legacies, such as homeland security and nuclear nonproliferation. In 2018, IU opened its Mexico Gateway Office on the campus of the National Autonomous University of Mexico (UNAM) to serve as a hub of engagement with countries across Latin America and the Caribbean. Via the Gateway program, IU students and faculty as well as students and faculty in our partner

minority serving institutions (MSIs) now have an unprecedented level of direct access to cultural events, research resources, and career opportunities in the LAC region.

Total IU support for CLACS and LAC Studies is 12.6 million dollars annually (summarized in Table A.1). HLS's direct annual support for CLACS totals $197,082 and includes a salary supplement for the Director, full salaries for an Associate Director, an academic secretary, and one senior lecturer, 50% of the salary for a visiting lecturer position, tuition, and stipend for one graduate assistant (GA) per year, and annual contributions to a discretionary fund. HLS's four academic departments, 21 centers, and 11 NRCs/LRCs share a high-efficiency service infrastructure that supports programming, research, instruction, study abroad, and outreach. This includes a dedicated staff position for promoting and administering the FLAS fellowship program.

|  |  |
| --- | --- |
| **Table A.1: Institutional Support for Latin American and Caribbean Studies, 2020-21** | |
| CLACS Faculty Salaries/Benefits (prorated, time devoted to LACS) | 9,722,825 |
| CLACS Administrative/Advising Staff | 135,262 |
| HLS Support Staff | 1,864,402 |
| Library Staff | 490,847 |
| Conference and Program Support | 20,000 |
| CLACS Operating Budget | 15,000 |
| Supplies and Expenses | 20,000 |
| Library Acquisitions | 110,550 |
| Faculty Research/Travel Support | 225,000 |
| **Total Institutional Support** | **12,603,886** |

HLS facilities include a 150-seat lecture hall, more than 30 classrooms and conference rooms, and ample workspace, including four offices and eight workstations dedicated to CLACS. Since 2020, HLS has also invested heavily in the infrastructure needed to adapt courses for virtual modes of instruction, conduct outreach activities virtually, and ensure the health and safety of students, faculty, and staff.

**Support for Teaching Staff.** At present, CLACS has 122 affiliated faculty members and 17 active emeriti, 57 of whom dedicate 75% or more of their research and teaching to Latin America and the Caribbean. 19 active affiliates hold positions at other campuses in the IU system (14 at IUPUI, 2 at IU Northwest, 3 at IU South Bend). Last year IU spent approximately $10,840,000 in salaries and fringe benefits for LAC Studies faculty. IU also offers ample support for faculty research, including at least $225,000 in annual funds for research, conference travel, faculty exchange, and linkage-building through offices like the Office of the Vice President for International Affairs (OVPIA). The IU Council on Arts and Humanities (CAHI) provides grants to support symposia and workshops, and faculty research grants up to $10,000 (awarded to two CLACS affiliates in 2020). Over the past decade, IU has hired 40 new CLACS-affiliated faculty members across the humanities and professional schools, in fields as diverse as Law, Business, International Studies, Spanish and Portuguese, Folklore and Ethnomusicology, and Public Health, with regional specializations including the US-Mexico border, Ecuador, Peru, Brazil, and the DR (Table A.2 below).

**Support for Library Resources.** Funding for library acquisitions and staff totals nearly $500,000 annually, including a dedicated LAC Studies librarian. The collection currently includes over 350,000 volumes of monographs, serials, microforms, maps, and videos on Latin America and the Caribbean (See Section F below).

**Support for Tnternational Linkages.** Currently, IU has 260 agreements with international institutions, establishing a framework for a variety of international activities, creating study abroad opportunities for IU students, and opening channels for joint research and teaching. This includes formal linkages with 10 academic institutions in Mexico, 6 in Brazil, and 1 each in Argentina,

Costa Rica, Chile, Ecuador, and Paraguay. In 2022 there will be faculty exchanges between IU and the Academia Brasileira de Letras in Brazil, and the National Autonomous University of Mexico (UNAM) in Mexico. Individual CLACS affiliates have ongoing research relationships with dozens of academic institutions throughout the region including the Tepoztlan Institute (Siegel), CIESAS Mexico (Levinson, Suslak), the Museo Goeldi in Brazil (Brondizio), and the Universidad Central Marta Abreu de las Villas in Cuba (Birkenmaier, Willis).

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| **Table A.2.: New Hires 2012-2022 by Department and Country Expertise** | | |
| # | Department | LAC countries of expertise |
| 5 | Public Health | Ecuador, El Sal., Mex., Braz., Peru, Guat., DR, Jamaica, Haiti |
| 5 | Spanish and Portuguese | Argentina, Mexico, DR |
| 4 | AAADS | Dominican Republic, Haiti, Puerto Rico, Brazil |
| 3 | Anthropology | Mexico, Colombia, Costa Rica, Panama, DR |
| 3 | Folklore and Ethnomusicology | Guatemala, Haiti, Jamaica, Cuba, Puerto Rico |
| 2 | Business | Brazil |
| 2 | Economics | Ecuador, Peru, Chile, Colombia |
| 2 | Geography | Brazil, Mexico, Bolivia, Colombia, Ecuador |
| 2 | Music | Cuba, Trinidad and Tobago, Colombia |
| 2 | Theatre, Drama, Dance | Cuba |
| 1 | Amer. Studies/Latino Studies | Bolivia, Colombia, Ecuador, Peru, Venezuela |
| 1 | Art History | Cuba, Jamaica |
| 1 | CLACS | Haiti |
| 1 | CGC | Mexico |
| 1 | Earth and Atmospheric Sci. | Barbados, Dominican Republic, Puerto Rico |
| 1 | Education | Mexico |
| 1 | English/Latino Studies | Mexico |
| 1 | Linguistics | Guatemala, Mexico |
| 1 | Media School, History | Jamaica |
| 1 | Public and Environ. Affairs | Colombia, El Salvador, Guat., Honduras, Mex., Panama |

CLACS has been bringing some of Brazil's most important performers and scholars of the arts to IU through the Brazil Fulbright Chair exchange program. Currently IU is hosting award-winning

guitar player and composer, Chrystian Dozza, who is working closely with students and faculty in the IU Jacobs School of Music (SoM) Guitar Dept. and headlining the spring 2022 Midwest Guitar Festival. The Department of Theatre, Drama, and Contemporary Dance will host the next visiting Fulbright Chair in 2023.

In 2018 IU debuted the Mexico Global Gateway Office, whose mission is to build relationships with centers, institutes, NGOs, and businesses in the LAC region, creating new opportunities for research, partnerships, conferences, workshops, study abroad, and internships. The IU Mexico Gateway is located on the campus of UNAM and staff and visitors have access to various conference and meeting rooms within UNAM's International Unit of Foreign Universities. It provides seed and research grants to IU faculty, ranging from $5,000 to $50,000, to support international collaborations. Highlights from the past four years include international panel discussions featuring IU faculty on the Conquest of Mexico (Felix-Brasdefer, Rosenthal); Oswald Spengler's "Decline of the West" (Birkenmaier); and Haiti's enduring struggle with natural disasters (Hamburger); workshops on Cuicateco language documentation (Diaz-Campos); and punk rock and youth culture in the Americas (Greene); as well as the inauguration of the USS-H- 1 Living Museum in Baja, California (Beeker).

**Support for Outreach.** Outreach has always been an essential component of the CLACS mission, and since joining the HLS in 2015 the Center has partnered with the other IU Area Studies programs to offer more ambitious and comprehensive programming. In 2018 the HLS and School of Education (SoE) began jointly funding a Coordinator of Global Education Initiatives who has created a robust ongoing series of virtual and in-person outreach activities for K-16 students and educators in the Midwest. The HLS NRCs also jointly support an International Outreach

Coordinator together with the Kelly School of Business's Center for International Business Education Research. The coordinator chairs the IU International Outreach Council (IOC) and organizes events that involve units across campus (see Sections H and I for details about both positions). HLS supports 100% of the salary of the CLACS AD, who is primarily responsible for the Center's outreach efforts. The IU College of Arts and Sciences also funds a dedicated outreach position in the Department of Spanish and Portuguese.

**Support for Students.** Several financial aid programs are available for outstanding undergraduates, such as the Wells Scholar Program, the Hutton Honors College, the Hudson & Holland Scholars Program (for underrepresented students), the 21st Century Scholars Program, and the Cox Scholars Program (which targets working students). IU supports undergraduate study abroad and graduate study, research, and professionalization through a wide range of funding opportunities, including the Hutton International Experiences Program and Internship Program. For graduate students pursuing an MA or dual MA in LAC Studies, HLS and IU offer full support through graduate assistantships in CLACS, International Studies, and the Department of Spanish and Portuguese. Associate instructorships (AIships) in Spanish and Portuguese include tuition and fee remission, health insurance, and a stipend. CLACS also provides a total of $20,000 in annual support to an average of 12 graduate students for summer field research through Tinker Field Research grants. A 2021 gift from two IU CLACS alumni will now allow the Center to provide

$2000 in extra tuition and research support annually for MA students who conduct research in Mexico. IU Graduate students are also eligible for internal conference and research grants administered by the College of Arts and Sciences and CAHI, and dual MA students are eligible for a variety of grants and other forms of support through their professional schools. AY and Summer FLAS fellowships are also a vital source of support for MA students in LAC Studies and

doctoral students doing research in the LAC region. Since 2018, CLACS has been able to offer awards for students in each of our languages--Quechua, Maya, Haitian Creole, and Portuguese--to graduate students from a range of programs including Public Health, Policy, Linguistics, Law, LAC Studies, and African American and African Diaspora Studies (AAADS).

# QUALTTY OF LANGUAGE TNSTRUCTTON

* 1. **Tnstruction in Area Language and Enrollments**. IU provides excellent language instruction for the next generation of LAC area specialists, with offerings in Spanish, Portuguese, Haitian Creole, and Yucatec Maya at all levels. IU students can also enroll in Quechua classes at the University of Michigan via the BTAA Courseshare system. Over the last cycle 21,022 students enrolled in all levels of Spanish, 348 students enrolled in Portuguese, 119 in Haitian Creole, 27 in Maya, and 17 IU students studied Quechua. The IU Dept. of Spanish and Portuguese (HISP) is consistently placed at or near the top of faculties of Hispanic and Lusophone literature and linguistics in the US. It offers undergraduate majors in Hispanic Studies, Hispanic Linguistics, Hispanic Literature, and in Portuguese, minors in Spanish and Portuguese, and MA and doctoral degrees in Hispanic Linguistics, Hispanic Literature, and Portuguese. CLACS has been offering courses in Maya since 2006 and Haitian Creole for over 40 years. *Ann Pale Kreyol*, the original Haitian Creole textbook, was developed at IU.
  2. **Levels of Training and Content Courses Taught in Area Languages.** HISP offers undergraduate courses in Spanish at the first-year level (including an elementary course and an accelerated first year course for students with prior experience in high school), the second-year level (including a course especially designed for heritage learners), and a variety of intermediate (300 level) and advanced (400 level) courses on Spanish grammar, literature, and the cultural

contexts where Spanish is spoken. Over the past decade HISP created several intermediate courses designed with future professionals in mind: "Spanish in the Business World," "Spanish for Health Professions," "Spanish for Environmental Studies" and "Portuguese for Business." These courses introduce students to the technical language of the professions, with emphasis on vocabulary, basic composition, and translation. HISP's Portuguese offerings include first-year Portuguese, intensive first-year Portuguese (for students with prior experience), second-year Portuguese, a third-year course in Portuguese grammar and composition, and several fourth-year courses on Portuguese literature and linguistics and Lusophone cultures. For graduate students, HISP offers an accelerated two course sequence in Spanish (for students with only basic proficiency), an accelerated two course sequence in Portuguese, and a range of 500 and 600 level seminars in linguistics and literature taught in Spanish or Portuguese.

