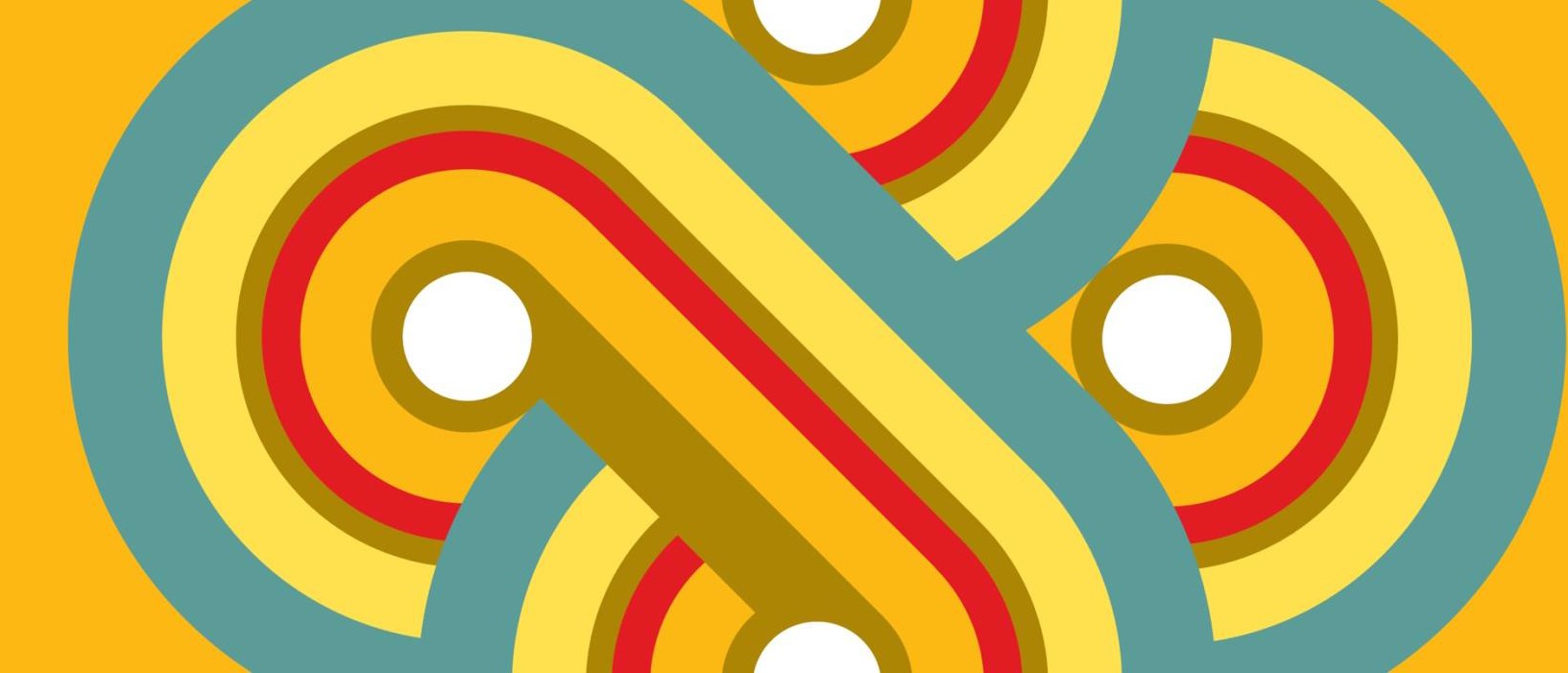
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**APPLICATION FOR**

**COMPREHENSIVE NATIONAL RESOURCE CENTER PROGRAM AND**

**FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS PROGRAM**

International Foreign Language Education US Department of Education

Federal Funding Opportunity Numbers: NRC ED-GRANTS-121621-001 FLAS ED-GRANTS-121621-002

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**A. Commitment to Subject Area** UT’s commitment to LAS has grown since its founding in 1883, with the creation of the Latin American Library in 1921—now the world-renowned Nettie Lee Benson Latin American Collection (see F)—and establishment of the Institute of Latin American Studies in 1940, renamed Teresa Lozano Long Institute of Latin American Studies (LLILAS) in 2001 after the receipt of a major financial gift. In 2011, LLILAS and Benson entered into a formal partnership, LLILAS Benson Latin American Studies and Collections, joining research and teaching with the acquisition and stewardship of scholarly resources. The partnership raised the profile of LAS on campus and empowered UT’s leadership in global higher education, forging bonds between scholarship, teaching, and collections, with specialization in digital initiatives.

**Students** are the heart of our mission. We award over $840,000 in competitive fellowships and research funds annually to BA, MA, and PhD students (Table A.1), prioritizing academic excellence, diversity, demonstrated financial need. Last year, UT reported record graduation rates for Latino/a, Black, first-generation, and Pell Grant-eligible students. It now qualifies as a Hispanic-Serving Institution (HSI), with Latino/a enrollment topping 25% last year. LLILAS received $1.3 million in endowments for student support.

**Teaching and research** are the foundation for excellence of LAS at UT. LLILAS has 164 affiliated faculty working in 12 colleges and schools, in 41 departments, with expertise in

the range of disciplinary perspectives, from Architecture to Geosciences (see E; App. A & B). Since 2011, LLILAS has hired 7 tenure-track faculty members and 1 full-time lecturer (see C.3; Table C.2) to meet strategic LAS curriculum needs. We host distinguished visiting professors from Latin America yearly, in partnership with the Tinker Foundation and Fulbright Commission in Brazil. We fund over $208,000 in faculty research, $76,896 in endowed chairs, and implement

over $278,100 of scholarly programs annually, including lectures, conferences, workshops, visiting scholars (see H). Outreach accounts for over $15,644 of institutional funds spent yearly, enhanced by $222,000 of NRC funding annually from 2018-2022 (see H NRC). **The Benson** is the bedrock of LAS at UT (see F), attracting top-tier scholars from across the globe.

UT’s commitment to LAS shines through our **Indigenous Languages Initiative (ILI)**, centered around on-campus instruction of Latin American Indigenous languages (see B) and the development of online open-access curriculum (see J & B). The other pillars of ILI include: the Archive of the Indigenous Languages of Latin America (AILLA) (Table F.1) and the Center for Indigenous Languages of Latin America (CILLA).

LLILAS Benson continues to **grow its resources** for LAS through a development team devoted to alumni relations, annual giving, grants, and major gifts. Our current campaign aims to raise an additional $3 million for student fellowships and faculty research support, and $3 million for the Benson for its 2021 centennial. Since 2011, we have raised $8.5 million in endowments, primarily for student support and Benson collections. Since 2014, we have won grants worth $7.8 million for research, scholarship, and exchange from the DoED, NSF, NEH, Center for Research Libraries, British Libraries, and the Tinker and Mellon Foundations.

Our strong **international partnerships and linkages** exemplify a commitment to bilateral engagement in Latin America. Since 2016, The University of Texas System and Mexico’s National Council of Science and Technology (CONACYT) have funded dozens of bilateral research grants to UT PhD students, postdocs, and faculty through the ConTex program. Mexico Center Dir. Ricardo Ainslie (App. A) serves on the ConTex Advisory Board. With Dell Medical School’s Global Health Program, we are members of the international Academic Model Providing Access to Healthcare (AMPATH) Consortium; Ainslie directs research and education

for AMPATH Mexico–Benemérita Universidad Autónoma de Puebla. Our Brazil Center supports prominent linkages with Brazil. One of two Portuguese Flagships in the US, we coordinate an exchange program with Universidade Federal de São João del-Rei. UT has 29 formal exchange agreements with Latin American higher-ed institutions. Our Mesoamerica Center operates Casa Herrera in Antigua, Guatemala, for Maya studies and language programs. UT has campus presences in Monterrey and Mexico City, Mexico. With Mellon Foundation support since 2015, we have formalized agreements with 7 partner organizations across Latin America to digitize endangered archives and make them available globally.

UT commitment to LAS includes an annual commitment from LLILAS Benson of nearly

$4.5 million (Table A.1), and UT’s commitment also includes nearly $15 million annually in faculty salaries and benefits 164 Latin Americanist faculty across campus.

**Table A.1. LLILAS Benson Institutional Commitment, 2021-22\***

|  |  |  |  |
| --- | --- | --- | --- |
| **LLILAS** | | **Benson** | |
| Salaries & Wages | $804,437 | Salaries & Wages | $1,248,050 |
| Student Funding | $925,168 | Collection Development | $603,169 |
| Scholarly Programs | $278,100 | Collaborative Funds | $20,000 |
| Faculty Funding | $214,659 | Exhibitions | $7,000 |
| Professional Development | $10,000 | Professional Development | $10,000 |
| Outreach | $15,644 | Outreach | $6,000 |
| Development | $36,195 | Development | $13,758 |
| Indigenous Languages Initiative | $163,444 | Facilities | $11,300 |
| Digital Initiatives | $20,000 | Digital Initiatives | $10,000 |
| Maintenance & Operations | $50,880 |  |  |
| **TOTAL** | $2,518,527 | **TOTAL** | **$1,972,277** |
| **LLILAS Benson total budget: $4,490,804** | | | |

**\*** Numbers represent recurring endowment and state resources.

# B. Quality of the Center’s Language Instructional Program

* 1. **Instructional Programs and Enrollments in Spanish, Portuguese, and Indigenous**

**Languages:** Our Spanish (SPN), Portuguese (POR), Latin American Indigenous language

(LAL), and Iberian and Latin American Languages and Cultures (ILA) programs incorporate LAS into language instruction through a guided inductive method that takes a critical thinking approach in the analysis of language in society. Last year, a total of 4,504 students took ILA, SPN, and POR courses, with 1,699 at advanced levels (Table B.2). In 2013, the Dept. of Spanish and Portuguese (S&P) created the Iberian and Latin American Languages and Cultures (ILA) field of study, educating undergraduate and graduate students about the languages, literatures, and cultures of Latin America and Iberia, related diasporas, and Indigenous and Afro-descendant cultures. ILA offers PhDs and terminal MAs in 3 tracks: Iberian and Latin American Literatures and Cultures, Luso-Brazilian Cultural and Media Studies, and Iberian and Latin American Linguistics. A department evaluation determined that the degree title did not resonate with undergraduates, and in 2020 the department renamed the ILA BA to stand-alone SPN and POR Majors and Minors, retaining the sequence of courses and requirements, as well as the multidisciplinary spirit of the ILA degree.

**Table B.1. Current Language Program Degree Seekers**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PHD - 51s** | **BA Majors - 88** | **BA Minors - 145** | **Certificates - 881** | **Port Flagship Prog** |
| **ILA - 51** | ILA - 29 | ILA – 31 | BUS SPN - 430 | 24 |
|  | SPN - 56 | SPN -68 | SPN Med Prof - 449 |  |
|  | POR - 2 | POR-46 | Ibero-Am Cul Div - 2 |  |

Two certificate programs launched in 2018 for Business and Medical Professions are popular, thanks to UT’s top-ranked business and nursing schools and new medical school. A new certificate SPN for Mental Health Professionals will launch this year. All SPN and POR courses, including certificates, offer accelerated Heritage Learner Tracks for Spanish-speakers.

**Table B.2. Spanish and Portuguese Language Course Enrollments**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SPN Courses** | **2019-20** | **2020-21** | **POR Courses** | **2019-20** | **2020-21** |
| 601D Beginner | 896 | 880 | 601D Beginner | 22 | 24 |
| 610D Intermed I | 683 | 722 | 610D Intermed I | 13 | 20 |
| 311 Intermed Span | 0 | 684 |  |  |  |
| 314 Conv & Culture | 0 | 252 |  |  |  |
| 311J Heritage convo | 0 | 139 | 311J for SPN Spker convo | 0 | 40 |
| 314J Heritage grammar | 0 | 39 | 314J for SPN Spker grammar | 0 | 37 |
| 611D Intermed II | 554 | 0 | 611D Intermed II | 25 | 9 |
| 604 Heritage - Beg | 122 | 130 | 610S for SPN Spker Beg | 60 | 33 |
| 612 Heritage-Intermed | 115 | 0 | 611S for SPN Spker Intermed | 23 | 0 |
| 327/330 Adv | 477 | 582 | 327/330 Adv | 28 | 27 |
| Remaining Upper Div | 616 | 667 | Remaining Upper Div | 22 | 41 |
| **SPN Totals** | **3463** | **4095** | **POR Totals** | **193** | **250** |
| **ILA 380-999 (incorporates SPN and POR) - 2019-20: 197 - 2020-21: 159** | | | | | |

In 2018, LLILAS Benson helped develop a grant making UT the nation’s 2nd Portuguese Flagship Program (PFP), a merit-based BA course of study designed for learners of POR to achieve professional working proficiency while pursuing majors of their choice (enrollments in Table B.1). Housed in S&P, and directed by Orlando Kelm (App. A), the PFP offers an unprecedented opportunity for students to internationalize their academic experience. Students enroll in 1 POR course each semester; have weekly meetings with PFP language coaches; complete proficiency tests and interviews; complete the Portuguese Overseas Flagship Capstone Experience; and can participate in UT’s faculty-led POR Brazil summer program.

LAL began in 2013, prioritizing Indigenous languages by number of speakers, territorial extension, and influence. K’iche’ Maya, Nahuatl, and Quechua are taught in rotation. So far, 13 students completed Intensive Beginner K’iche’, 4 completed Intensive Intermediate K’iche’; 21

competed Intensive Beginner Nahuatl, 15 completed Intensive Intermediate Nahuatl; 6 completed Intensive Beginner Quechua, 5 Intensive Intermediate Quechua. In summer 2021, we sponsored intensive beginner Mapuche, completed by 10 graduate students.

* 1. **a. Levels of Language Training:** Beginner, intermediate, and advanced SPN and POR

instruction is offered year-round. S&P collaborates with multiple UT teacher certification programs to train undergraduate and post-baccalaureate students in SPN and bilingual education. S&P accelerates intermediate proficiency for Spanish learners through its 2-semester, 6-hour course sequences POR for SPN Speakers (POR 311J/POR 314J, POR 611S) and SPN for Heritage Speakers (SPN 311/314, SPN 612). Courses 311&314 have been designed to be taken concurrently, so students who want more than the College requirement (601+610+311), or who are planning to pursue a major or certificate, generally take both together, for a total of 6 credits. Last year, 1,249 students studied advanced and upper-division SPN, 68 studied advanced and upper-division POR, and an additional 159 took advanced ILA courses that incorporated both SPN and POR (Table B.2). LAL offers an intensive 2-semester, 6-hour course sequence (LAL 601C, LAL 611C) for students to reach Intermediate proficiency by end of the second semester. Advanced K’iche’ is offered through a summer institute at UT’s Casa Herrera in Antigua, with language immersion in Nahualá, Guatemala. Nahuatl courses focus on modern Nahuatl and introduce classic Nahuatl texts. A 2023 summer immersion program in Veracruz will offer advanced study. UT facilitates instruction in virtually any Latin American language students propose via independent study or US or Latin American programs (see C.6).

* + 1. **Language Course Representation in the Disciplines:** S&P offers interdisciplinary

courses taught in SPN and POR in fields from Indigenous Studies to digital humanities (Table B.3, App. B). LAL courses integrate Indigenous Studies, Linguistics, Literature, and History.

**Table B.3. Sample of 2020-21 LAS SPN and POR Courses across Disciplines and Professions**

|  |  |
| --- | --- |
| **Course** | **Discipline/Profession** |
| LAS 355S (SPN): Violence in Contemp. Mexican Culture | LAS; Women’s and Gender Studies |
| SPN 356D Indigenous Resurgence | Indigenous Studies, LAS |
| SPN 367C: Spanish for Health Care Professions | Medical School, Nursing, Soc Work |
| SPN 377C: Spanish in Mental Health Contexts | Social Work |
| SPN 377C: Research Community Engagement | Social Work, Pub Affairs, Soc, Pub Health |
| ILA 386 Colonization and Linguistics in Mesoamerica | LAS: Linguistics, Indigenous Studies, HIS |
| SPN 377C Journalism and Press Freedom in Latin Am | LAS: Journalism, Gov |
| ILA 386 Foreign Language in a Digital World | Lang Teaching/Coordination, SPN, POR |
| ILA 388 Brazilian Cultural Theory | LAS, Brazilian Studies, POR |
| POR 377C Brazil, Environment and Migration | LAS, Environ Studies, Sociology, History |
| SPN 367D Business in Hispanic Life and Culture | Business, Ethnic Studies, LAS |
| SPN 330L Intro to Lang and Linguistics | Linguistics in Society |
| POR 355 Sociolinguistics | Linguistics, Brazilian Studies |

# Language Faculty and Pedagogical Training of Language Instructors: S&P’s faculty is

comprised of 19 tenured and 21 non-tenure-track faculty, who are internationally recognized for pedagogical innovation, scholarly research, and publishing (App. A). Chaired by Jorge Pérez (App. A), S&P’s program has produced 50 dissertations in the past 5 years. Melissa Murphy (App. A) supervises the SPN program, with 3 course-specific/level supervisors. Vivian Flanzer (App. A) supervises the POR program. Under their close supervision, on average 55 PhD students serve as AIs; 60% are native speakers, often teaching the same course for 5–7 years. AIs take required pedagogical training (Table B.4); S&P supports ongoing training, awarding up to

$800 per faculty member, and $500 per AI annually; COLA’s Texas Language Center provides workshops on intensive instruction, OPI proficiency testing, and methodology. Each year, LLILAS supports SPN, POR, and LAL faculty and PhD students’ participation in pedagogical

conferences. PFP funds OPI Assessment Workshops for POR AIs, connect them with free virtual training workshops.

**Table B.4. Requirements, Training, and Supervision of SPN and POR AIs**

|  |  |
| --- | --- |
| **Requirements** | MA or professional equivalent; enrollment in graduate instructor seminar on methodology, theory, and practice |
| **Training** | 2-day intensive orientation and ongoing training program cover performance-based pedagogy, methodology, curriculum, assessment, avoiding grade inflation, classroom administrative issues |
| **Supervision** | Curriculum design, design of assessments and grading rubrics, collection of grade distribution for major exams and lab activities, classroom visits, and evaluations (2 per year) |

Kelly McDonough and Sergio Romero (see B.1) provide pedagogical supervision of LAL courses and native-speaker instructors, who teach using materials developed at UT and by colleagues at peer institutions. Nahuatl, the LCTL currently offered on campus, is taught by Eduardo de la Cruz (App. A), who has 12 years’ experience teaching in Mexico and the US.

* 1. **a. Performance-based Instruction:** S&P and LAL utilize performance-based language

instruction, relying on interaction, group exercises, oral activities, and presentations. All PFP students take ACTFL’s standardized proficiency tests prior to study abroad. Participation in the yearlong Capstone in Brazil requires Oral Proficiency Interviews (OPI), Reading Test, and Listening Test. Students must score at least a level 2 (ILR scale) for OPI, level 2 (ILR scale) or higher for listening or reading comprehension, and no lower than Level 1+ (ILR scale) in the remaining modality. LAL classes are immersive, with the LCTL as language of instruction from day one of class. Students must attend 2 hours of weekly one-to-one tutoring in speaking and listening with instructors outside of class, yielding substantial gains in fluency. Students make written and oral presentations on elements of culture and history for LAL final exams. ***See B.4.c for performance-based proficiency requirements.***

* + 1. **Resources for Language Teaching and Practice:** State-of-the-art technological

resources shape S&P and LAL instruction and curriculum. S&P has 3 language labs and smart classrooms, with 97 workstations featuring computers and doc cams. S&P students get free tutoring at a help center staffed by AIs 18 hours/week. The PFP offers weekly conversation sessions with native Portuguese speakers, and fellowships for students to assist with a local nonprofit’s Portuguese classes.

Classroom infrastructure affords opportunities for distance learning with native speakers, a central component in SPN 367D Business Spanish and also featured in LAL. In partnership with COERLL, S&P and LAL faculty have created award-winning online resources that are utilized by millions nationwide. POR language director Vivian Flanzer (App. A) developed ClicaBrasil to complement intermediate and advanced POR courses. Other programs include: Brazilpod; Spanish Proficiency Exercises SpinTX; Spanish Proficiency Training Website and Learner Corpus. Launched in 2016, online K’iche’ features 41 self-guided beginning to advanced lessons with videos of native speakers in Nahualá, Guatemala, who discuss topics of cultural relevance to introduce K’iche’ sounds, grammar, and speech practice. Co-produced with partners in Mexico and launched in 2020, online Nahuatl features 32 self-guided multimedia lessons that take the student through beginner to advanced materials. Quechua, currently in production, will launch in early 2022 with 14 beginner and intermediate lessons.

* + 1. **Language Proficiency Requirements:** In 2014, COLA introduced new requirements

making all language instruction courses proficiency-based. Students must reach the equivalent of ACTFL Intermediate proficiency in a given language to fulfill graduation requirements. Students exiting SPN 611D in 2014 were assessed by external evaluators using the AVANT STAMP4S Proficiency test, which showed they met or surpassed Intermediate proficiencies (reading: 84%

advanced; writing: 92% intermediate; speaking: 94% intermediate; listening: 40% intermediate;

44% advanced). Since then, S&P supervisors have developed rubrics and criteria to standardize the program’s proficiency-based expectations for beginner and intermediate to assess speaking, listening, reading, writing, pragmatics and sociolinguistics, and critical thinking. Additional PFP proficiency requirements are detailed in B.4.a. LAL uses evaluation rubrics for oral and written components developed by Dr. Romero, Dr. McDonough, and Mr. De la Cruz that reflect the grammar of K’iche’ and Nahuatl and needs of learners in today’s Indigenous communities.