CLACS provides a four-semester course sequence in both Haitian Creole (Elementary Haitian Creole I & II, Intermediate Haitian Creole I & II) and Maya (Elementary Maya I & II, Intermediate Maya I & II), with the option for more advanced instruction on demand. Students from other BTAA member institutions can also enroll in these courses via Courseshare. With Title VI support CLACS, has also been able to offer

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| **Table B.1 Languages across the Curriculum Sections** | | |
| semester | topic | enrolled |
| Spring 2019 | Food Security | 5 |
| Fall 2019 | Global Healing | 4 |
| Spring 2020 | Women, Gender, Human Rights | 9 |
| Fall 2020 | Food Security | 2 |
| Spring 2021 | Women, Gender, Human Rights | 9 |
| Fall 2021 | Politics in the Developing World | 6 |
| Spring 2022 | Global Health & Environment | 7 |

2-3 discussion sections per year attached to large undergraduate courses in International Studies. These sections are taught entirely in Spanish by advanced graduate students with

native or near native fluency. These languages-across-the-curriculum sections give HLS students the opportunity to hone their Spanish skills outside the confines of the traditional language course.

* 1. **Adequacy of Language Faculty.** The Spanish program has 19 tenure-stream professors, and 9 core lecturers in its language programs (one who serves as Director of the Basic Language Program in Spanish and one in the role of Director of Instructional Technology), plus 90-100 graduate student AIs at any given time. The Basic Spanish Program director has an assistant and four course supervisors who are in charge of the five introductory Spanish courses. All sections of each course follow standardized syllabuses to effectively serve a population of over 5,000 students per year. Portuguese has two tenure-stream professors, one senior-lecturer, and an average of 3 AIs each year. CLACS has one senior lecturer who teaches Yucatec Maya, fully funded by HLS, and a visiting lecturer who teaches Haitian Creole, funded with 50% salary support from Title VI. Dr. Quetzil Castaneda has close to 40 years of ethnographic fieldwork experience in Maya- speaking contexts and has taught Maya since 2006. He develops all the Maya course materials in partnership with native speaker experts such as Edber Dzidz Yam (currently pursuing a PhD in Linguistics at the Univ. of New Mexico). Castaneda also teaches two content courses that focus on Maya culture and history and directs a summer program in the Yucatan at the Open School of Ethnography and Anthropology (OSEA) that offers FLAS-eligible Maya courses. Dr. David Tezil, a native speaker of Haitian Creole who has done extensive sociolinguistic research in Haiti, has been fundamental in expanding Haitian Creole language and culture programming. Tezil has taught elementary, intermediate, and advanced Haitian Creole since 2018 and expanded his course offerings in 2021 to include a survey course on Haitian Culture and Society.

**Pedagogy Training.** All language instructors have access to IU's Center for Language Excellence (CLE) and Center for Language Technology (CeLT). CLE's workshops focus on proficiency- and standards-based instruction, as well as best practices in curriculum development, planning, assessment, and language teaching, including online teaching. Instructors also benefit from the

resources of IU's Center for Innovative Teaching and Learning (CITL), which offers regular workshops on teaching strategy, developing learning outcomes, syllabus construction, and diversity, equity, and inclusion in classroom settings. The HISP department provides rigorous training and evaluation for lecturers and AIs in its Basic Language Program. New AIs attend a week of mandatory orientation, with sessions on communicative language teaching, use of technology, and professional ethics. They also enroll in a semester-long pedagogy course taught by a tenured scholar of classroom pedagogy (Gurzynski-Weiss). The CLACS Director reviews the performance of the Maya and Haitian Creole instructors each year, based on student evaluations, class visits from other affiliated faculty, and any pedagogy publications or outreach activities that enhanced their students' language learning experience. Both instructors received training in ACTFL world-readiness standards and incorporate the standards into their course design and classroom practice. In 2019 Tezil was awarded a small grant from CeLT to attend a workshop at Michigan State University on LCTL teaching strategies. In 2020, both Tezil and Castaneda received technical support and training from CeLT to facilitate the transition from in person to remote instruction.

* 1. **Performance-Based Tnstruction.** All language instructors in Spanish and Portuguese must complete a yearly mandatory pedagogy course in which they learn to use content-based instruction to facilitate students' skill in listening, speaking, reading, and writing. Course supervisors of basic language instruction in Spanish and Portuguese ensure uniform performance-based instruction in syllabus and teaching practice. Advanced Spanish and Portuguese undergraduate courses and graduate courses are taught in the target language, with emphasis on reading, writing, speaking, and listening in Spanish and Portuguese. CLACS Maya and Haitian Creole classes are designed as immersive experiences that emphasize listening and speaking through exercises that reflect

everyday life in Haiti and the Yucatan. The shift to remote teaching in 2020 made it possible for students to interact directly with Edber Dzidz and members of his community based in Mexico.

**Resources for Language Teaching and Practice.** HISP language coordinators conduct regular classroom observations to evaluate Spanish and Portuguese AIs on planning and preparation, use of target language, instructional techniques, and classroom management. Similarly, the Maya and Haitian Creole instructors participate in classroom observation and feedback sessions every semester and meet with the CLACS Director once per semester to discuss teaching performance and professional development. HLS offers its own professional development workshops for language instructors via the Summer Language Workshop, two Language Resource Centers, and three National Security Education Program Language Flagships. In addition, all HISP and CLACS instructors routinely attend workshops offered at CLE and CITL throughout the year on topics such as academic integrity, diversity and inclusion, assessing student learning, and instructional technologies. CeLT has helped to create a seamless distance-learning experience for IU learners studying Quechua at University of Michigan and for students from Wisconsin and Michigan taking one of Tezil's Haitian Creole courses.

**Language Proficiency Requirements.** All undergraduates in the IU College of Arts and Sciences are required to complete four semesters of foreign language studies; HLS students must complete six semesters of language coursework. Students of Spanish or Portuguese can claim advanced placement if they have taken an AP exam, a language placement test that follows ACTFL guidelines, or if they can demonstrate native speaker status. CLACS requires undergraduate minors and MA students in LAC Studies to be proficient in at least one of the five languages supported by the program. The required level of proficiency in Maya, Haitian Creole, and Quechua

is obtained either after four semesters of coursework with passing grades, or through a written and oral examination, administered by the instructor. Spanish proficiency exams for graduate students are administered by Bloomington Evaluation Services and Testing (BEST), while Portuguese proficiency exams are conducted by the Portuguese Program.

# QUALTTY OF NON-LANGUAGE TNSTRUCTTON

* 1. **Quality and Extent of Course Offerings.** CLACS Affiliated faculty teach courses with LAC Studies content in 37 disciplines and 10 different professional schools, covering virtually every country in the LAC region. In 2018-2022, they offered a total of 285 courses with 100% LAC content, representing 39% of the 785 LAC

|  |  |
| --- | --- |
| Table C.1: 2018-22 CLACS Courses by % LACS Content | |
| % LACS Content | No. of Courses |
| 25% | 348 |
| 50% | 48 |
| 75% | 17 |
| 100% | 285 |

Studies courses taught during this period. The majority of the remaining 446 courses have at least 50% LACS content. Almost 80% of them were offered at the advanced

undergraduate graduate level (300-400) or graduate level (500 and above). 68 new courses have been added to the list since 2018 (see Course Appendix).

During this period, 169 courses with LAC content have been offered through the professional schools: Education (48); Business (42); Public Health (25); Music (22); Public and Environmental

Affairs (18); Law (7); Social Work (3); Art, Architecture and Design (2); Media (1); and Informatics (1). This includes Rodrigo Armijos' (IUB, School of Public Health) 2018 summer course on Global Environmental Health to Ecuador and Dan Preston's (SPEA) course on international finance. Altogether, enrollments in courses with significant LAC content over the

past four years totaled 22,103 undergraduates and 2,093 graduate students (see Enrollment Appendix).

**Specialized Course Coverage in One or More Disciplines**. The greatest depth exists in four disciplines in the humanities and social sciences: Hispanic and Lusophone Literature and Linguistics (112 courses offered between 2018-22, all but one with 100% LAC content), History (39 courses offered between 2018-22 at all levels, including 19 with 100% LAC content), and Anthropology (44 courses offered between 2018-22 at all levels, including 21 with 100% LAC content). In terms of cross-cutting thematic areas, some of the largest growth in course offerings and enrollments has been in courses with a focus on Food Studies, Indigeneity, Environment and Sustainability, and Conflict/Social Movements in the LAC region. IU has also seen a marked increase in courses focused on the Caribbean and Haiti in particular, including three courses in the FRIT department on the Haitian revolution and Haitian literature, an AAADS course on Black migration, a new 200-level course on Haitian Culture and Society developed by the CLACS Haitian Creole instructor, and a new graduate seminar on Haitian music and environmental activism for the Folklore & Ethnomusicology department.

**C3. Number of Teaching Faculty and Pedagogical Training.** IU currently has 120 professors and lecturers who research and teach on Latin America and the Caribbean, 54 of whom devote 100% of their time to LAC teaching and research (see Table C.2.). Half of them are women and 52% come from under-represented groups. Many faculty teaching these courses are leaders in their respective fields. Jeffrey Gould (History) has written six books and produced several documentary films on Central American history. Laura Gurzynski-Weiss (Spanish & Portuguese) was elected Secretary General of the International Association of Applied Linguistics in 2021. Eduardo

Brondizio (Anthropology) serves as the co-chair of the Intergovernmental Science Policy Platform on Biodiversity and Ecosystem Services.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table C.2. Affiliated CLACS Faculty by Unit and School** | | | |
| **College of Arts & Sciences** | **Faculty** | **Professional Schools** | **Faculty** |
| A-AA Diaspora Studies | 3 | Business | 6 |
| American Studies | 2 | Dentistry | 3 |
| Anthropology | 11 | Education | 5 |
| Earth & Atmos.. Sciences | 2 | Global & lnternational Studies | 4 |
| Economics | 2 | Law | 2 |
| Folklore/Ethnomusicology | 4 | Media | 4 |
| Geography | 2 | Music | 3 |
| History | 9 | Policy and Environmental Affairs | 3 |
| Library | 12 | Public Health | 8 |
| Religious Studies | 2 |  |  |
| Spanish/Portuguese | 21 |
| Dual appointments & Other | 12 |
| **TOTALS** | **82** | **38** |

During the current grant cycle IU hired 14 new tenure stream faculty with LACS expertise, including Keitlyn Alcantara (Anthropology), Patricia Basile and Julio Postigo (Geography) Solimar Otero and Eduardo Herrera (Folklore and Ethnomusicology), Elena Guzman and Judith Rodriguez (AAADS), Barbaro Martinez-Ruiz (Art History), Olga Rodriguez-Ulloa (American Studies), and Francis Tyres (Linguistics). With Title VI support, CLACS was also able to support the hire of Grammy-nominated visiting lecturer, Joe Galvin in 2019 to direct the Latin American Music Ensemble for the SoM and develop new undergraduate minor and certificate degree programs in Latin American Music.

IU offers a range of pedagogical training resources for faculty and AIs through CITL. In 2020- 2021, CITL assisted 6,485 faculty, students and staff in consultations and workshops. CITL delivered 1,370 faculty consultations and 263 virtual events, such as webinars, learning

communities, book groups, and guest speakers, all hosted remoted for the health and safety of students and faculty. CITL also offered programs for IU instructors through 19 Faculty Learning Communities and the Student Learning Analytics Fellows program. CITL has a $1.9M operating budget and has distributed a total of $131,000 in grants and fellowships to instructors from 25 academic departments and programs to support the development of engaging and innovative pedagogies.

**C.4. Tnterdisciplinary Course Offerings.** Interdisciplinary training is at the core of CLACS's program. The CLACS undergraduate minor and certificate degree programs both require an interdisciplinary two-course sequence "The Latin American Experience" and "Contemporary Problems in Latin America" that draws on anthropology, history, literature, political science, and public affairs, among other disciplines. Similarly, the CLACS graduate seminar on LAC Studies (required for all MA, PhD minor, and PhD certificate students) teaches LAC Studies as an intrinsically interdisciplinary enterprise and exposes students to a variety of methodological approaches and disciplinary frameworks via guest lectures from CLACS affiliates. Interdisciplinarity is also demonstrated through extensive cross-listing between LAC Studies and other degree programs. For example, in 2021 professor Barbaro Martinez-Ruiz debuted a course on "Afro-Atlantic Visual Traditions" that is cross-listed with Art History, CLACS, African Studies, and AAADS. Dual MA students in LAC Studies work closely with CLACS affiliates in their respective professional school programs (e.g., Guerra-Reyes in Public Health, Avellaneda in Policy, Ochoa in Law) to synthesize their area studies and professional training and develop thesis or research paper topics that draw on both disciplinary perspectives.

Interdisciplinarity is also central to several of the workshops and institutes across campus in which CLACS affiliated faculty play a key role, including CASEL and the Ostrom Workshop, research units where faculty apply multi-perspective approaches to environmental change and governance challenges, and the Food Studies Institute (established in 2015). CLAC's MLCP working group brings together faculty and graduate students from Anthropology, Folklore & Ethnomusicology, History, Spanish & Portuguese, Education, Linguistics, and other units to develop projects that address the challenges facing minoritized languages in the LAC region, while the Brazil Studies working group draws on faculty expertise from Political Science, Business, Policy, History, Labor Studies, and Religious Studies.

# QUALTTY OF CURRTCULAR DESTGN

1. **1a. Undergraduate Programs.** The undergraduate curriculum in LAC Studies allows students to choose from a variety of courses taught through CLACS and all the units listed in Section C. CLACS offers an undergraduate minor and a certificate in LAC Studies, and in 2018 it debuted a 4+1 BA/MA Pathway that allows highly motivated undergraduates to begin doing graduate coursework in LAC Studies and during their junior and senior years and finish the rest of their MA requirements in a fifth year of study. Over the last four years, Latin America has also been the second-most popular region of concentration for International Studies majors, one of the fastest growing majors at IU. LACS undergraduates fulfill their language requirement in Spanish, Portuguese, Maya, Haitian Creole, or Quechua (or French, with special permission); certificate students must take an additional six hours of language coursework. CLACS promotes its undergraduate program through a fall undergraduate open house and visits to over three dozen 100- and 200-level courses each spring. Since Fall 2018 CLACS began joint listing its two

introductory courses (The Latin American Experience and Contemporary Problems in Latin America) with International Studies and gained approval for them to count toward IU General Education requirement. Table D.1 on the next page summarizes the requirements for all CLACS degree programs.

* 1. **b. Graduate Programs.** CLACS has offered an LAC Studies MA degree since 1964 and recently introduced six dual MA degrees, in conjunction with Law, Business, Information Science, Library Science, Public and Environmental Affairs, and Public Health. The Center also offers a PhD minor and PhD certificate for doctoral students. The CLACS MA and dual MA programs produce an average of three graduates per year. Both MA and dual MA students complete a seminar in LAC Studies, demonstrate proficiency in an LAC foreign language, and demonstrate their mastery of the materials with either 1) their choice of a set of exams prepared by the CLACS Director and two faculty evaluators; 2) writing a publishable research paper; or 3) the successful defense of an MA thesis. MA students complete an additional 27 credit hours divided into a major concentration (12 credits), a minor concentration (9 credits), and 6 elective credit hours chosen in consultation with the Director of CLACS and the students' faculty mentor(s). Dual degree students fulfill their elective credits via coursework in their professional school.
  2. **Advising.** Undergraduate LAC Studies minor and certificate students work with a dedicated full-time undergraduate academic advisor at HLS. HLS also employs a career advisor, who works with IU's Walter Center for Career Achievement and the Ascend Indiana employer network, which sends representatives weekly to meet with students.

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| **Table D.1: CLACS Degree Programs and Requirements** | |
| **Program** | **Requirements** |
| Undergraduate Minor | 15 credit hrs in LACS, including LTAM-L 210 (The Latin American Experience) and LTAM-L 211 (Contemporary Problems in Latin America), with at least 9 hrs at the 300- 400 level; foreign language requirement fulfilled with Latin American language. |
| Undergraduate Certificate | 24 credit hrs in LACS, including L210 & L211 and at least one seminar on the region, with at least 9 hrs at the 300-400 level; 6 hrs in a Latin American language beyond the Arts and Science language requirement; 3.0 GPA in work toward certificate. |
| MA  (including the 4+1 BA/MA Pathway) | 30 credit hrs in LACS, including L501 (LAC Studies grad seminar), 12 hrs in a major concentration (which can be disciplinary, thematic, or geographical), 9 hrs in a minor concentration, and 6 hrs of elective courses; proficiency in a Latin American language; option of a final exam, publishable research paper, or MA thesis; 3.0 GPA in LACS  courses. |
| MA/JD  (Law) | 103 total credit hrs (24 for M.A, including L501; 79 for J.D.); proficiency in a Latin American language; final exam, paper, or thesis; 3.0 GPA in LACS courses. |
| MA/MBA  (Business) | 66 total credit hrs (24 for MA, including L501; 42 for MBA); proficiency in a Latin American language; final exam, paper, or thesis; 3.0 GPA in LACS courses. |
| MA/MlS (lnfo. Science) | 51 total credit hrs (21 for MA, including L501; 30 for MlS); proficiency in a Latin American language; final exam, paper, or thesis; 3.0 GPA in LACS courses. |
| MA/MLS  (Library Science) | 51 total credit hrs (21 for MA, including L501; 30 for MLS.); proficiency in a Latin American language; final exam, paper, or thesis; 3.0 GPA in LACS courses. |
| MA/MPA  (Public Affairs) | 60 total credit hrs (24 for MA, including L501; 36 for MPA.); proficiency in a Latin American language; final exam, paper, or thesis; 3.0 GPA in LACS courses. |
| MA/MPH  (Public Health) | 64 total credit hrs (21 for MA, including L501; 43 for MPH.); proficiency in a Latin American language; final exam, paper, or thesis; 3.0 GPA in LACS courses. |
| PhD Minor | L501 plus 9 additional credit hrs in LACS grad courses outside the student's home unit;  3.0 GPA in LACS grad courses; no exam required with 3.7 GPA or higher. |
| PhD Certificate | 18 credit hrs in LACS (including L501), 9 of which must be outside the student's home unit; proficiency in a Latin American language; 3.0 GPA in LACS courses; LAC-focused dissertation research. |

students with one-on-one career coaching, professional skills workshops, and meetings with community and global leaders. The CLACS Director is responsible for advising LAC Studies MA students, while students in the dual MA programs work jointly with the CLACS Director and a

CLACS affiliate in their professional school to select their courses and track progress. Doctoral students pursuing PhD minors in LAC Studies receive career advising in their home departments.

**D3. Research and Study Abroad Opportunities.** Despite the pandemic, the 2021 IIE Open Doors Report ranked IU second in the nation for semester-long study abroad programs, and sixth in the nation for number of students studying abroad in AY 2019-20. After an understandable pause, most IU study abroad opportunities are resuming activity for the summer and fall of 2022. IU's Office of Overseas Study (OOS), College of Arts and Sciences and professional schools each offer their own outstanding variety of study abroad opportunities. IU students can also take most CIEE study abroad courses for credit and access study abroad programs offered at other BTAA universities through the alliance's Shared Program Abroad. In the year before the pandemic, the OOS awarded over $14 million in financial aid for students studying abroad, with preference for accomplished students from underrepresented groups, including 355 IU students who completed study abroad programs in Latin America and the Caribbean. The OOS employs undergraduate study abroad returnees to serve as peer counselors and share their experiences via on-campus presentations and fielding walk-in questions in the OOS. CLACS instructors routinely invite OOS Peer Counselors to deliver tailored presentations to their students in order to highlight the academic, personal, and professional benefits of studying abroad in the LAC region. CLACS and the OOS also provide extensive pre-departure advising for students, with an eight-step procedural checklist designed to ensure that students are able to find and apply to external programs, arrange for credit transfer, and obtain funding. Most institutional funding options, including scholarships and other forms of gift aid, are eligible for use toward non-IU programs.

For 2022, 15 IU Latin American and Caribbean study abroad programs have been approved by the OOS for Argentina, Chile, Costa Rica, the Dominican Republic, Ecuador, and Peru. CLACS affiliates Felix-Brasdefer and Le6n developed a version of the core "Latin American Experience" course featuring a study abroad component in central Mexico via an OVPDEMA program targeted at undergraduates with financial need. Professional students at IU have access to a wide variety of study abroad and international experience programs, SPEA's Global Leadership Program in Brazil, for example, offers graduate students the opportunity to intern in the Brazilian Federal Government in Brasilia, Brazil for a summer. Undergraduates in the Kelly School of Business can enroll in short term study abroad courses in Costa Rica on social entrepreneurship and on the business of medicine, led by IU faculty.