# C. Quality of the Center’s Non-Language Instructional Program

* 1. **LAS Course Offerings and Depth of Coverage Across Disciplines and Professions:** UT

offers LAS courses encompassing dozens of disciplines and professions, with several taught in Spanish or Portuguese (Tables B.3 & C.1; App. B). In 2020-21, UT offered 142 LAS-content courses (37 taught in SPN and POR) to 2,607 undergraduates and 400 graduate students. LAS courses have at least 30% LAS content; the majority feature 100%. These courses featured 190 cross listings with 23 departments; most popular were Language and Culture (26) History (24), African Diaspora Studies (14), Linguistics (13), Mexican American Studies (13), Anthropology (10), Sociology (8), Art History (8), Journalism (6). Ten dual-degree MA programs (Table D.3) yield dynamic LAS and Global Studies courses in professional fields. New SPN Certificate Programs for Professionals in Business, Health, and Mental Health and Certificate for Latin American Architecture are adding interdisciplinary LAS courses related to these fields. Faculty- led study abroad programs also afford students LAS experience across disciplines, e.g., Prof.

Kelm’s Portuguese Flagship Program Language and Culture in Bahia, this summer 2022.

**Table C.1. Sample of LAS Courses, 2020-21: Depth of Coverage Across Disciplines**

|  |  |  |
| --- | --- | --- |
| **Broad Latin American Focus** | | |
| **Course** | **Department** | **College/School** |
| LAS 366 Sexuality/Gendr Lat Amer | Women & Gender Stud | Lib Arts |
| LAS 322 Latinx Ident across Americas-Mexico | Applied Learning and Dev | Education |
| LAS 381 Qualitative Mthds for Soc Sci | Geog. & Env., SOC, PA | Public Affairs |
| LAS 322 Documentary Trad in Lat Amer | Journalism | Communication |
| LAS 337R Polit of Development Lat Amer | Government | Liberal Arts |
| LAS 381 Social Inequality/Education | Sociology | Liberal Arts |
| **Regional Specialization** | | |
| LAS 328 Mex Architect: Pre-Col. Contemporary | Architecture | Architecture |
| LAS 386 Mod Cen Amer: Digital Arch | LAS, History, Inform. | Liberal Arts |
| LAS 327 Mesoamerican Writing Systems | Art History | Fine Arts |
| UGS 302 Lang & Culture in Amazonia | Linguistics | Liberal Arts |
| LAS 366 Chile: Revolution to Counter-Revolution | History | Liberal Arts |
| LAS 310C Afro-Brazilian Diaspora\* | African Diaspora Studies | Liberal Arts |
| LAS 325 Society of Modern Mexico | Sociology | Liberal Arts |

\* Taught in Portuguese

* 1. **Depth of Specialized Course Coverage:** Students have opportunities to specialize in LAS

across dozens of disciplines (see C.1 & C.4), with greatest depth in History, Fine Arts, Lit. and Culture, Anth, Gov, Arc. and Planning, and Geog. & Env. Extensive courses in Latin American Cultures and Languages, African Diaspora Studies, Indigenous Studies, and Women’s and Gender Studies afford interdisciplinary, transnational, comparative training. Our deepest geographic specializations are in Mexico, Brazil, Central America, and the Caribbean.

* 1. **a. Non-Language Faculty:** The 164 LLILAS affiliated faculty teach an average of 120 LAS

courses a semester in areas including Journalism, Architecture, Education and Law. Eight affiliated faculty members teach in the Latin American History program, consistently ranked by

*U.S. News and World Report* as the top graduate program of its kind in the country. Faculty cover nearly every Latin American country, with 70 Mexicanists, 42 Brazilianists, 14 Mesoamericanists, and 12 Caribbeanists. Other faculty strengths include African Diaspora Studies, Indigenous Studies, Anthropology, Political Science, and Community and Regional Planning. LLILAS affiliates faculty must devote at least 25% of their teaching and research to Latin America; many devote 75-100% (App. A).

LLILAS faculty are national leaders in their fields, producing influential scholarship on issues of national concern related to Latin America in Immigration (Gilman, Rodríguez, Torres), Human Rights (Dulitzky, Engle, Brinks), Energy (Greene, Eaton), Democratization (Elkins, Nielson, Madrid, Weyland, Hunter), and Environment (Arima, Ramos, Young). They play leadership roles across campus, including College of Education (COEd), African Diaspora Studies, Rapoport Center for Human Rights and Justice, the LBJ School, Native American and Indigenous Studies, Knight Center for Journalism in the Americas, Schusterman Center for Jewish Studies, Women’s and Gender Studies, School of Social Work, Mesoamerica Center, and S&P. LLILAS’s 7 core faculty members, who share each appointments with another COLA department (Table C.2), increase our ability to create new, innovative LAS courses.

**Table C.2. LLILAS Shared Faculty Appointments**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Rank** | **Shared Appointment** | **Hired** |
| Lorraine Leu | Professor | Department of Spanish & Portuguese | 01/2011 |
| Lina del Castillo | Associate Professor | Department of History | 09/2012 |
| Sergio Romero | Associate Professor | Department of Spanish & Portuguese | 09/2012 |
| Daniel Fridman | Associate Professor | Department of Sociology | 09/2013 |
| Carlos Ramos | Associate Professor | Department of Geography & Environment | 09/2013 |
| Paola Canova | Associate Professor | Department of Anthropology | 09/2015 |
| Marcelo Paixão | Associate Professor | Dept. of African & African Diaspora Studies | 09/2015 |

**C.3.b. Pedagogical Training for AIs and TAs:** UT requires that Assistant Instructors (AIs)

have an MA or equivalent, professional accomplishment, successful completion of a supervised teaching course in their discipline, and 1 semester of employment as a TA or equivalent.

Language-specific AIs must have even more extensive performance-based language instructional training (see C.3; Table C.3). LLILAS employs 4 graduate TAs assigned to non-language classes, who attend a day-long orientation at the start of the academic year and receive ongoing pedagogical training and final review. TAs never have primary responsibility for a course.

* 1. **Extent of Interdisciplinary Course Offerings:** Our LAS program is interdisciplinary by

design, reflected in the intersections of course content and pedagogical approaches (App. B). In 2020-21, we shared 99 courses across 29 departments through cross-listing, several listed with multiple programs. Beyond cross-listings, most of our courses are interdisciplinary. Graeber’s LAS 381/HIS 389 Race and Religion in the Americas incorporates readings from Indigenous Studies and Anthropology to highlight different perspectives across disciplines. Paixão’s LAS 381/AFR 385 Colonialism and Imperialism presents diverse methodological approaches via readings in Economics, Anthro, Soc, Political Science, Geography, and Ethnic Studies. All PhD and MA LAS students take Pro-Seminar, which introduces key topics, methods, and theories across disciplines that constitute the field of LAS and develops students’ analytical and writing skills. Undergraduate courses also integrate interdisciplinary framework. LAS 301 Key Ideas and Issues in Latin America, required for BA LAS majors, covers history of pre-Columbian to contemporary times, drawing on Architecture & Urban Planning, Anthro, Art History, and Environ Studies. LAS 330/GRG 334 Vulnerability to Natural Hazards integrates Geography, History, Policy, and Economics. Each year, interdisciplinary undergraduate core-curriculum Signature Courses, required for entering freshman and transfer students, introduce students to

LAS. They include Difficult Dialog (DD) courses with faculty trained to teach skills to view controversial LAS issues from diverse perspectives, and to participate in constructive dialog. Two 2021-22 LAS DD examples are: Sexual Violence Across Mexican Cultures with González- López (App. A) and Visualizing Cuba with Salgado (App. A).

# D. Quality of Curriculum Design

* + 1. **Undergraduate Programs and Requirements:** UT undergraduates can formally

incorporate LAS into interdisciplinary academic training through 9 BA degrees, 6 minors, and 8 certificates (Table D.1). Dozens of other programs allow students to make LAS a significant focus of coursework, notably the Portuguese Flagship Program (PFP). The major requires 27 hours of coursework: 3 hours for the interdisciplinary gateway course (LAS 301); 3 hours each in Social Science, Gov, History, Fine Arts (total 12 hours); 9 hours of elective LAS content courses; and a 3-hour capstone research course featuring specialized Benson Collection training. Majors meet or exceed proficiency standards for the COLA language requirement. Spanish- proficient students are encouraged to study Portuguese and Indigenous languages. Students with a 3.0 GPA overall and a 3.5 in LAS courses may seek honors by writing a thesis based on original research. As of fall 2021, 49 students were declared LAS majors, including 40 double majors. LAS majors benefit from our diverse faculty (see C.3a; App. A). Our students achieve the highest honors on campus: Every year since 2010, an LAS major was chosen as 1 of only 12 Dean’s Distinguished Graduates out of 2,000 graduating seniors college-wide. Alumni tracking data reveal impressive rates of placement in areas of national need in a wide range of sectors (see C.2). SPN and POR BA degrees (see B) incorporate significant LAS content, and LAS courses are integrated into dozens of other BA degree programs across UT to fulfill flag requirements

(e.g., global cultures, independent inquiry, writing), designed to train students to be effective future leaders in society and a constantly evolving workplace.

Currently, 232 students are enrolled in 6 minors and 886 students are enrolled in 6 certificate programs requiring LAS courses, with many facilitating exchange with Latin America (Table H.1). Three of these programs are outside COLA: US Latino and Latin America Media Studies Certificate at the Moody College of Communication, Business Foundations Certificate– Global Track at the McCombs School of Business, and Latin Am Architecture Certificate in the School of Architecture. Three newer SPN certificate programs for professionals in Business, Medical, and Social Work, and the new SPN Creative Writing minor, are spurring new LAS scholarly programs and courses in these fields (see I). LAS is incorporated into many undergraduate degrees: students meet core curriculum requirements for Gov, social/behavioral sciences, and visual and performing arts by taking LAS courses in Gov, Anthro, Fine Arts, etc.

**Table D.1. Undergraduate Programs Requiring Coursework in LAS and Languages**

|  |  |
| --- | --- |
| **BA Degrees (9)** | BA Latin American Studies |
| BA Iberian and Latin American Languages and Cultures |
| BA International Relations and Global Studies - Latin Am Track |
| BA International Business Lat Am Languages & Culture |
| BA Latino Studies |
| BA African and African Diaspora |
| BA Race, Indigeneity and Migration |
| BA Spanish |
| BA Portuguese |
| **Minors (6)** | Global Management – Latin Am Track; Portuguese; Spanish; US Latino and Latin American Media Studies; Iberian and Latin American Languages, Literatures, Cultures,  and Linguistics; Creative Writing in SPN (new) |
| **Certificates (8)** | Global Management - Latin Am Track; US Latino and Latin Am Media Studies; Ibero- American Cultural Diversity; SPN for Medical Professions; Business SPN; Indigenous Studies; Latin American Architecture (new); SPN for Mental Health Professions (new) |
| **Merit-based** | Portuguese Flagship Program |

* + 1. **Graduate Programs and Requirements:** LLILAS enrolls 3 PhDs and 6-7 MAs

annually. The flexible interdisciplinary degree allows students to choose from over 30 LAS graduate courses each year. The 2 MA degree plans include thesis and report options (Table

D.2). Students design programs of study in consultation with the Assoc. Dir. of Graduate Studies, who ensures each works toward a major and minor (15 and 9 semester hours, respectively). Students choose a concentration from 4 interdisciplinary areas of study (Environ Studies, Development Studies, Cultural Politics of Afro-Latin and Indigenous Peoples, and Human Rights) or a geographical field, such as Brazil, Mesoamerica, Andean Region.