# QUALTTY OF STAFF RESOURCES

* 1. **Teaching Faculty and Staff Qualifications.** All tenure track (TT) CLACS affiliates are prominent specialists in their field with doctorates from prestigious universities. Over the past decade CLACS affiliates have published over 100 books/edited volumes and well over 1,000 peer- reviewed articles and book chapters. The faculty include recipients of numerous prestigious grants, including Fulbright (18), NSF (12), NEH (7), Guggenheim (4), and SSRC (3). In 2020 Professor Emerita Darlene Sadlier was inducted into the Academia Brasileira, the only woman and only US- based scholar in this distinguished group. In addition, 35 faculty affiliates have received teaching awards at the institutional, state, or national levels.

The average teaching load at for TT faculty at IU is four courses per year, which allows faculty to devote significant time to advising. The CLACS Director advises LAC Studies MA students (and co-advises dual degree students), while advising of doctoral minors in LAC Studies occurs in

students' home departments. Since 2018, CLACS affiliates have supervised the theses or dissertations of 552 graduate students.

CLACS affiliate faculty receive approximately $225,000 in internal research/travel funds each year from IU sources. Most departments give tenured and TT faculty a semester of paid research leave every seventh year. In addition, faculty members winning external fellowships receive a research leave supplement to bring their award in line with their regular salary. Support for research, travel, conference planning, and bringing guest speakers to IU is available through the OVPR and OVPIA, CAHI, the Ostrom Workshop, and the Institute for Advanced Study. Through the Office of the Vice Provost for Faculty and Academic Affairs (OVPFAA), faculty can participate in professional development initiatives like the Scholarly Writing Program and Faculty Success Program, while CITL resources helps them hone their teaching skills.

**CLACS Staff and Lecturers.** CLACS possesses a highly qualified core staff, led by Director Daniel Suslak (PhD 2005, University of Chicago), who began his term in 2020. Suslak is a linguistic anthropologist whose work centers on Mixe-Zoquean (southern Mexico) languages and the traditions and histories of its speakers. Associate Director Sonia Manriquez (MA, Latin American and Caribbean Studies, Indiana University) accepted the position after serving as the Center's Program Manager from 2018-2021. She is a fluent Quechua speaker and has worked for over 10 years on Indigenous language revitalization projects in the Americas at a non-profit called the Language Conservancy. Academic secretary Katherine Cashman (MA, Education, IU) is responsible for course scheduling, website maintenance, and tracking job placements and alumni. Cashman also puts her background as a middle school teacher to work in CLACS K-12 curricular development projects. Program Manager Julie Wasserman Kearny (MA, Food Studies, IU) is

currently working on a second MA in Library and Information Science and is responsible for Title VI reporting, Title VI budget tracking, and works with the AD to manage outreach activities and events. Senior Lecturer Quetzil Castaneda (PhD, Anthropology, SUNY Albany) has more than a decade of experience teaching Yucatec Maya at IU and at the yearly Open School of Ethnography and Anthropology (OSEA) field school in Yucatan. In 2018 he became editor of the *Journal of Latin American and Caribbean Anthropology* (2018-2023). Visiting Lecturer David Tezil (PhD, Linguistics, Indiana University), born in Port-au-Prince, is a native speaker of Haitian Creole, who participates in humanitarian efforts in Haiti and conducts research on language, literacy, bilingualism, and sustainable development as he continues to advocate for policy changes. CLACS also has one graduate assistant (GA) each year who assists with programming and outreach and works with the Director and AD to develop CLACS projects that contribute to their career preparation. The current GA is studying intermediate Haitian Creole and helped organize and promote a fall panel discussion on the future of Haiti and a Haitian Bingo Night extracurricular activity.Starting in 2023, native Quechua speaker, filmmaker, and educator Doris Loayza (MA, NYU) will begin developing and teaching new area studies courses on Andean language and culture. CLACS also works closely with the Latin American collections librarian, Luis Gonzalez (see Section F) and Javier Le6n, the director of the LAMC.

**HLS Support Staff.** The HLS employs a 16-member support staff (not counting the deans, their staff, and advising staff), including specialists in communications and marketing, development and grants, recruitment, finance, outreach, and global initiatives. The support of these staff, whose salaries represent an annual commitment of over $1.85 million to international studies, enables CLACS core staff to concentrate their efforts on curricular development, student advising, outreach, and the promotion of institutional and international linkages. CLACS undergraduate

minors work with HLS advisor Jennifer Ashcraft (MA, Hispanic Literatures, Indiana). Students are provided with career coaching through the Career Development Center (CDC), and the Walter Center for Career Achievement (WCCA) assists in the employment and success of students and alumni. a career advisor.

* 1. **Adequacy of Staffing and Oversight.** The CLACS Director is appointed for a three-year term by the Dean of HLS, upon recommendation of the CLACS faculty steering committee, with the possibility of a 2-year extension. The HLS Assistant Dean for International Education and Global Initiatives oversees all 15 of HLS's global and area studies centers. Finance Director Amy Van Pelt works with deans and center directors to ensure adequate funding and oversee all financial transactions. The IU Office of Research Administration, coordinates grant applications, helping ensure consistent narratives and feasible budgets. Joint HLS outreach initiatives are being coordinated by an International Education Outreach Administrator (IEOA) and a Director of Global Education (detailed in Section H). This arrangement facilitates consistency across centers and minimizes redundant staffing costs and errors in budgeting, accounting, and reporting.

The CLACS faculty steering committee plays a vital role in oversight of Center activities and makes policy, program, and curricular decisions. Ex officio members of the committee are the CLACS Director, the Associate Director, and the Latin American studies Librarian, as the Senior Lecturer. The Committee also includes a graduate student representative chosen by the CLACS graduate student association and an undergraduate representative invited at the discretion of the Director. Four faculty members are elected every two years per secret ballot by the Center's affiliated tenure-track faculty; four other faculty members are appointed by the Director to assure

representation of the main academic divisions (humanities, social sciences, natural sciences, and the professional schools) and a balance of faculty ranks and gender.

* 1. **Non-Discriminatory Practices.** IU prohibits discrimination based on age, color, disability, ethnicity, sex, gender identity, marital status, national origin, race, religion, sexual orientation, or veteran status. Moreover, the Bloomington Faculty Council has expanded the list to cover citizenship, familial obligations, gender expression, ancestry, and socio-economic background. To ensure equal opportunity, IU's Office of Institutional Equity reviews and enforces university policies governing disabilities, sexual misconduct, domestic partner benefits, religious observance accommodation, diversity, and consensual relationships. IU also has a provost level office (the OVPDEMA) tasked with ensuring hiring practices that are fair and promote faculty and staff diversity, and CLACS follows OVPDEMA's best practices for soliciting and evaluating applications for employment. Two of the three CLACS core staff and 12 out of 16 HLS support staffers are women, and both CLACS language instructors belong to underrepresented groups. Currently, women make up 50% of CLACS affiliate faculty members and 52% belong to underrepresented racial/ethnic minority groups. In September 2021, IU President Pamela Whitten announced a $30 million fund to accelerate IU's efforts to hire a more diverse cadre of faculty and researchers.

# STRENGTH OF LTBRARY

* 1. **Strength of Holdings.** IU Libraries is one of the top 25 research libraries in the U.S. and ranks fourth in collection size within the 14 members of the BTAA. As of June 2021, its total materials holdings consist of 11.5 million items, including 2,515 electronic databases, 269,000 electronic journals, and over 2.3 million e-books. The Latin American collection in the main IU

Library consists of 84,684 cataloged volumes of materials of research value in several formats (from books to serials to visual media). The holdings are particularly strong in materials relating to Argentina, Brazil, Mexico, the Andean countries, Central America, and the Hispanic Caribbean. One unique asset is the Archivo Mesoamericano, an open-access digital archive of historical and ethnographic video content from El Salvador, Nicaragua, and Mexico dating from 1970-1999. History, language, literature, anthropology, and folklore are the subjects best represented in this collection. It was created with funding from the Council on Library and Information Resources, and it underwent a complete overhaul in 2020 to ensure long-term sustainability. The world- renowned Lilly Library of rare books and manuscripts holds more than 60,000 imprints and 30,000 manuscripts ranging from the discovery of the Americas through the early nineteenth century. The Bernardo Mendel and Charles Boxer collections, primary sources from Mexico, the Caribbean, the Andes, and Brazil, are uniquely significant. There are also over 40,000 volumes of official publications, legislation, censuses, and maps, as well as a large collection of microfilm sets, housed in Government Information, Maps, and Microform Services. Ethnographic collections are preserved in the Mathers Museum of World Cultures, while unique manuscripts, photos, artwork, and artifacts concerning human sexuality are available at the Kinsey Institute. Latin America is well represented among the over 40,000 objects in IU's Eskenazi Museum of Art. Finally, the LAMC boasts more than 8,000 items of Latin American popular, traditional, and classical music. The collection is complemented with the unique Latin American recordings housed in the IU Archives of Traditional Music.

**Staff and Acquisitions.** IU Libraries employs a full-time Latin American librarian, Brazilianist historian Luis A. Gonzalez, and a half-time collection assistant. Thirteen support staff in the Acquisitions Unit and all 16 members of the Western European Cataloging Unit provide regular

support. Altogether, this represents $490,847 in yearly librarian and staff salary support for the Latin American collection.

During the pandemic, the IU Libraries compensated for funding cuts by allocating funds from endowment and IU Foundation accounts. This made it possible for the LAC Studies librarian to continue acquiring resources for teaching and research mostly at pre-pandemic levels. In FY22, the base budget for Latin American studies is $110,550. This allocation is mainly dedicated to acquisition of materials published in the vernacular languages of the hemisphere (primarily Spanish and Portuguese, but also Maya, Quechua, and other indigenous languages). The Latin American allocation has been leveraged by monies from the budgets for Ibero-American literature ($82,632) and Latino Studies ($19,066), an endowment ($7,600 for the current year), and the approval plan for English-language works from university presses. Additionally, in FY20 and FY21, the IU Libraries contributed $99,705 from central funds for the purchase of unique print collections as well as full text resources that support teaching and research on Latin American and Caribbean topics. These include the *Oxford Research Encyclopedia: Latin America*; the *Vanegas Arroyo Collection*, a large set of original prints by the celebrated Mexican graphic artist Jose Guadalupe Posada; *Brazilian and Portuguese History and Culture: The Oliveira Lima Library (Part 2)*, a digitized primary source database; and the complete print run of *Clarinada*, a rare monthly publication of singular importance for both the political and intellectual history of Argentina in the 1930s and 40s.

**Cooperative Arrangements.** As a national leader in the development of digital technologies, IU Libraries is a founding member of the HathiTrust Digital Library, a repository with 17 million digitized print items. An ambitious undertaking spearheaded by the IU Libraries is the Media

Digitization and Preservation Initiative (MDPI), furthering IU's commitment to digitization, perseveration, and free online access to audio/video materials of scholarly value. An in-house bibliographic database-*Researching BrazillPesquisa no Brasil*-provides better indexing to the scholarly history and social science journal literature from Brazil. The IU Libraries maintain long- standing cooperative agreements with the BTAA and the Center for Research Libraries (CRL), providing access to a premier research collection of 90 million items via UBorrow lending network. The IU Libraries also contributes to two key CRL-coordinated initiatives: the Latin American Materials Project (LAMP) and the Latin Americanist Research Resources Project (LARRP). LAMP converts "at risk" Latin American research collections into microform and digital formats. LARRP's key initiative is the Distributed Resources Project, which seeks to strengthen the coverage of monographs and special collections produced in Latin America through the creation of an inter-connected network of collections.

**External Access.** All IU libraries are open to the public, and users not affiliated with IU can gain access to library collections and services, including borrowing privileges, by providing proof of Indiana residency or by requesting a library guest account. IU Libraries grants borrowing privileges to graduate students and faculty at other BTAA institutions. Consortium agreements with the Center for Research Libraries extend interlibrary loan opportunities to both national and international users. IU maintains an open access policy that makes faculty research publicly available to all via IUScholarWorks, the digital institutional repository. IUScholarWorks provides long-term preservation of--as well as free, unrestricted access to--faculty publications, conference presentations, and materials for users around the world.

# TMPACT AND EVALUATTON

* 1. **Tmpact.** CLACS has made a significant impact as an NRC over the course of this grant cycle, and in 2018-22, non-language IU courses with at least 25% Latin America or Caribbean content enrolled 24,196 students, while language courses at IU reached 21,533 students. Outreach events initiated or co-sponsored by CLACS reached nearly 13,000 people. CLACS faculty-through their scholarship, media appearances, and outreach efforts-continue to elevate IU's international reputation. With Title VI support, CLACS was able to host an international symposium in 2018 on indigenous creative expression ("Voces del Pueblo"); produce a webinar on Covid-19 in Latin America in the spring of 2020 that featured faculty from IU and UNAM (Mexico), Oscar Martinez-a well-known journalist from El Salvador, and the Paraguayan ambassador to the US. After the assassination of President Jovenel Mo"se, CLACS organized a Fall 2021 virtual panel discussion with one of Haiti's most important historians, Dr. Jean Fritzner Etienne, and most trusted legal journalists, Sonet Saint-Louis.
  2. **Student Placement.** Over the last four years, 38 degrees have been awarded to students in CLACS degree programs (11 MA students, 20 doctoral minors, 7 UG minors and certificates). Two former UGs are employed by the local city government, one went on to pursue Latin American and Caribbean Studies at the graduate level, and one began a career in elementary education. Job placements for MA or dual MA degrees from the past four years include federal government positions (2 alumni), higher education (2 alumni), working for the state of Indiana (1), and two graduates who pursued careers outside the US. Two other grad alumni are now working on doctoral degrees-one in the Borderlands History program at UTEP, and one pursuing doctoral work in LAC Studies at SUNY Albany. Dual MA degrees have only been offered since 2015 and

the first few students to earn one of these combined degrees have found positions in a local non- profit, a private consulting firm in Utah, and a legal clinic in Chicago. Twenty IU graduates earned a PhD minor or certificate in LAC Studies since 2018. Eleven of these alumni have secured TT faculty positions at a university: Fordham University, Indiana State University, Lyon College, Oklahoma State, Sonoma State, University of North Georgia, Pennsylvania State University, University of Tennessee-Chattanooga (x2), and the Yale and Kyoto City University of Arts in Japan. Alumna Dr. Denisa Jashara (PhD 2020) won the 2021 CGS/Proquest Distinguished Dissertation Award and now holds a TT faculty position at UNC Greensboro.

* 1. **National Needs and Dissemination of Tnformation.** CLACS-affiliated faculty present research at national and international conferences throughout the year, testify before Congress, serve as expert witnesses in immigration cases, and disseminate their findings through public journalism, op-eds, blogs, and podcasts. CLACS shares regular updates about LAC happenings and opportunities around campus and highlights some of the noteworthy achievements of IU students and faculty via its website, events calendar, social media accounts, weekly electronic bulletin (Novedades)- mailed to 780 subscribers each week, and annual newsletter (Enfoque). In 2020 CLACS adopted the practice of recording and posting talks and panel discussions online whenever possible.

IU is committed to regularly teaching Spanish (the fourth most widely spoken language in the world), Portuguese (ninth place in the world), Haitian Creole, and Maya. Brazilian Portuguese is not widely taught in the US, despite Brazil's importance in hemispheric politics and commerce. Haitian Creole is a LCTL that attracts students interested in non-profit and governmental careers in the Caribbean, US-based work with Haitian immigrant communities and recent arrivals, and US-born heritage speakers. Maya is an indigenous Mexican language spoken by approximately

800,000 people in Mexico and immigrant communities in the US. IU's Maya course attracts students interested in Mesoamerican cultures, linguistics, colonial history, and indigenous studies. Over the past four years, IU has trained 40 different students in Portuguese, Haitian Creole, Maya, and Quechua with AY and Summer FLAS support.

During the current grant period, CLACS has been developing first-year textbooks for both Maya and Haitian Creole (in a collaboration with colleges at the University of Florida and FIU) that will be published by Indiana University Press in 2023. In 2021 CLACS piloted a series of weekend Haitian Creole workshops for staff and volunteers of an Indiana-based NGO called Alfa that provides adult literacy classes in Haiti. Participants were overwhelmingly enthusiastic in their survey responses and made special mention of the instructor (Tezil)'s willingness to adapt course materials to meet their specific, practical needs. In the next grant period, CLACS proposes to expand this effort and partner with the Haitian Association of Indiana to offer even more customized in-person language training sessions and webinars for employers and legal professionals who work with recent Haitian immigrants to the region. CLACS has also been working on several joint HLS initiatives to train K-16 teachers and make LAC objects in IU's museum collections and archives accessible to teachers and educators via an online platform called the Digital Toolbox (detailed below in Section H).

HLS Career Services has created a new funding structure for internships and initiatives focused on careers in the non-profit sector and international affairs. US government agencies like the Defense Department and CIA regularly recruit IU students, and non-profit agencies and businesses from around the country attend annual Fall and Winter Career and Internship Fairs. The HLS also partners with Ascend Indiana to connect IU students with Indiana employers seeking employees

with language skills and area studies knowledge. Similarly, CLACS dual degree students have access to all the excellent career advising and placement services offered through their professional schools. One of the Center's current Portuguese FLAS holders is pursuing a dual MA degree with Public Health and plans to enter the US Public Health Service Commissioned Corps after graduation next year. A current Quechua FLAS recipient doing the dual degree with Policy and Environmental Affairs is applying to work at the US Dept of State when he graduates.

* 1. **Evaluation Plan.** CLACS devotes 4% of its NRC budget, plus substantial university funding, to evaluation activities. The aim of the proposed evaluation plan for 2022-2026 is to provide CLACS with the quantitative and qualitative data that it will need to assess the efficacy of CLACS programs and activities, produce a longitudinal record of its progress over the grant period, and implement substantive improvements based on a rigorous analysis of the data. CLACS will concentrate on the following priority issues: (1) To what extent are CLACS curricular offerings, degree programs, and academic programming attracting IU students and meeting their needs? What changes can the Center implement to increase awareness of/interest in LAC Studies and LAC languages on campus and attract a larger and more diverse population of students? What can CLACS do to generate greater involvement from IU faculty and offer better support to their teaching and research? (2) To what extent are CLACS's efforts to internationalize curriculum and disseminate LAC information with MSI, CCs, and other K-16 educational institutions yielding positive outcomes? How many students, teachers, and community partners are being reached, and how are they implementing LAC content into their curricula and work? What can CLACS and the HLS do to build greater capacity? (3) To what extent are alumni and FLAS recipients utilizing the language skills and cultural competencies that they gained through their experiences via CLACS

teaching and programming? What can CLACS do to improve the training and professionalization of future LAC specialists to meet current and future areas of national need?

Significant changes have already been implemented in response to survey responses and feedback from evaluation during the current grant period, including major re-designs of the CLACS website and weekly electronic newsletter, discussions with counterparts in the professional schools about streamlining the admissions process for dual degree students and providing more coordinated advising, and significant improvements in how CLACS stays connected with alumni and former FLAS recipients. One welcome outcome of this progress has been a significant uptick in alumni donations to the program, including a $50,000 gift in 2021 to the Center's foundation account (see p. 7) which CLACS can use to top off recruitment funding offers or support student research.

Over the next grant period, CLACS proposes to collect and analyze data internally via (a) after- event "pulse" surveys, course evaluations, and end-of-semester interviews with students and affiliated faculty; (b) working with the CLACS Steering Committee to collect feedback from IU units with significant LAC Studies focus; (c) working with the HLS Communications Office to conduct annual audits of our online presence (social media use, website, and online instructional resources) in order to critically assess how CLACS can improve communications and expand its audience; (d) and working with the IU Walter Center and HLS to significantly improve our alumni outreach and outcome tracking. Specialists at IU's Social Science Research Commons (SSRC), which provides no-cost consultation and training, will assist CLACS in developing survey instruments and measuring outcomes.

These efforts will be paired with external evaluation led by Thomas P. Miller and Associates (TPMA)-to generate unbiased analysis of progress toward the stated goals in this proposal and

analysis of joint HLS NRC programming (see Table G.1 below). Evaluating joint HLS NRC initiatives in a centralized fashion will be more cost-effective and more likely to produce actionable feedback. TPMA's recent experience includes more than 20 large-scale, multi-year, and multi-site evaluations across the country. These evaluations have included Department of Education grants

- such as Title III, Teacher Quality Partnership, and Hispanic Serving Institutions Science, Technology, Engineering, and Math grants, as well as US Department of Labor multi-year grants. TPMA thus is well versed in tracking performance measures, progress towards outcomes, implementation of grant activities, and fidelity to program models.