Concentrations require 5 courses for a total of 15 credit hours. Ten dual MA degrees are offered with 7 colleges and schools (Table H.3). All students in MA plans must demonstrate Intermediate Mid language skills for production (speaking, writing) and Intermediate High for reception (reading, listening) in SPN, POR, or an Indigenous language. Those with strong Spanish are encouraged to take Accelerated POR for SPN Speakers or an Indigenous language.

**Table D.2. UT Latin American Studies MA Degree Plan Options**

|  |  |
| --- | --- |
| **Plan A: Thesis option (30–33 hours total)** | **Plan B: 2 reports in lieu of thesis (33 hours total)** |
| * 15 hours LAS coursework in the major * 9 hours in the minor discipline * 6 hours of thesis written in the major * 3 hours elective (optional) | * 18 hours: 6-hour minimum of LAS coursework in each of 3 disciplines * 9 hours among the 3 disciplines * 6 hours of reports in 2 of 3 disciplines |

**Table D.3. UT Latin American Studies Dual MA Degrees**

|  |  |  |
| --- | --- | --- |
| **College or School** | **Degree** | **Years** |
| McCombs School of Business | Master of Business Administration | 3 |
| School of Architecture | Master of Science in Community and Regional Planning | 3 |
| Moody College of Communication | Master of Arts in Communication Studies | 3 |
| Master of Arts in Journalism | 3 |
| Master of Arts in Radio-Television-Film | 3 |
| LBJ School of Public Affairs | Master of Global Policy Studies | 3 |
|  | Master of Public Affairs | 3 |
| School of Information | Master of Science in Information Studies | 3 |
| School of Law | Juris Doctor | 4 |
| School of Social Work | Master of Science in Social Work | 3 |

The LAS PhD emphasizes 2 complementary training objectives: (1) a rigorous interdisciplinary program of study; and (2) engaged scholarship with “real world” applications. PhD students acquire specialist knowledge of their subject and a range of skills and expertise that prepares them for work opportunities in and outside of academe, including the private sector, government, and civil society organizations. LLILAS admits and fully funds up to 4 PhD students annually, with 19 PhD students currently enrolled. The PhD can be completed in 5 years. The major field is 15 hours; supporting fields, designated first and second minor, are 9 and 6 hours, respectively. Students acquire competence in theories and research methods in the major field through core courses in that discipline, and complement with theory and methods courses in the 2 minors. PhD candidates must: meet or surpass language-proficiency requirements of the MA; demonstrate Intermediate proficiency in at least 1 other language. Faculty teach, advise, mentor, and serve as thesis/dissertation committee chairs and members for graduate students.

An external review is set for 2023. Our last external review, conducted in 2014 by professors from Princeton, Duke, and the University of Washington, praised LLILAS’s graduate program as “the most impressive on the planet,” emphasizing: (1) recruitment of strategic faculty appointments; (2) “smart innovation” in the PhD program’s emphasis on social engagement; and

(3) the integration of Benson resources with LAS pedagogy. Admissions data support these conclusions in terms of selectivity (31%) and yield (50%). All current cohort members have won competitive funding from UT sources; nearly 40% have won external funding (e.g., Fulbright, Inter-American Foundation).

# Academic and Career Advising: The LLILAS Undergraduate Academic Adviser,

supervised by COLA, is the professional staff adviser for LAS majors (see E). The

**Undergraduate Faculty Adviser** offers guidance on study abroad, honors, course selection, and

careers (see D.1.a). The **Graduate Program Coordinator** and **Graduate Faculty Adviser** similarly work in tandem to serve MA and PhD students (see E). With Benson librarians, advisers host workshops for LAS majors, introducing Benson holdings and approaches to original research. COLA Career Services offer free training events and job fairs all year; career counselors work individually with LAS majors to support them with résumés, mock interviews, and job placement. LLILAS Benson offers Internships and GRAs (see I) to deepen LAS career training, engaging students in faculty research, Scholarly Programs, Outreach, Digital Initiatives, and the Archive of Indigenous Languages of Latin America (AILLA).

LLILAS assigns high priority to research, training, mentoring, and professional development of LAS graduate students. PhD students are assigned a faculty mentor. Each semester, advisers organize professional development workshops on summer field research, thesis writing, and the Institutional Review Board process. LLILAS budgets nearly $9,800 annually for graduate students to present at conferences. Doctoral students receive $6,000 for two summers of field research. The annual Institute of Latin American Studies Student Association conference, organized by LLILAS grad students and held at UT, gives students the opportunity to present original research and develop international scholarly networks.

* 1. **Training Options and Requirements (FLAS):** The strength and breadth of LAS courses,

collections, faculty affiliates, and professional staff allow students across disciplines to meet program requirements and connect to LAS and languages (see B, F, G, H). Language requirements for LAS and related degree programs ensure students achieve at least Intermediate levels in SPN, POR, or Indigenous languages. Advanced language acquisition and specialized training is promoted through the PFP, SPN Certificates for Business, Health, and Mental Health Professions, and a wide selection of LAS interdisciplinary courses taught in SPN and POR (see

B). UT professional schools (see C & I), study abroad programs, and international partnerships position students to gain experience essential to fill areas of national need in a multitude of professions. UT’s ample resources for LAS and advanced language training are evident in our FLAS program, which has sponsored 82 fellowships since 2018.

* 1. **Research and Study Abroad:** Although COVID initially froze travel, UT Austin continues

to grow its global engagement while prioritizing safety, and study abroad rates are rebounding steadily. Pre-pandemic, UT was ranked 3rd nationally in 2017-18 and 2018-19 by the Institute of International Education’s Open Doors, for students pursuing study abroad, with Mexico the 2nd top destination. UT won the 2021 Senator Paul Simon Award for Comprehensive Internationalization by NAFSA, Association of International Educators, for its innovative responses to COVID. Last year, UT was recognized as the No. 2 Producer of Gilman International Scholars, the No. 1 Producer of Peace Corps Volunteers in Texas, and a Top Producer of Fulbright US Students and Scholars.

Advisers work with students to incorporate immersive educational exchange in Latin America, in-person when possible, and virtually otherwise. Pending COVID restrictions, students work with Texas Global coordinators to choose from 60+ UT-approved affiliate, exchange, faculty-led programs in 12 Latin American countries. From year-long programs promoting holistic language immersion in Chile, Argentina, and Peru to Indigenous Studies programs in Guatemala to African Diaspora Studies in Brazil, study abroad provides invaluable academic experiences and preparation for future professions. UT’s Latin America Study Abroad Adviser Guide aids departmental advisers in identifying low-cost programs and financial support that align with academic, career, and personal goals. A “My Credit Abroad Database” identifies over 12,000 pre-approved courses with UT equivalents at foreign institutions.

Increasing access to students from underrepresented groups and with high financial need has long been a priority. In 2014, the Simon Spotlight Award recognized UT’s study abroad efforts for first-gen college students. TX Global dedicates more than $1 million/year in education abroad scholarships, including the Presidential Achievement Scholars Program, and the First Abroad Scholarship for first-gen students. LLILAS Benson endowments direct $40,000 to undergraduates and $123,180 to graduate students for study/research abroad (2021-22), allowing for COVID. A Tinker Foundation matching grant provides $40,000 annually in Tinker Field Research Grants for pre-dissertation field research. Since 2018, we have administered

$288,000/year in FLAS awards, prioritizing high financial need; COLA and TX Global covered health insurance for FLAS PhDs. Tinker, FLAS, and most LLILAS funding is open to students across UT; we provide advising and consultation, arrange dozens of complex international contracts with universities, programs, private language instructors and tutors across Latin Am each year (e.g., 30 contracts with native-speaker instructors for FLAS fellows since 2018).

Pre-pandemic, on average, one-third of LAS majors study abroad; 100% of IRG-LAS majors study abroad; and 100% of LLILAS graduate students conduct fieldwork in Latin America. With COVID, we connected students to the field via our extensive linkages abroad, technology, and digital scholarship to develop rigorous methodologies for remote field research, coursework, and exchange. We held a virtual 2020 Remote Field Research Methodology Workshop Series, open to all graduate students. With support from the Tinker Foundation, FLAS, and other endowments, dozens of students earned fellowships to integrate meaningful international exchange and research into their degrees. This was critical for PFP continuity, which adopted FLAS program requirements for its virtual summer course to accommodate Fellows). These efforts helped MAs and PhDs maintain theses and dissertation timelines.

For students who were able to travel during COVID, advisers helped design field research protocols to prioritize safety. This included 3 BA Transborder Environment Interns in Mexico working on a binational water-quality testing program with Coahuila and Texas state governments; 3 Tinker FRG Fellows conducting research in Mexico; and 2 PhD students and 1 postdoc in Mexico working on our NSF grant on children in migration. As of January 2022, there were 124 UT students conducting study abroad and field research in Latin America, and registration for summer 2022 study abroad is underway.

# E. Quality of Staff Resources

* + 1. **Qualifications of Teaching Faculty and Professional Staff Members:** LLILAS Director

Adela Pineda Franco (App. A) and Benson Director Melissa Guy lead LLILAS Benson. Appointed in 2021, Pineda Franco is Joe R. and Teresa Lozano Long Professor of Latin American Literary and Cultural Studies. Prior to joining UT, she was Professor of Latin American Literature and Culture at Boston University, where she founded the Center of Latin American Studies and served on the Council for General Education. She was a faculty member for the Graduate Program at Middlebury College Spanish Language School and served on the Modern Language Association Mexico Forum Executive Committee (2016-2020). Guy (App. A), Director of the Benson Collection since 2018, oversees the Benson. Guy reports to Vice Provost and Director of the UT Libraries (UTL). A librarian of Latin American materials for over 14 years, she was president of the Seminar on the Acquisition of Latin American Library Materials (SALALM) in 2019.

LLILAS Benson has 24 full time non-faculty staff members working in student programs, the Benson Collection, public programs, development, and administration, 4 of whom are funded by Mellon Foundation, Council on Library Resources, and NEH grants. All staff

members have a minimum of a BA; 73% hold an MA or higher. Many bring significant experience coordinating programs in an academic setting; all bring a deep commitment to LAS.