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| **Table G.1: TPMA Evaluation Plan** | |
| **Evaluation Question 1**: To what extent do alumni experience improved academic and career outcomes, such as international studies and work in LAC Studies-related positions, as a result of their participation in CLACS programming? | |
| **Data Source** | Online survey of CLACS alumni, including FLAS alumni, to measure outcomes such as academic degree/program status and employment status/placement (including whether employment is in area of national need) |
| **Deliverables** | Annual summary of survey findings report presented to CLACS to demonstrate progress towards goals and inform continuous improvement activities |
| **Evaluation Question 2**: What is the overall experience and outcomes of faculty, partners, and other program participants of grant-related collaborative and internationalization efforts, and how can this feedback be used to facilitate improvements for participants? | |
| **Data Source** | Online surveys of grant program participants administered through CLACS and other NRCs to measure outcomes and satisfaction as well as gather other feedback based on their participation in grant-related collaboration and internationalization efforts (e.g., faculty feedback on the Digital Toolbox, parental feedback on the Bridges program, lCCl participant feedback) |
| **Deliverables** | Annual summary of survey and focus group findings presented to CLACS to demonstrate progress towards goals and facilitate continuous improvement of grant-related collaborative and internationalization efforts. Update calls to discuss findings and areas for continuous improvement. |
| **Evaluation Question 3**: To what extent do K-12 teacher and MSl/CC faculty/staff professional development workshops and other outreach events improve understanding of LAC and incorporation of LAC content into their curricula? | |
| **Data Source** | Online survey of K-12 teachers and MSl/CC faculty/staff that attend grant-related workshops and other outreach events to measure the usefulness and relevance of workshops/events as well as the application of information from the workshop/event in their classroom and at their institutions.  Focus groups with K-12 teachers will also collect feedback across NRCs. |
| **Deliverables** | Annual summary of survey findings that are presented to CLACS to demonstrate progress towards goals and facilitate continuous improvement of grant-related collaborative and internationalization efforts in K-12 and Higher Education lnstitutions. Update calls to discuss  findings and areas for continuous improvement |
| **Evaluation Question 4**: To what extent do alumni utilize their language and cultural skills gained as a result of their participation in CLACS programming in their employment and other areas? | |

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| **Data Source** | Online survey of CLACS alumni, including FLAS alumni, to measure outcomes such as utilization of language and other relevant cultural skills in their career and other areas |
| **Deliverables** | Annual summary of survey findings report presented to CLACS to demonstrate progress towards goals and inform continuous improvement activities |

* 1. **Equal Access and Treatment of Participants.** IU has a proud record of openness to underrepresented groups, and as an applicant to the Department of Education, CLACS will comply fully with section 427 of the General Education Provisions Act (GEPA) as well as the Americans with Disabilities Act. All CLACS events take place in facilities that are accessible to the disabled, and IU will provide alternative accommodations as needed. All CLACS webpages and e.g., weekly electronic newsletters, adhere to accessibility standards for visually impaired readers. IU has bolstered DEI initiatives over the last several years, with a $30 million investment in diversity hiring; generous recruitment fellowships and robust mentoring for minoritized students; and training for faculty and AIs in anti-racist pedagogies (for more on non-discriminatory hiring, see Section E and GEPA Statement). DEI work is now a priority at every level of the university, from the President's Office to the smallest seminar. HLS's Diversity Officer, school-wide Diversity Committee, and Admissions Office prioritize recruitment and retention of diverse faculty, staff, and students, and the COAS Diversity + Inclusion Office provides extensive DEI monitoring and support and will assist CLACS in developing DEI-focused questions for its planned feedback interviews with CLACS affiliates. CLACS works closely with IU's La Casa Latino Cultural Center to support Latinx students and is now in regular communication with the Brazilian Students Association and Caribbean Students Association in an effort to better promote their activities across campus and include them in CLACS planning. CLACS is also attuned to the linguistic needs of participants and hires qualified translators, interpreters, and captioners to make lectures

presented in Spanish, Portuguese, or another LAC language accessible to English-speaking publics and vice-versa.

# H-NRC. OUTREACH ACTTVTTTES

Since 2018 CLACS has offered a rich variety of virtual, in-person, and hybrid outreach activities that showcased Latin American and Caribbean history, politics, business, cinema and documentary film, music and fine arts, languages, and pedagogy. Over 12,000 individuals participated during the four-year period of 2018-2022. We anticipate a return to more in person activities in the next cycle, but plan to increase our capacity to record and stream events and deliver high quality virtual content to K-12 educators, students, and the public.

|  |  |  |
| --- | --- | --- |
| **Table H.1. Selected LAC Studies Outreach Activities (2018-2022)** | |  |
| **Activity** | **Semester** | **Attendance** |
| Film Screening: "O Processo - The Trial" | Fall 2018 | 133 |
| Photo Exhibit: "Braceros" | Fall 2018 | 1193 |
| Conference: "Voces del Pueblo" | Spr 2019 | 65 |
| Talk: Firuzeh Shokooh Valle "Reimagining Technofeminist Futures" | Spr 2019 | 68 |
| Lecture Series: Great Decisions Series "United States and Mexico: Partnership Tested" | Fall 2019 | 59 |
| Film Screening: "Return to the Andes" | Fall 2019 | 80 |
| Performance & Workshop: Rebel Diaz - Hip Hop and Resistance | Fall 2019 | 76 |
| Virtual Event: Literatura infantil cpara pensar o adoctrinar? with Mel Sol6zarno Garcia from Leamos Mas Puerto Rico | Fall 2020 | 550 |
| Bridges: Children, Languages, World: Brazilian Portuguese classes | Spr 2021 | 15 |
| Webinar: Chimen pou Avansman: A Conversation on the Path Forward in Haiti | Fall 2021 | 36 |
| Webinar: Teaching in Times of Crisis: Equity and lnclusion in the Face of Crisis | Fall 2021 | 47 |

* 1. **Outreach to K-12 Schools.** CLACS has (co-)developed a number of successful programs for K-12 educators, students, and their families. The Center regularly participates in Bloomington's Lotus Blossoms World Bazaar (close to 2000 participants each year) and the Bloomington Project School's annual International Evening (160 participants on average). Through the "Bridges: Children, Languages, World" program, CLACS provides Portuguese language instruction in after- school classes at area elementary schools. Bridges offers quality language and culture instruction to young learners and professional development opportunities for students who speak and study LCTLs. In 2020-2021, for example, 32 elementary school students completed the Bridges course in Brazilian Portuguese, taught by two undergraduate volunteers from IU, both of whom were recipients of AY FLAS funding to pursue advanced Portuguese coursework. At the state level, CLACS partners with the other IU NRCs and SoEd to foster the global mindedness and global citizenship of Indiana's P-16 students and teachers. During the current grant period, CLACS participated in a Dual Language Immersion (DLI) Workshop that shared best teaching practices with over 200 Indiana teachers on how to infuse their language instruction with LAC cultural content. CLACS affiliates co-taught multiple workshops for middle and high school social studies teachers each year with NRC colleagues (2020 theme: culture hearths; 2021 theme: trade and commerce; 2022 theme: tourism and leisure) designed to provide them with a broad range of case studies and points of comparison. And CLACS co-produced the webinar series "Teaching in Times of Crisis," a Global Initiative for Teacher Professional Development. Under the heading of "Teacher Well-Being and Self Care in a Crisis," CLACS affiliate Carmen Medina (SoEd) and several teachers from her critical literacy project in Puerto Rico (see Section I for details) shared their unique expertise in teaching through natural disasters and offered a wealth of advice to participants about adapting to the pandemic.
  2. **Postsecondary Outreach.** CLACS coordinates much of its postsecondary outreach in collaboration with other HLS NRCs, particularly the Center for the Study of Global Change (CGC) through its Institute for Campus and Curricular Internationalization (ICCI), which holds annual conferences for higher education faculty, staff, and administrators. CLACS assists NTU, Ivy Tech Community College, and the 17-member Georgia Consortium of MSIs/HBCUs to support professional development, conferences, and student career events. In 2021 CLACS faculty presented at the ICCI/Georgia Consortium's "Conference on Globalization and Technology: The Fourth Industrial Revolution" and reached an audience of 49, including 29 faculty members from MSIs. To date, the Center's most successful MSI initiative has been spearheaded by Carmen Medina (IU SoEd) and Maria del Rocio Costa (University of Puerto Rico, Bayam6n, Dept. of Pedagogy). Together they created a program for UPRB Education faculty and students called the Proyecto Literacidad Critica y Literatura Infantil en Puerto Rico (the PRCLP). The goals of the PRCLP are to improve access to Latin American and Caribbean children's literature in Puerto Rican K-12 schools and train student teachers to effectively teach those works of literature in their classrooms. To date, the PRCLP has trained 15 education students and 5 teacher-mentors in critical Spanish literacy and curriculum internationalization. Activities have also included classroom testing, workshops and a summer institute, and a joint publication by the principal investigators. In 2020 CLACS hosted the first PRCLP web-dialogue "Literatura infantil cpara pensar o adoctrinar?" which drew an audience of 550 viewers.

# Outreach to Business, Media, and the General Public.

CLACs affiliates are frequently in the news weighing in on key issues of the day, such as Wendy Vogt (IUPUI, Anthropology) discussing asylum-seeking migrants from Central America for a

magazine article; Rick Wilk (emeritus, Anthropology) talking about changes in consumption patterns during the pandemic on Indiana Public Radio; Christiana Ochoa (Law) in the *Guardian* newspaper discussing the house arrest of an American lawyer in Ecuador fighting a legal battle with Chevron on behalf of indigenous Amazonians; and Eduardo Brondizio (Anthropology), who has been a frequent guest on NPR and other news outlets discussing his research on climate change and its consequences for ecosystems and indigenous communities.

CLACS partners with the Kelly School of Business's Center for International Business Education and Research (CIBER) to offer sessions on Brazilian Portuguese Business Language and Culture via its Business is Global (BIG) event each year. The sessions are led by doctoral students in the HISP Portuguese program and draw an average of 75 attendees each time. In 2022-2023 CLACS plans to join CIBER for the Global Indiana Campaign, where high school juniors and seniors learn how vital language and cultural skills are for the 21st century Indiana workforce.

CLACS also partners with the IU School of Music, IU Cinema, and other private organizations such the Lotus Education & Arts Foundation to bring the best in LAC and Latinx art, music, and cinema to the community. The Center contributes to the Lotus World Music Festival, an annual event that bring over 12,000 people to Bloomington, and partners with the LAMC to offer live performances of musical genres as diverse as chamber music, jazz, and mariachi, on campus and around the Midwest. The annual Latinx Film Festival co-sponsored by CLACS, brings Latin American and Latinx cinema to Bloomington. In 2018, CLACS curated a photography exhibit entitled "Braceros" at the Waldron Art Center in Bloomington, which highlighted the period of American history when the US government was actively recruiting Mexican laborers to work in farms and factories.

# H-FLAS. FLAS AWARDEE SELECTTON PROCEDURES

For the 2022-2026 grant period CLACS seeks support for 8 AY FLAS awards (5 grad and 3 undergrad) and 8 summer FLAS awards per year, to support students who need advanced language training in one of the three languages that IU regularly offers-Portuguese, Haitian Creole, and Yucatec Maya-or another Latin American LCTL taught at an accredited summer program or at another BTAA university via the Courseshare system.

**H.1. Advertising*.*** CLACS will coordinate its advertising with other units in the HLS and publicize the opportunity on (a) the HLS and CLACS websites; (b) HLS and CLACS social media accounts;

(c) HLS and CLACS email listservs; (d) multiple info sessions per year delivered in person and via webinar; (e) class visits to area studies and international studies courses; (f) advertisements in the *Indiana Daily Student* newspaper (12,000 daily circulation); and (g) promotion by language instructors, Academic Advisors, and affiliated faculty. We strive to promote the FLAS fellowship program to students with diverse perspectives by specifically promoting the opportunity to students at the professional schools and students from traditionally underrepresented populations or in financial need (using the lines of communication created by the OVPDEMA for this express purpose).