Direction of Title VI programs falls under the LLILAS Director, who reports to the Dean of the College of Liberal Arts (COLA). Pineda Franco guides LLILAS’s leadership team, which features 3 Associate Directors (table E1). Other faculty with formal roles include: Seth Garfield, Prof. of History, Brazil Center chair (App. A); Ricardo Ainslie, Prof. of Educational Psychology, Mexico Center chair (App. A); AILLA co-directors Anthony Woodbury, Professor of Linguistics (App. A) and Patience Epps, Professor of Linguistics (App. A). LLILAS full-time non-faculty staff members are committed to advancing the Institute’s interdisciplinary teaching and research program. They draw on considerable depth and breadth of experience in academia and the public sector to expertly support the Institute’s diverse portfolio which includes BA/MA/PhD degrees, scholarly and public engagement programs, outreach initiatives, alumni and development efforts, administration of complex federal grants, and robust endowment-funded projects.

**Table E.1. LLILAS Leadership Team of Associate Directors**

|  |  |
| --- | --- |
| **Associate Director Roles** | **Name/Home Depts.** |
| **Graduate Studies:** 0.5 FTE to direct LAS MA & PhD program and curricula & serve as Faculty Adviser | Carlos Ramos-Scharrón, Assoc. Prof Geog & Env/LLILAS (App. A) |
| **Undergraduate Studies:** 0.5 FTE to direct LAS BA program and curricula & serve as Faculty Adviser | Pilar Zazueta, Assoc. Prof of Instruction (App. A) |
| **Indigenous Languages Initiative:** 0.5 FTE to supervise Ind. Lang. Instruction & curricula, LLILAS Benson/FLAS liaison to other UT Ind. studies programs | Sergio Romero, Assoc. Prof of S&P/LLILAS (App. A) |

Benson Director Melissa Guy’s leadership team is made up of heads of each library unit: Collection Development (Daniel Arbino, App. A), Digital Initiatives (Theresa Polk, App. A), Special Collections (D. Ryan Lynch, App. A), and User Services (Adrian Johnson, App. A). Her team acquires, maintains, and makes accessible world-class materials on Latin America to enhance teaching, learning, and research at UT and for the Benson’s global user base. ***Appendix***

***A contains profiles of staff who will work on NRC and FLAS programs.***

* + 1. **Professional Development Opportunities for Faculty and Staff:** UT provides ample

domestic and international professional development opportunities for faculty, who apply for paid research leave through the Office of Graduate Studies’ Faculty Development Program. Competitive research fellowships through COLA provide paid faculty leave through the departments. Instructional Technology Services (ITS) enhances teaching through new technology and training. LLILAS Benson administers annual competitive, endowment-funded research awards for affiliated faculty, including: the Faculty Research Leave program, which pays for 1 semester’s leave for 1 faculty member; $34,000 in Mellon Summer Research Awards; and $16,000 to present research at the Latin American Studies Association (LASA) Congress.

Faculty providing administrative service to LLILAS Benson (Table E.1) receive $62,000 annually in research support through endowed chairs and research funds. LLILAS has 7 shared faculty (Table C.2) with joint appointments in other COLA departments; all of them receive mentors for the promotion and tenure process.

For staff professional development, UT offers classes in job-related skills and management through Human Resource Services, the Professional Development Center, and ITS. LLILAS Benson pays for staff memberships in professional associations and committed $20,000 to staff professional development in 2021-22 for staff to attend conferences and trainings crucial to the field, domestically or abroad, including: SALALM, Society of American Archivists, LASA, American Research Library Symposiums, Brazilian Studies Association, Caribbean Studies Association, Digital Libraries Federation, Consortium of Latin American Studies Programs, and Joint Council of Librarians of Color.

* + 1. **c. Teaching, Supervision, and Advising of Students:** Our 164 affiliated faculty participate

extensively in the teaching, supervision, and advising of undergraduate and graduate students. They teach an average of 120 LAS courses per semester and each holds a minimum of 3 office hours per week. They serve as directors, second readers, and committee members on theses and dissertations and sit on doctoral exam committees. Faculty offer guided conference courses on specialized topics; train and oversee undergraduate assistants, GRAs, and teaching assistants (TAs); and lead research workshops and study abroad courses.

LLILAS Benson demonstrates a strong commitment to advising through the work of the Associate Director of Graduate Studies, Graduate Program Coordinator, Associate Director of Undergraduate Studies, and Undergraduate Adviser (see B.1.a). The Associate Director of Graduate Studies holds 8–10 office hours a week, and the Associate Director of Undergraduate Studies holds 5 office hours a week, increasing to 15 hours a week during registration. The Graduate Program Coordinator, Patricia Mercado (App. A), spends 20 hours per week advising graduate students and will serve as the FLAS Coordinator. The Undergraduate Academic Adviser, Freddy Sanchez (App. A), also holds regular office hours.

* 1. **Staffing and Oversight Arrangements:** The LLILAS Benson Leadership Team provides

organizational oversight (see E.1.a), setting strategic priorities and guiding staff and programs. The Executive Committee (EC) has 11 elected faculty members, 5 ex-officio members, and 1 student. The EC has broad faculty representation from a cross-section of COLA departments (6 members) and other colleges and professional schools (5 members).

The LLILAS and Benson Directors are at the forefront of strategic planning and operations. LLILAS’s Director meets regularly with COLA’s Dean and International and Area Studies Committee, which ensures cross-regional coordination. The Benson Director is part of

the Vice Provost/Director of UTL’s Executive Team. The LLILAS and Benson Directors, COLA Dean, and UTL Vice Provost/Director comprise the LLILAS Benson Governance Committee, meeting at least once a semester. The Administrative Manager holds monthly staff meetings to discuss partnership-wide strategic and operational initiatives. Staff on grant-funded projects hold monthly planning meetings; staff responsible for grant implementation review financial information with the Financial Analyst monthly.

**E.2.a. Outreach Staffing and Oversight:** LLILAS Benson public and scholarly programs are

led by the LLILAS Director (see E) in consultation with the faculty leadership team, and are implemented by Assistant Director of Scholarly Programs Paloma Díaz (App. A) and Outreach Coordinator Tiffany Guridy (App. A), as well as other staff members. Guridy spends 100% of her time on outreach with K-16 educators, nonprofit organizations, arts and culture organizations, MSIs, community colleges, and on-campus partners such as the COEd and Hemispheres. Díaz coordinates annual scholarly conferences, book talks, and lectures. A committee of Benson librarians coordinates onsite and traveling public exhibitions of Benson materials. LLILAS Benson engages the business sector through our Advisory Council, a 24- person fundraising group of leaders in business, communications, education, nonprofit, and government sectors. Our 2-person communications team develops publication materials and generates publicity for programs, headed by trilingual communications expert Susanna Sharpe (App. A), and Publications Designer Jennifer Mailloux (App. A).

* 1. **Nondiscriminatory Employment Practices:** We are committed to hiring members of

underrepresented groups in accordance with UT’s nondiscrimination policy, which “provides equal opportunity to all members of the University community. In accordance with federal and state law, the University prohibits unlawful discrimination, including harassment, on the basis of

race, color, religion, national origin, gender, including sexual harassment, age, disability, citizenship, and veteran status [T]his policy also prohibits discrimination on the basis of

sexual orientation, gender identity, and gender expression. This policy applies to visitors, applicants for admission to or employment with the University, and students and employees of the University who allege discrimination by university employees, students, visitors, or contractors” (UT Handbook of Operating Procedures, 3-3020).

LLILAS Benson highly values diversity and makes an effort with each recruitment to advertise opportunities to diverse audiences. We strive to form a multilingual, inclusive workplace that is reflective and representative of our students and the region in which we work.

# F. Strength of the Library

* + 1. **Strength of LAS Holdings, Acquisition Support, and Staff:** The Nettie Lee Benson

Latin American Collection, a unit of UT Libraries (UTL), is a specialized research library focusing on materials from and about Latin America, Indigenous communities, the African Diaspora, and US Latinos/as. The Benson, which celebrated its centennial in 2021, is the second- largest collection of its kind in the US after the Library of Congress, with physical holdings of over 1 million books, periodicals, pamphlets, microforms; 4,000 linear feet of manuscripts; 19,000 maps; 11,500 broadsides; 93,500 photographs; and 50,000 items in other media. Holdings include all Latin America countries, with concentrations on Mexico, Brazil, Central America, Peru, and the Southern Cone. The book collection represents 10% of volumes at UTL, the 14th- largest academic library in the US. In 2021, UT’s Office of the Provost invested $750,000 to renovate the Benson’s main reading room, updating the space for study, research, and events. Its annual budget is $1,972,277 (Table A.1). Acquisition travel in Latin America is crucial to the Benson’s engagement in the region.

Benson Special Collections and Archives are visited by scholars from around the world. Rare materials include the first books published in the Americas and the personal libraries and papers of key figures in Latin American history, such as the archive of Nicaraguan poet, priest, and politician Ernesto Cardenal. In 2015, Black Studies, UTL, and LLILAS Benson established the Black Diaspora Archive—the first in the nation—to collect works in varied formats related to the people and communities in the Americas with a shared ancestral connection to Africa.

The Benson maintains one of the world’s largest and growing collections of digital assets (Table F.1), with over 20 million pages of digitized archival records, 115,000 media files, and nearly 200 million web-archived files, on open-source platforms. Digital initiatives are an area of growth and opportunity. Our digital scholarship program aims to transform student, faculty, and community engagement with Benson digital collections and includes a speaker series, curriculum redesigns, workshops, traveling exhibitions, internships, scholarships. The Archive of Indigenous Languages of Latin America (AILLA), a digital archive of recordings and texts in and about Indigenous languages, currently comprises over 135,000 digital assets, documenting 425 languages. Our post-custodial archival initiatives currently collaborate with institutions in Brazil, Colombia, El Salvador, Guatemala, Mexico, and Nicaragua to digitize fragile, unique materials, making them available through open online access. Original documents are kept at the home institutions to preserve local cultural heritage and historical memory.

**Table F.1. LLILAS Benson Digital Collections**

|  |  |
| --- | --- |
| **Digital Collection** | **Description** |
| **Archivo Histórico de la Policía Nacional** | Over 20 million pages of digitized Guatemalan police records from the late 19th century through 1996. |
| **Archive of the Indigenous Languages of Latin America** | Digital archive of recordings and texts in and about Indigenous languages of Latin America; designated as the archive of record for NSF Documenting Endangered Languages grants for Latin America. |

|  |  |
| --- | --- |
| **Human Rights Documentation Initiative** | Long-term preservation of fragile, vulnerable human rights records in Latin America and worldwide. |
| **Latin American Digital Initiatives** | Collaboration with Latin American partners to digitally preserve and provide access to vulnerable and cultural heritage materials. |
| **Primeros Libros de las Américas** | Collaboration of 22 libraries and archives to digitize all copies of books printed in the Americas prior to 1601. |
| **Web Archiving Projects** | Preserves websites of over 300 human rights organizations and over 250 governmental ministries in the Latin American region. |

LLILAS Benson’s partnership has expanded the Benson’s role as a hub for teaching, research, intellectual exchange, and public engagement, with resources available to audiences beyond the university through workshops, teacher training, open-access curriculum, and traveling exhibitions. Expert Benson staff (App. A) are integrated into graduate, professional, and undergraduate curricular initiatives. Librarians support student research and have co-taught courses, including 2 graduate seminars involving Benson digital initiatives about the Guatemala National Police Archives and on the Latin American Digital Initiatives collection.