**H.2-3. Application Procedures*.*** The HLS has standardized the application process for both Summer and AY FLAS fellowships across all Title VI centers into a single and secure online portal. The online application is designed to confirm applicants' eligibility and guide them through the application process. Applicants provide statements detailing previous language training and the relationship of the proposed language study to their academic and career goals. Each applicant must also submit official transcripts, FAFSA information (to determine financial need), and two

letters of recommendation. The FLAS Administrator and CLACS staff respond to all applicant queries, and technical problems are addressed by HLS shared services.

* 1. **Selection Criteria and Procedures.** The HLS FLAS Administrator serves as the primary point of contact and provides School-wide coordination for the FLAS competition and communications. The initial application is received by the FLAS Administrator to compile application materials and review applicant eligibility. After eligibility has been verified, applications are distributed to CLACS. The Director will appoint a committee that includes three faculty members from different disciplines, professional schools, and regional specialties, including at least one language specialist. Each committee member will rate applicants based on both quantitative (GPA) and qualitative (recommendation letters and statements of purpose) criteria before meeting with the Director to make final decisions that take competitive preference priorities into account. The online application portal becomes active no later than October each year, at which time all HLS FLAS programs begin accepting applications. Applications for both the summer and academic year competitions are due at the end of January. Selection committees review applications in February, and awardees are notified in early March. April 15 is the deadline for the acceptance of fellowships. The selection committee will meet two weeks after each deadline, and CLACS will notify awardees one week later.

**H.6. Professional Schools.** HLS partners with the IU professional schools to collectively share additional tuition expenses (if and when they exceed $9,000.00 per semester) incurred by dual MA students and professional school graduate students who are awarded FLAS fellowships. This arrangement allows the Center to diversify its applicant pool and support the training needs of high-quality applicants pursuing professional degrees.

# T. PROGRAM PLANNTNG AND BUDGET

The start of the new cycle coincides with the 60th anniversary of the CLACS, the 200th anniversary of the Monroe Doctrine, and the 100th anniversary of the Carnegie Institution's excavation and restoration of Chichen Itza. This is an opportune moment to take stock of IU's tradition of excellence in LAC Studies and set an ambitious agenda for the next decade. CLACS has four project goals for the next grant cycle: (1) Expand and enhance LAC Studies research and teaching, proficiency-based instruction in LAC languages, and professionalization at IU, with a particular emphasis on diverse perspectives and areas of national need; (2) Support LAC Studies teaching, learning, and research at partner institutions of higher education, especially Minority Serving Institutions (MSIs) and Community Colleges (CCs), through collaboration, professional and curricular development, and outreach; (3) Increase access to LAC Studies content, proficiency- based language instruction, and cultural competence within K-12 schools through collaboration, educator professional development, and outreach; (4) Advance and diversify access to LAC Studies knowledge and expertise for broader publics including businesses, rural communities, and online audiences.

## I. Expanding and enhancing LAC Studies research and teaching, proficiency-based instruction in LAC Languages, and professionaLization at lU.

CLACS proposes to begin the next period with a series of talks in the Fall and Spring of 2023 on America's role in the LAC region in the two centuries since the Monroe Doctrine, inviting scholars, leaders, journalists, and artists with diverse viewpoints and disciplinary backgrounds to critically **reexamine the history of US-LAC relations**. CLACS also requests Title VI funding to support **America's Role around the World**, an annual HLS non-partisan foreign policy

conference, with the understanding that the 2023 conference will foreground US-LAC policy discussions. Former special guest have included Secretary of State Madeleine K. Albright, former Director of National Intelligence Dan Coats, and Rohingya Burmese activist Wai Wai Nu.

In the Spring of 2024, CLACS plans to shift the focus to debates about the future of US-LAC relations, organized around five thematic areas, encapsulated by the acronym **METAS ('goals' in Spanish): Migration, Environment, Trade, the Arts, and Science & Technology**. CLACS proposes to dedicate the final five semesters of the grant period to each of these five themes in turn, highlighted by high profile speaker visits and related activities. The Migration themed events will coincide with a joint initiative between CLACS and the GGC to create a **new Tnternational Studies course for undergraduates that explores the causes and challenges of migration** and gives students a deeper understanding of US immigration policies and how they affect people's lives. The course will feature a week-long trip to the US-Mexico border, where students will meet with legal experts, activists, border enforcement officials, and other local stakeholders. CLACS requests support from Title VI to partially fund faculty travel for this course in Y2 & Y4.

CLACS boasts outstanding strengths in teaching and research on indigenous LAC languages, organized for the past two decade under the CLACS **Minority Languages and Cultures Project**. 2022 marks the start of the United Nations "International Decade of Indigenous Languages," and with over 500 indigenous languages still actively spoken in the LAC region, MLCP members such as Suslak (CLACS director), Diaz-Campos (Chair of HISP), Coronel-Molina (Education), and Tyres (Linguistics) have been on the forefront of scholarship on indigenous language documentation and revitalization. In Y1-Y3 CLACS is seeking Title VI support for two guest speakers visits per year to augment monthly meetings of the MLCP working group and support

for an **annual visit by an Tndigenous or African-descended filmmaker from the LAC region** in collaboration with the Center for Documentary Research and Practice (IU Media School) and the IU Cinema. In Y4, CLACS is seeking funds to support a **joint HLS NRC symposium on Global Tndigeneity,** in collaboration with the IU First Nations Educational and Cultural Center and Navajo Technical University.

CLACS is asking for Title VI seed money to develop a **Y4 exhibition for the new TU Museum of Anthropology & Archaeology** (IUMAA), which opens in late 2023, **on contemporary Maya art from Piste and the legacy of the Carnegie Tnstitution and Mexican government's restoration of Chichen Ttza**. This funding will support the shipping, mounting, and display of objects as well as promotional campaigns. Other sources of internal and external grant support will be sought for museum staff salaries. Senior CLAC lecturer Castaneda, who has been doing research on Maya artisans who live and work in the area surrounding Chichen Itza for over thirty years, will partner with the IUMAA to develop the exhibit.

IU has made particularly impressive gains in the size and disciplinary diversity of faculty who conduct research in the Caribbean over the past decade, and thus CLACS proposes to leverage this newfound strength by convening an interdisciplinary **Caribbean Studies Working Group** and invite important Caribbeanists to visit IU and share their research, starting with a Fall 2022 event featuring Yarimar Bonilla (co-author of the 2019 book *Aftershocks of Disaster: Puerto Rico Before and After the Storm*) and Greg Beckett (author of the 2020 book *There is No More Haiti*), co- organized with IU's new Center for Refugee Studies. CLACS will also be partnering with the IU Islamic Studies Program on its Global Islam speaker series to invite guest speakers to a **Y4 event**

**on Tslam in the Caribbean country of Suriname**, which boasts the highest concentration of Muslims in any single country in the Western Hemisphere.

To strengthen and improve CLACS language and area studies course offerings and instruction, CLACS requests Title VI funding for the following initiatives. The first will work with language instructors Tezil and Castaneda to develop **supplementary materials to complement the first- year Haitian Creole and Maya textbooks** that they have created during the current grant period (the former in collaboration with colleagues at the University of Florida and FIU). Both textbooks will be published by IU Press in 2023 and will be in use in classes starting in the Fall of 2023. These supplementary materials will take the form of online video lessons and exercises-produced onsite in Haiti, Southern Florida, and Mexico-that will be accessible to students around the globe. The Center will also work with Tezil, emeritus Professor Albert Valdman, and staff at the IU Libraries to **digitize rare items in Valdman's collection of out-of-print Creole newsletters, magazines, and ephemera to share online** and make widely available to students and creole scholars. As a demonstration of IU's ongoing commitment to the teaching of Haitian Creole, HLS has agreed to support the visiting lecturer position at 50% in Y1-3 and 75% in Y4 and discussions are underway to create a permanent position for Dr. Tezil in FRIT or Second Language Studies. CLACS is also building a collaboration with Quechua instructor and filmmaker Doris Loayza, who moved to Bloomington during the current grant period and has been teaching Quechua remotely for various programs including UC Boulder. Initially this will take the form of developing **two new advanced courses on Andean language and culture** to complement the Quechua language instruction that IU students receive via the BTAA Courseshare system and meet the FLAS area studies course requirement. To enhance Spanish and Portuguese instruction, CLACS proposes to continue training and funding one to two advanced doctoral students per year to teach

**discussion sections taught in Spanish or Portuguese** attached to courses in International Studies on topics such as Food Security, International Human Rights, and Global Health Policy. The CLACS Associate Director will be responsible for publicizing these Languages across the Curriculum courses to students and establishing guidelines.

CLACS has made it a point of emphasis to strengthen its presence in the professional schools and at IU's other seven campuses, encouraging specialized area knowledge in diverse professional fields. The LAMC at the SoM continues to be a particularly close partner with CLACS. With Title VI funds, CLACS can continue to provide partial salary support (33%) for Joe Galvin, with the expectation that the SoM will be fully funding his lectureship by the end of the grant period. Since 2018, Galvin has taught three courses (Latin American Ensemble, Afro-Cuban Folkloric Ensemble, and Steel Drumming) per semester, each cross-listed with CLACS, and created a **new Latin American Music minor and certificate degree program** at the SoM. Finally, the **Advocates for Global Democracy and Leadership Program**, a joint project between HLS centers and the Law School, partners with leading non-partisan organizations such as the National Endowment for Democracy to host visiting fellows who can lend their voices and expertise to programmatic endeavors in area studies including career development, civil leadership, and research and scholarship. CLACS plans to take the lead on a Spring 2024 Advocates conference focusing on immigration law, held in conjunction with HLS' International Law and Institutions Week.

## 2. Supporting LAC Studies teaching, Learning, and research at partner institutions of higher education, especiaLLy Minority Serving lnstitutions (MSls) and Community CoLLeges (CCs).