* + 1. **Cooperative Agreements:** The Benson is part of the 43-member Texas Library Coalition

for United Action, organized to change current relationships between academic institutions and publishers. We are also members of the Greater Western Library Alliance (GWLA) and Center for Research Libraries (CRL). UTL cooperative arrangements with other libraries include TexShare Library Card Program (reciprocal, free borrowing privileges for students, faculty, and staff at participating Texas institutions of higher education and public libraries), UTL Reciprocal Borrowing Program (all UT System institutions), ARL Advisory Committee Reciprocal Faculty Program, and the Research Library Cooperative Program (with UC–Berkeley, and Stanford).

# G. Impact and Evaluation

* 1. **Impact on University, Community, Region, and Nation:** LLILAS Benson’s **scholarly**

**and outreach programs** (see I) have major impact campus-wide and nationally. Last year, we

led 170 programs, engaging a record 142,231 participants nationwide. These highly collaborative

activities involved 226 partner organizations (80 UT, 36 other US universities, 16 MSIs and

community colleges, 32 private/public-sector organizations, and 62 international universities and institutions), and produced 57 online educational resources. As one of the most expansive LAS

programs at one of the largest universities in the nation, we teach LAS and languages to thousands of students annually. Undergraduate and graduate enrollment in 2020-21, a year

similar to the last four, was 3,007 in LAS courses and 4,504 in Spanish, Portuguese, and

Quechua, including 1,699 in advanced levels (see B.1a) In 2020-21, 389 UT students graduated

with degrees in LAS, Iberian and Latin Am Languages and Cultures (ILA), and International Relations and Global Studies (IRG)-Latin America track; and with certificates in SPN for Business and Health Professions, ILA, and LAS (Table G.1). Sections A-E illustrate LLILAS Benson’s major impact upon LAS teaching, research and exchange across UT.

**Table G.1. 2020-21 Graduates with LAS Training**

|  |  |
| --- | --- |
| **Degree Type** | **Graduates** |
| **BA Majors: LAS, ILA, IRG-LAS Track** | **176** |
| **BA Minors: ILA and LAS** | **103** |
| BA Certificates: ILA, LAS, SPN Certificates | 78 |
| MA LAS and ILA | 24 |
| PhD LAS and ILA | 8 |
| **Total** | **389** |

* + 1. **FLAS Contribution to Improved Supply of Specialists:** Each year UT LAS graduates

contribute to a growing supply of specialists poised to address national needs through their language and area studies expertise (see G.1a. and G.2 for enrollments and placement data). Intensive language instruction programs in Indigenous languages and Portuguese feature immersive pedagogies that teach language and culture concomitantly, reinforced by extensive

interdisciplinary LAS courses; multilingual public programs; study abroad programs; and a myriad of fellowships. FLAS program performance since 2018 demonstrates this success with 82 awards made for 14 languages. For languages not offered at UT, our FLAS coordinator arranged contracts to facilitate intensive native-speaker instruction and tutoring for 33 Fellows for programs and independent study abroad. Surpassing FLAS CPP2’s 25% requirement, 55% of awards supported training in priority languages Brazilian Portuguese (22 advanced level) or Quechua (4 advanced level). Among the other 12 languages were K’iche’, Nahuatl, Mapudungun, Kaqchikel, and Haitian Creole (the latter 3 now designated as priority languages). Among fellows, 52% were PhDs; 20% were MAs; 28% were BAs. Most PhDs used FLAS to contract with private native-speaker instructors and tailored their training to inform their dissertations. FLAS Fellows took advantage of career training opportunities at UT, including the Portuguese Flagship Program (24 BA FLAS Fellows), and LLILAS Benson, which, since 2018, has hired at least 10 FLAS fellows as interns, GRAs, TAs, AIs, and incorporated several PhDs into high-profile public programs to lead presentations and serve as discussants.

* 1. **Placement Record in Areas of National Need:** LLILAS Benson has a high level of

success placing graduates in areas of national need, with particular strength in placing PhDs at top universities where they lead interdisciplinary research and teach LAS and languages. Recent LLILAS alumni surveys demonstrate our success in training students who widely meet areas of national need domestically and abroad: 95% of alumni reported regularly using knowledge and

skills from their LAS degrees, and 86% reported regularly using their language training in their

current job. Thirty percent establish careers in higher education (with tenure-track faculty across

diverse disciplines at dozens of US universities); 24% work for private for profits (Managing Director, Brazil Research, TS Lombard; Chief Investment Officer, Elanus Capitol); 16% work

for nonprofits (pediatric oncologist/Director of Hispanic Oncology Clinic, Children’s Mercy Hospital; Attorney, Texas Rio Grande Legal Aid); 10% work for federal, state, local government, or military (Senior Foreign Energy Affairs Adviser, US Dept of State; Bilingual Nurse Practitioner, Austin Public Health), 9% work in K-12 (Digital Learning Coach, Santa Fe Public Schools; Social Emotional Learning and Cultural Proficiency and Inclusiveness Specialist, Austin ISD); 6% work internationally (Communications Lead, Center for Disease Dynamics, Economics and Policy; Director, Instituto de Historia de Nicaragua y Centroamérica), and 5% continue studies in higher education. LLILAS Benson will continue to increase the

number of students with LAS regional and language training to prepare them for post-graduate

employment and education that meets national needs. We are expanding LAS programs and

career training coordinating with our alumni network and UT professional schools, internships,

dual MA degree programs, Portuguese Flagship Program, and SPN Certificates for Business,

Health, and Mental Health Professions (see I). We will expand LAS courses at MSIs and

community colleges, and strengthen the LAS K-12 pipeline through our LAS Summer Academy,

High School Portuguese Program, and K-12 teacher trainings (see I).

* 1. **a. FLAS Impact on National Needs:** Our 2018-22 FLAS program also demonstrates we are

meeting national needs, as defined by federal agency heads who identify Portuguese and Quechua as priority languages, and Central and South America and the Caribbean as priority world regions. Since 2018, we have awarded 82 FLAS fellowships to students with proven “engagement in research and training in the international aspects of professional and other fields of study related to Latin America,” a program requisite of all applicants articulated in their personal statement. Fellows represented 24 disciplines, including professional programs such as business administration, global policy, international relations, education, communications, and

the Portuguese Flagship Program. Language and cultural competency enhance FLAS awardees’ engagement in advanced education and competitiveness in the job market. Tracking data showing students excelling in academia and finding placements in areas of national need post- graduation. In the 2018-22 cohort of 82, 65 were still pursuing their degrees, 6 advanced to graduate studies, 3 were working in higher education, 5 in the private/non-profit sector, 1 in local government, and 3 unknown. One MA fellow, who serves as Research Director with the National Defense University’s Institute for National and Strategic Studies, said her FLAS training in K’iche’ language and culture informed her publication of a report with the first-ever maps showcasing Indigenous-language migration in North America.

* + 1. **NRC National Needs and Dissemination to the Public:** LLILAS Benson serves as a

bridge that connects academia, the public, and government, private, and nonprofit sectors with Latin America. Our faculty elevate LAS and Latin American affairs nationally. Two are MacArthur “genius” awardees (Martinez, Stuart); two are fellows of the American Association for the Advancement of Science (Luzzadder-Beach, Beach); one received the 2014 White House Champions of Change Award (Urrieta); one won Best Book in Latin American History from the American Historical Association and LASA’s Bryce Wood Book Award (Twinam); and one received the 2013 Moors Cabot Award for outstanding reporting on Latin America (DeCesare). Our faculty regularly provide expertise in the media (section I.1.c) and are leaders in the creation of language-learning tools with great national reach (section G.4.b). ***Additional faculty achievements are listed in Appendix A.***

LLILAS Benson fosters transnational communities of practice, providing training and resources for private- and public-sector professionals, researchers, and community advocates to exchange ideas and expertise in tackling critical issues. An example is the Transnational

Migration Research Network, which connects researchers, government agencies, nonprofits, and legal professionals, social workers, and others across the US and internationally (see I). We manage major binational NSF and ConTex grants to support this network’s field research on children in migration, designed to inform policy on this humanitarian crisis.

Our online LCTL instruction programs have tremendous impact, with Portuguese programs Brazilpod and ClicaBrasil reaching millions annually. Our K’iche’ online curricula engaged 40,529 learners last year. These resources meet a critical need for high-quality, freely available LCTL resources. For example, Peace Corps reported they have helped volunteers integrate linguistically and culturally in K’iche’ regions of Guatemala. The Benson’s vast open- source digital holdings received over 1.3 million page views last year (see F).

* 1. **Evaluation Plan:** LLILAS Benson’s evaluation plan for NRC activities involves a

Performance Measure (PM) Evaluation (Table G.2), and an external evaluation of K-12 teacher programs, utilizing a mixed-methods approach to gauge the quality, efficacy and replicability of programs. With oversight from the COLA Data Analyst (App. A), our Grants Manager, Megan Scarborough (App. A) supervises PM data collection aided by a GRA (App. A, positions), using tools and protocols developed by external evaluator Dr. Jessica Hartos, an expert in program evaluation and statistical analysis for outcomes in higher education at University of North Texas Health Science Center. ***See 2022-26 NRC Evaluation Plan Attachment.***

**Table G.2. Performance Measure (PM) Evaluation Goals**

|  |
| --- |
| (1) increase collaborative activities focused on LAS and foreign languages (includes MSIs/Comm Colleges) |
| (2) increase opportunities for K-12 teacher training in LAS and foreign languages |
| (3) increase opportunities for student training in LAS and foreign languages higher ed |

PM metrics are analyzed quarterly and fed back to key program staff to ensure activities are on track to meet goals and guide improvements and future directions. For example, with

COVID, 2020-21 PM tracking showed sharp participation increases in virtual outreach events featuring speakers in Latin America, which informed our decision to continue this format and spurred us to seek new multilingual platforms to improve access and exchange among participants (see I, and GEPA attachment). A 2020 external evaluation of our K-12 teacher training programs through participant interviews, focus groups, and user surveys, identified need for more trainings exclusively designed for K-6 levels (see I).

Learning outcomes and improvement strategies for LAS BA, MA, and PhD degrees are evaluated externally though UT’s Office of Institutional Assessment for UT’s required annual accreditation process. Internally, LLILAS Benson staff engage in an intensive strategic planning retreat every four years (set for Feb. 2022). Our graduate program was externally reviewed in 2014; our next review is scheduled for 2023. We also conduct regular program evaluation through: student, staff, faculty, and participant surveys; analyses of student program data; annual budgetary planning; exit interviews with graduating students; and student forums. Grounded in a continuous improvement framework, findings are shared with faculty, staff, and the EC to raise awareness of best practices, identify areas for improvement, and elevate LAS at UT.

* 1. **Provision for Equal Access:** LLILAS Benson and UT are deeply committed to taking steps

to ensure equitable access to, and participation in, our Title VI NRC and FLAS programs for students, teachers, and other eligible program beneficiaries in compliance with General Education Provisions Act (GEPA) Section 427. Our faculty and staff participate in regular training (required and voluntary) to proactively identify and address barriers and ensure inclusion and accommodation for groups such as members of racial or ethnic minorities, women, persons with disabilities, and the elderly. The nature and content of our programs, which prioritize cultural agency, social inequalities, and sustainable democracies, are also intrinsically designed

to promote inclusion, awareness and outreach for participants from underrepresented groups. ***See GEPA attachment.***

**Outreach Activities**

**H. NRC**

* + 1. **NRC Elementary and Secondary Schools:** LLILAS Benson maintains excellence in **K-**

**12 outreach programs**, working with educators, pre-service teachers, school districts and teacher certification programs to create K-12 professional development, trainings, and curricula that provide LAS and language content consistent with state and national curricular mandates. Participation is free, and teachers earn continuing education credits. With COVID, programs have shifted to virtual formats and focus on remote teaching pedagogies, digital scholarship, and free Open Education Resources (OERs) for classroom learning. From 2018-21, we carried out 48

K-12 outreach programs, mainly curriculum workshops, institutes, conferences, and professional

development, that reached 7,226 participants and 272 schools nationwide.

Half of Texas public school students are Latino/a, and our outreach programs target teachers of these students, especially heritage learner, dual-language, and ESL. Our annual K-6 Latin American Children’s Literature workshop trains teachers to infuse Latin American content in classes by combining history, culture, and society with pedagogy and curricular resources. Our Digital Scholarship program works annually with UT College of Ed (UT COEd) to train graduate students to use cutting edge technology and pedagogies to develop free, online K-12 curricular resources and virtual exhibits with Benson primary resources. With Hemispheres, our flagship summer institute brings over 40 teachers annually to learn how topics cross world regions, such as “Raising Voices and Narratives of Resistance Around the World,” and “Media Literacy and Journalism in the Global Studies Classroom” with the Pulitzer Institute. We hold annual Critical Literacy for Global Citizens Summer Institutes for K-5, and Teaching from the Archives, the

most recent, “Digital archives for K-12 learning in a COVID world” was held virtually.

We work regularly with 10 teacher preparation programs (6 at UT, and 2 at MSI Texas State, and 2 at MSI HT). We hire LAS PhD students to lead a Race and Diversity in Latin America workshop in UT COEd’s core course ALD 327. We also support pre-service teachers’ professional development at conferences including ACTFL and the National Council of Social Studies. Our electronic biweekly Hemispheres bulletin reaches 1,248 K-12 nationally, providing information about trainings and resources on global education. **Programs for K-12 students** include: a LAS Summer Academy, which last year, attracted applicants from 67 high schools nationally; K-12 fieldtrips to LLILAS Benson; and a 2-week POR for SPN Speakers unit taught in AP Spanish classes at 3 Texas high schools (see I).

* + 1. **NRC Postsecondary Institutions:** From 2018-21, LLILAS Benson partnered with 98 US

**peer universities** to produce 84 activities that engaged 7973 participants from academia and the

**public**. **Scholarly Programs** bring scholars and speakers from Latin America to share diverse

perspectives on critical themes with students and the public through faculty book talks, lectures, workshops, and 2 conferences: our annual Lozano Long Conference and the bi-annual CILLA conference. We collaborate nationally with other LAS centers and libraries, serving as leaders in LAS international associations. In 2019, with Benson Director Guy as its President, we hosted SALALM’s annual conference. At the onset of COVID, we hosted a virtual panel for LASA featuring Ford, Rockefeller Brothers, and Tinker Foundation officials discussing COVID’s impact on Latin America operations, which was attended by 30 LAS center directors.

From 2018-21, we also conducted 77 activities with an average of 16 **MSI and**

**community college** partners, engaging 2,133 participants. Our deepest collaborations are with

Austin Community College (ACC, an MSI) and Huston-Tillotson (HT, an HBCU). Since 2014,

with Hemispheres and ACC’s International Office, we have sustained **ACC Faculty Learning Communities for Global and Women’s Studies**, providing LAS lectures, professional development, and trainings to internationalize courses. Since 2014, with **HT Global Studies program**, we have supported new LAS courses and programs, faculty professional development and retreats, and the expansion of LAS library holdings. We have sustained 2 major initiatives with MSI partner UT El Paso (UTEP): a **Transnational Migration Research Network** (also supported through LLILAS NSF and ConTex grants); and a digital scholarship training program for students, faculty and librarians to create physical and virtual exhibits featuring Benson primary resources. Since 2014, our nationwide **MSI/Community College Benson Visiting Researcher Program** has brought MSI and community college faculty to conduct research at the Benson. (Section I details other ongoing MSI/CC programs.)

* + 1. **NRC Business, Media, and the General Public:** Partnerships with government and

nonprofit organizations across the US and abroad help us reach a **larger public**. In 2020-21, we

collaborated with 78 government, private, and public sector partners to produce 64 LAS public

programs, which drew 4,343 nationally and internationally. Last year, Google Analytics showed

millions of people used our **free, online language instruction programs** for Spanish, Portuguese, K’iche’, and Nahuatl, indicating high national impact. With local partners like Cine las Americas Film Festival, Austin Energy Public Utility, and Austin Public Libraries we provide Latin American programming to employees and patrons. We co-produce programs with the North American Development Bank, the Pulitzer Institute, International Boundary and Water Commission, and US Dept. of State. With UT professional schools, we support **transnational communities of practice,** furnishing training and multilingual resources to US- and Latin America–based networks of professionals, researchers and community members. For example,

with UT Social Work and the Texas Center for Children and Family Welfare, we provide cultural training and translation for a network of social workers, paraprofessionals and other advocates to enhance their skills working with Latin American Indigenous communities (see I).

LLILAS Benson engages **the media** in its outreach efforts and public programs. We partner with the UT College of Communication’s Knight Center for Journalism in the Americas to develop bridges between academia and the media in the US and Latin America, and with its annual International Symposia on Online Journalism and Threats to Journalism in the Americas, attracting executives and journalists from organizations such as *The New York Times*, NPR, BBC, and CNN. Through online training, the Knight Center connects US media practitioners and academics with thousands of journalists throughout the hemisphere. National and international media frequently seek our faculty’s expertise and enrich public understanding of Latin America in interviews and op-eds, with at least 47 published since 2018.

# I. NRC Program Planning and Budget

* 1. **Development Plan and Timeline:** Our NRC activities are streamlined, action oriented, and

achievable in the timeframe of the project; they build upon the demonstrated capacity of our current grant. Much advance work has been completed to solidify partnerships and collaboratively plan initiatives. Activities were developed and will be implemented in consultation with the Director, Grant Manager, related staff, and partners. Unless noted, the Outreach Coord., Asst. Dir. for Scholarly Programs, and Digital Scholarship Coord. implement most activities, which they have designed in concert with existing, reliable networks. Most activities are held annually to ensure continuity and grow participation overtime. A few are intentionally flexible to leave space for innovation. ***A detailed Timeline of Activities by year is attached. Costs for each initiative are detailed in the Budget Narrative Attachment.***

**Absolute Priority 1 (AP1): Diverse Perspectives and National Need** LLILAS Benson programs reflect diverse perspectives on Latin America, generate debate on world regions and international affairs, and encourage service in areas of national need.

# Less Commonly Taught Languages (LCTL) Online Instruction Programs: To meet

immense demand for LCTL instructional resources, we will **advance development of our online, openly licensed curriculum for K’iche’ Maya, Nahuatl, and Quechua.** UT’s Title VI LRC, Center for Open Educational Resources for Language Learning (COERLL), will provide online pedagogical consultation, web curation, and dissemination. ILI Dir. Romero will lead an **NRC-funded Indigenous Language Initiative GRA** and **native-speaker consultants** to develop: Year 1, 17 Intermediate-Advanced level Nahuatl units; Year 2, expansion of

Intermediate-level pedagogical units in Southern and Central Quechua; Years 3-4,14 Advanced-

level units of K’iche. In Year, 1 Romero will travel to Peru to meet Quechua consultants, Dir. Pineda Franco will travel to Mexico in Year 3 to lay the foundation for a new Zapotec program.

With COERLL we will produce an Indigenous Languages Portal that curates these

programs and ties into other UT Indigenous Studies initiatives. We will continue to disseminate

Indigenous, Portuguese, and Spanish language programs to K-12 teachers, NRCs, university

foreign language departments, and professional associations. We will support faculty, staff, and PhD student pedagogical training. UT POR Director Flanzer (App. A) will hold annual virtual

**POR for SPN Speakers Language Workshop**s for national audiences of professionals, scholars, and the public to build language capabilities, expose participants to Brazilian culture, and connect them to UT POR resources.

# Benson LCTL Programs and Collections: To expand Benson LCTL collections, librarians

will make 1 trip per year to Chile, Panama, Ecuador & Peru, and Brazil. To support accessibility

standards and meet curricular needs for LAS seminars, Benson Digital Initiatives will make accessible online rare documentary videos featuring Mayan communities.

**Professional School Partnerships** tap LAS faculty and alumni expertise, student interest, and

private-sector demand to provide interdisciplinary training that meets national needs. With

**Social Work** and **Dell Medical** we will support transnational communities of practice, through

LAS training, resources, translation to build networks focused on critical global issues. With

**LBJ School** Prof. Eaton (App. A), we will support a transborder environment internship program

that embeds students with Mexican and Texas officials. With LBJ we will co-organize Interdisciplinary Training Workshops on Policy Making and Development in the Americas. With

**UT Law, Comm. and Reg. Planning, Geosciences, Geog. & Env., and Native Am. and Ind. Studies**, Dir. Pineda Franco will lead a cross-disciplinary symposium on Global Environmental

Challenges. We will increase student LAS exposure through an **Engineering faculty-led study**

**abroad program,** an annual **International Business Speaker Series,** and **professional development of Information Science–**LAS dual-degree MAs.

**Expansion of LAS Programs and Career Training:** To support UT’s new **Spanish Creative**

**Writing degree program**, Prof. Polit (App. A), will lead an annual Beca Anfibia Writing

Exchange to bring Latin American journalists to UT, and send students to apprentice with

journalists in Latin America. Dir. Pineda Franco will also lead a **Black Diaspora interdisciplinary initiative** and a **Mexican National Film Archive Screening Series at UT**.