CLACS will continue to support multiple institutions, particularly community colleges and MSIs, in their ongoing internationalization efforts. In the next grant period this will consist of co- organized **career preparation initiatives for Tvy Tech Community College**, teacher training and critical literacy at the University of Puerto Rico Bayam6n through the PRCLP, LAC and indigenous studies at Navajo Technical University, Brazilian studies at IU Northwest, and curriculum internationalization at the Georgia Consortium of International Studies. CLACS will work closely with Ivy Tech Community College Bloomington through an existing HLS initiative called **TCAB TTT (Tnternationalization Collaborative across Bloomington)**. Second, we continue to support the **Global Employability Certificate** coordinated by the CGC to integrate global skills into the curriculum of Ivy Tech Indiana. Third, CLACS proposes to use Title VI funds to participate in the **Tnstitute for Curriculum and Campus Tnternationalization** (ICCI), a summer event jointly organized by the HLS units that brings faculty and staff from Ivy Tech, NTU, and other universities and colleges nationwide to Bloomington to learn best practices for internationalizing their own campuses. **The PRCLP** has been the Center's most successful MSI outreach initiative to date, and thus CLACS requests support to continue to grow the project as we seek complementary funding streams and opportunities to adapt PRCLP methodologies for use in other CLACS training and curriculum internationalization efforts, such as the work we do with Dual Language Immersion K-12 schools in Northern Indiana. Funding is requested to facilitate regular meetings between SoE faculty and their counterparts at UPRB, pay honoraria to teacher mentors in the program, and cover educational supply expenses (the purchase and distribution of children's literature). Engagement with students and faculty at Navajo Technical University was severely curtailed during the pandemic, but CLACS plans to resume and expand activities with an emphasis on **visits from TU CLACS affiliates to the NTU campus** to lead workshops in areas

where CLACS affiliate expertise-e.g., in Food Studies (Keityn Alcantara), Public Health (Lucia Guerra-Reyes), and the indigenous teaching methodologies (Colonel-Molina)-matches up well with NTU degree programs. Finally, CLACS requests funding to develop a **new collaboration with regional TU campus TU Northwest** (designated an HSI in 2020). CLACS has an active affiliate there named William Mello, a Brazil expert and Labor Historian. The Center proposes to fund travel costs between campuses to and support for speaker visits and virtual engagements with Mello's colleagues at the Ceara State University in Brazil, with the aim of developing an official linkage. CLACS and the other HLS NRCs will partner with **the Tnternational Studies Consortium of Georgia** for an annual series of day-long workshops to enhance the area studies capacities of faculty from the 17 members of the consortia and other nearby institutions, which are predominantly teaching-focused institutions and MSIs or eligible for Title III funding.

## GoaL 3: lncrease access to LAC Studies content, proficiency-based Language instruction, and cuLturaL competence within K-I2 schooLs.

CLACS will expand and enhance two digital platforms jointly created by HLS NRCs during the current grant cycle. These two resources will allow IU faculty and students to disseminate scholarship and diverse perspectives on contemporary challenges facing the LAC region, careers, and languages, and curricular materials for K-16 instruction. The global pandemic underscored the need for high quality, advanced and effective virtual resources. **The Globally Ready Digital Toolbox** (DT), developed in partnership with the IU African Studies Program and European Studies Institute, is an innovative pedagogical tool that advances humanities education in rural Indiana and connects IU's museums and archival collections with K-16 educators. The DT is an open-access, web-based application for use in K-12 schools that incorporates objects from 12

different IU museum/research collections. The site is built around an interactive map with a selection of 120 2D/3D models of ethnographic objects, artworks, sound and video recordings, and rare manuscripts that have stories to tell about Africa, Europe and Latin America and the Caribbean. Current contents include 3D scans of Taino artifacts from IU's underwater archaeology project in the Dominican Republic and a rare recording in the IU Archives of Traditional Music of "El lleva y trae" performed by Celia Cruz. Items in the DT are paired with standards-based lessons written by education experts. CLACS is requesting Title VI funding to support an hourly graduate assistant who can develop more content and to work with ASP, Euro and TPMA to evaluate how users are engaging with its contents. CLACS also requests support for an **Tnternational Education Outreach Administrator**, jointly funded by the HLS NRCs. The IEOA serves as a point person for administrators, teachers, and businesspeople across Indiana. During the current grant period the IEOA created **Access Global**, a digital learning platform that gathers and curates diverse online materials on world issues and curriculum materials for K-12 teachers and students. CLACS requests funding in Y1-Y4 to contribute to the maintenance and further development of Access Global. CLACS will continue to work with SoE and HLS NRCs to support the salary of a **Coordinator of Global Education Tnitiatives** (Vesna Dimitrieska). Dimitrieska has systematized our efforts to internationalize P-16 education in Indiana. She works with in-service and pre-service teachers, elementary and secondary school leaders, and schools of education faculty to collectively advance and strengthen area/global studies and language learning in Indiana's K-16 curriculum. Over the past eight years she has coordinated Global Literacy Invitations, In-Service Social Studies Teacher Workshops, Principals' Academy on Internationalizing School, Language Certification, and advancing the Certificate of Multilingual Proficiency and Dual Language Immersion, UN Sustainable Development Goals (SDG) Institutes, Global Readiness in Indiana Towns (GRIT),

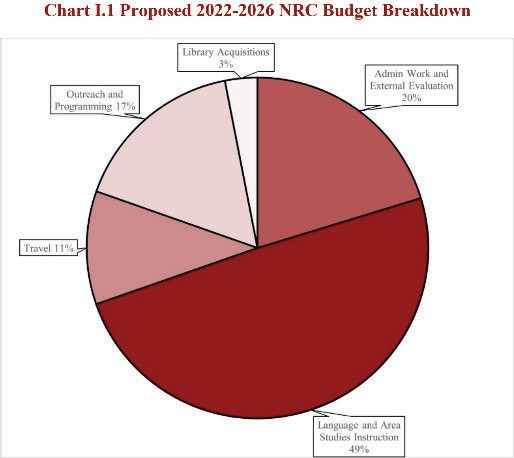
Global STEM workshops for K-12 teachers, Global K-12 Teacher Award and Global Educator Conference, and Global learning/Global competence professional development for school counsellors; instructional coaches; librarians; art and music teachers. Finally, CLACS requests support to continue supporting high-quality **Portuguese language and culture instruction to K- 6 students** at local elementary schools through the award-winning Bridges program each year and its annual spring outreach programming at the **Lotus Blossoms World Bazaar**, an event for local fourth grade students and families (both detailed in Section H.1).

## 4. Advance and diversify access to LAC Studies knowLedge and expertise for broader pubLics incLuding businesses, ruraL communities, and onLine audiences.

Targeted outreach to businesses will occur through participation in the Kelly School of Business CIBER's "Global Indiana" campaign and summer Business is Global (BIG) workshop series. BIG attracts high school students from across the state of Indiana to learn international business concepts together with cultural and linguistic competency skill-training (detailed in Section H.3). CLACS will continue to partner with colleagues in the School of Music, Art & Design School, and School of Media to share the best in LAC music, cinema, and art on campus and in the community, and it will work with the IU Center for Rural Engagement to bring the LAC arts to schools and libraries in rural Indiana. Here we want to highlight two new HLS initiatives. The first, called **Tnternationalizing the TU Heartland**, will promote internationalization across Indiana, in partnership with IU Northwest and the IU Center for Rural Engagement. The second is the **TU Eskenazi Art Museum Pathways Project,** which will develop audio tours of the Museum's collections. CLACS is requesting support for a graduate hourly to create English- and

Spanish-language audio tour-style presentations for the most significant LAC pieces in the museum.

**T.2. Reasonable Costs.** The proposed budget for CLACS NRC activities in 2022-2026 is both reasonable and appropriate and is underwritten by IU and HLS's strong institutional support for international teaching, research, outreach, and administration. Our proposal relies on extensive "fee-less" services: IU Conferences does not charge for organizing events for IU-based entities; CLACS's IT infrastructure and service is provided without cost; and no-fee training provided to faculty and graduate students by CeLT, CLE, and CITL, including grants for foreign language pedagogy, underlying faculty and graduate expertise. Support from HLS has allowed CLACS to

develop a budget in which only 20% of NRC funds are allocated to administrative salaries and external evaluation, with the remaining costs spread among language instruction salaries, curricular development, outreach and programming, support for faculty and staff travel, and library acquisitions.

The proposed plan addresses all Title VI absolute and competitive priorities, uses NRC funds for relevant activities, and attempts to leverage costs and develop complementary funding streams whenever possible. For projects like the Digital Toolbox, Maya art exhibition, and Monroe Doctrine speaker series, CLACS and partner NRCs and IU units will seek internal and external funding to cover additional costs (e.g., CAHI support for the exhibition, support from the IU Institute for Digital Arts & Humanities to develop shareable online Maya and Haitian Creole curricular material, and NEH funding to support the Digital Toolbox). Partial salary support from Title VI will enable CLACS to maintain its visiting Haitian Creole

lectureship and Latin American Music lectureship for another 2-4 years until both of those positions can be converted to fully funded, permanent positions.

**T.3. Long-term Tmpact.** CLACS has proposed activities with significant long-term impact at IU and beyond. Investments in IU's library holdings and Latin American Music Archives will strengthen these essential resources for researchers. FLAS funds, support for Haitian Creole and Maya instruction, and high-profile events on indigenous and afro-descended art, culture, and language, will attract additional students to study Latin American LCTLs and acquire the language skills they will need for future careers working on challenges such as migration, democratization, environmental stewardship, and food security. Joint HLS projects like the DT, Access Global, and CLACS-specific efforts to develop instructional resources through, e.g., the PRCLP will serve as ongoing resources for teachers as they prepare their students for an increasingly interconnected world. Other joint initiatives, such as the ARW series and HLS Global Democracy and Leadership Program will give students planning on careers in governance and international affairs extraordinary access to influential voices in international law and diplomacy. The many partnerships fostered by CLACS will ensure that a wide range of views help to generate debate on world regions and international affairs. Activities involving professional schools and programs will internationalize student training in those programs. Finally, work with MSIs and with K-12 teachers, both regionally and nationally, will heighten student and faculty appreciation for the value of foreign language and area studies expertise.

# J. COMPETTTTVE PREFERENCE PRTORTTTES

CLACS is committed to improving and expanding our current initiatives with MSIs and seizing opportunities to develop new ones. This includes our work on critical literacy training and

curricular development with students and faculty in the Department of Pedagogy at the University of Puerto Rico, Bayam6n (HSI) and our proposed initiative with faculty at IU Northwest (HSI) on Brazilian History and Labor Studies. CLACS also participates in joint IU NRC initiatives with the 17 members of the Georgia Consortium (HBCUs and HSIs), and with NTU, by providing LAC Studies expertise and resources and developing ways to make LAC Studies content relevant to the lives and career goals of students at NTU and the Georgia schools. CLACS will continue to participate in a joint HLS NRC collaboration with Ivy Tech (CC) on the global employability certificate program and Access Global digital learning platform. CLACS will also continue to partner with the IU Center for P-16 Research and Collaboration to conduct curricular internationalization workshops across the state of Indiana. By doing this in coordination with the other IU NRCs, CLACS can ensure that curricular internationalization efforts are balanced, truly global in scope, and allow for diverse voices and perspectives to be heard.

**FLAS Competitive Preference Priorities.** To make language training available to the best and brightest applicants, regardless of income and resources, CLACS prioritizes FLAS candidates who exhibit need, as shown in their current FAFSA application. FLAS Applicants who have expressed interest in a career area of national need and articulated how language training will help them to pursue that career will be prioritized over applicants who have not demonstrated this commitment. The selection committee will also prioritize applicants who propose to study less commonly taught LAC languages over language training that is more readily available (e.g., Quechua > Spanish). FLAS awards for Spanish, French, and German will only be considered under exceptional circumstances.