In collaboration with a Oaxacan NGO, we will coordinate a new **Indigenous Communities Faculty-led Experiential Course Abroad** focused on community development’s role in mitigating push factors of migration (we supported a similar program on renewable energy for Engineering students in 2019). With S&P, we will complement widely popular **SPN**

**Certificate Programs for Business, Health, and Mental Health Professions** with activities featuring Latin American practitioners in these careers. We will arrange annual LAS presentations for **Texas Global Professional Training’s Latin America Series,** which prepares students from all disciplines for the global workforce. UT PhD, MA, and BA students will gain valuable training through semester-long **LAS Career Internships** with UT-International Inst. for Democracy and Electoral Assistance Internship (Elkins), Archive of Indigenous Languages of Latin America (AILLA), and LLILAS Benson Public & Scholarly Programs.

Capitalizing on dramatic increases in multilingual participation in our virtual **Public and Scholarly Programs** during COVID, NRC funds will support upgrades in translation and captioning services to improve access and exchange between participants across the US and Latin America for virtual, hybrid, and recorded event formats (***see GEPA Attachment***).

**K-12 Student Outreach** programs will expose first-generation, heritage learners, and high financial need students to college, the LAS major, and LCTLs. Our week-long college prep **LAS Summer Academy** features a Portuguese workshop; activities with LAS alumni, interns, faculty, and students; and a group research project. **K-12 School Fieldtrips** bring Austin ISD students to visit LLILAS Benson’s collections and connect with faculty, staff, and students. NRC funding will expand our Portuguese Flagship’s **POR for Spanish-Speakers High School Unit,** a 2-week unit taught by UT AIs in high school AP Spanish classes.

**Absolute Priority 1 (AP2): Teacher Training** LLILAS Benson will implement a robust array of teacher trainings and curriculum development independently and in partnership with Hemispheres and UT COed.

**K-12 LAS Teacher Training:** We will lead 8 annual LAS training programs for pre- and in-

service teachers. With **UT COE**d we will hold **Latin American Children’s Literature**

**Curricular Development w**orkshops for Austin ISD teachers; support new **Enseña por Mexico Experiential Faculty-led Exchange Program** with a nonprofit serving marginalized schools in Puebla, MX, to teach best practices to Ed majors. We will continue offering **Race & Diversity in Latin America w**orkshops in required Ed course ALD327 Sociocultural Foundations of Learning. With **UTeach Fine Arts** teacher cert program, we will arrange speakers for **Latin America Arts Awareness and Action Creative Pedagogies Workshops**. With **NRC/MSI partners** in New Mexico and Arizona we will organize a **Latin America Contemporary Issues K-12 Teacher Workshop**, and with Vanderbilt and U Wisconsin-Milwaukee, we will produce **Latin America Contemporary Issues National K-12 Teacher Webinar Series**.

**Hemispheres K-12 Global Teacher Training:** With Hemispheres, UT’s consortium of NRCs,

we will co-organize annual training programs that infuse LAS content into the Hemispheres global curriculum. Our flagship **World Studies Summer Institute for K-16 Educators** focuses on world studies topics drawn from the Texas teaching standards, offers faculty-led content enrichment sessions, and integrates concepts into classrooms. Our **UT College of Ed K-6 Critical Literacy & Language Summer Institute** and our **Harry Ransom Center Global Teaching from the Archives Workshop** both train K-12 teachers to incorporate international texts into the classroom, especially for teachers of multilingual students. With the Texas Language Center and UTeach Liberal Arts we host an annual **World Language Instruction and Cultural Competency Workshop** for language teachers. To meet increased K-12 demand for **digital resources**, we will develop a new **Global Topics Webinar Series**. We will establish a **Teacher Advisory Council**, comprised of 3 K-12 teachers who will provide consultation on the quality and relevance of K-12 outreach, activities, and curriculum in terms of educator and student needs.

**K-16 Curriculum Development:** As CLASP (Consortium of Latin American Studies Programs)

members, we will sponsor the national **Américas Book Award and Virtual Book Club for K- 12 Educators**, which engages teachers with resources on children’s and young adult literature on Latin America. We will co-sponsor monthly **NRC Outreach Global Reads webinars** for educators, featuring NRC world area book awards authors. With Hemispheres, **K-12 Curriculum Development Awards** will support Title I school educators to create and pilot global studies curriculum units in alignment with state and national teaching standards. We will design and distribute **promotional materials** to raise awareness of our services for educators and expand our **Outreach Library** to provide K-16 teachers with materials for classroom use.

**Benson Digital Primary Sources Curriculum Project:** LLILAS Benson Digital Scholarship

Coord. and UT COEd’s Urban Teachers Social Studies MA students will continue this project, which trains Ed majors in **creating and piloting curriculum using Benson Digital materials**. A **COEd PhD student supervisor** will be hired to oversee development and review curriculum material for accuracy before it is disseminated via the **LLILAS Benson Curriculum** website.

Participants will **present curriculum** to teachers in Texas school districts and at professional conferences and trainings (e.g., NCSS).

**Competitive Priority (CP): Minority Serving Institutions and Community Colleges** As an NRC, LLILAS Benson will deepen and expand partnerships with MSIs and community colleges, further infusing LAS content into the curriculum at each institution, promoting faculty research and course development, and expanding the number of students with a deep understanding of Latin America prepared to meet areas of critical national need.

**Huston-Tillotson Global Studies Program (HBCU):** With Huston-Tillotson University (HT)

in East Austin, we will continue support of its **Global Studies Program**. We will fund **1 course**

**buyout per year** for an HT faculty member to prepare a new LAS course or incorporate a minimum of 30% LAS content into a current course. We will pay for 1 adjunct faculty to teach the course being bought out, and a stipend to the faculty member selected for the buyout. We will purchase **textbook sets** for Global Studies and other LAS courses to increase participation. We will bolster **HT faculty professional development** in three ways: (1) support annual faculty travel to Latin America to deepen knowledge of the region, cultivate linkages, and conduct research; (2) support annual faculty travel to professional conferences on global/LAS topics; (3) with Hemispheres, support a 2-day annual curriculum development retreat for HT Global Studies faculty to review the major/course curriculum to ensure program quality and sustainability. We will also bring UT scholars and regional experts to speak at Global Studies outreach events.

**Austin Community College (ACC) Global Initiatives (MSI):** With ACC, Central Texas’s

premier community college, educating over 70,000 students annually on 11 campuses, we will continue support of **ACC Faculty Learning Communities for Globalizing Education and Gender and Women’s Studies**, which we co-founded in 2014. We will infuse LAS speakers and resources into these monthly multi-disciplinary seminars where ACC and UT faculty discuss global issues and ultimately **internationalize ACC courses**. Faculty fellows gain UT visiting scholar privileges, and some receive support to participate in LAS conferences.

**University of Texas El Paso (UTEP, HSI):** With UTEP, a state university educating nearly

24,000 students annually, in El Paso, Texas, bordering Ciudad Juárez, Mexico, we will continue support of the **Transnational Migration Research Network,** which connects students, researchers, government, nonprofit, legal professionals, social workers, and other advocates across the US and internationally who are working on migration in the Americas. In Year 1, with UT Law we will support highly anticipated legal research on political asylum seekers from

Mexico. In Years 1-2, we will fund UT and UTEP graduate student engagement in coordination of an ongoing transnational research project on unaccompanied youth and families in migration in Juárez led by UT Prof. Torres with a UTEP Co-PI.

**UTEP Libraries** and LLILAS Benson Digital Scholarship will continue **LAS Digital Scholarship & Archives Traveling Exhibitions**, which showcase Benson and UTEP holdings. Our staff will curate and prepare the exhibit, and travel to UTEP to open it and lead a series of related Digital Scholarship Workshops. We will create and ship additional sets of facsimiles to other regional MSIs such as UTRGV, South Texas College, and El Paso Community College.

**University of Texas Rio Grande Valley (UTRGV, HSI):** Led by LLILAS Benson Digital

Scholarship Coordinator and partners from UTRGV and UTEP, an annual 6-week Digital Scholarship Institute on paleography uses free, open-source tools to facilitate collaborative research, visualize data in Spanish colonial texts, and engage MSI/CC faculty in curricular development using Benson primary resources. Other regional MSIs will be invited, with the goal of establishing a community of practice. Funds will support the purchase of digital textbooks and digital software for participants and presenter honoraria.

**University of Texas San Antonio (UTSA, HSI):** With UTSA, a public university located in San

Antonio, educating nearly 31,000 students annually, we will continue to host annual, day-long campus visits to UT for **UTSA Mellon Humanities Pathways Fellows**, a program that prepares students from underrepresented backgrounds for doctoral study in the humanities. Visits will include talks by LLILAS Benson staff, faculty, and graduate students; Blanton Museum of Art staff; and UT admissions staff. Funds will support field trip logistics.

**Other MSI and Community College Initiatives:** We will provide annual travel stipends to 2

**visiting scholars from MSIs and community colleges** across the US to conduct research at the

Benson to strengthen institutional linkages, build faculty LAS expertise, and increase LAS content in curriculum nationally. With **Texas State (HSI) Curriculum and Instruction Dept.** we will co-organize annual “Artivism: Role of Alternative Publishing for Social Change,” geared toward K-12 teachers and open to the public, with presentations by *cartoneras escolares* experts from Colombia, Mexico, and Argentina. With the **Texas Alliance for Geographic Education** at Texas State University, we will fund development of LAS-related curricular materials. With University of Florida, we will arrange two LAS speakers for its MSI/CC Internationalizing the Curriculum Workshop in Years 2 and 4. For our **LAS Speakers Bureau**, flexible funding is requested to pay at least 1 honorarium for LAS presentation at an MSI/CC annually.

* 1. **NRC Quality and Purpose:** To ensure fidelity with NRC purpose, our budget, timeline, and

proposed activities are developed in accordance with NRC Absolute (AP) and Competitive Priorities (CP), as outlined above: 100% of our initiatives fulfill NRC APs and CPs. To ensure quality and capacity, key staff will be formally dedicated to the NRC implementation: our Outreach Coord. (50%) will be the lead contact for all K-12, teacher training, Professional School, MSI/community college, and other NRC initiatives; the COERLL Program Coordinator (25%) will provide online pedagogical support to deliver new Indigenous language resources; our Financial Manager (10%) will meet monthly with Grants Manager and Outreach Coord. to ensure proper budgeting and compliance. Our Publications Designer (10%) will produce high- quality online and print program materials. Three LLILAS GRAs (50%) will support NRC Program Coordination, Outreach, and Indigenous Language Initiatives.

* 1. **Cost Effectiveness:** LLILAS Benson proposes an average of $240,072 per year in NRC

direct costs for the 2022-26 project period. ***Please see the Budget Narrative Attachment for details.*** Our NRC activities are collaborative, yielding significant cost savings and reaching

larger, more diverse populations through the integration of LAS into other disciplines and institutions. This is especially true for our Hemispheres K-12 costs, which are split between 5 centers. Of total direct costs, 72% is budgeted for NRC Outreach Activities directly aligned with APs and CPPs; 20% supports LLILAS staff; 4% supports COERLL technical support of online Indigenous language programs; 3.5% is for staff NRC travel; less than 1% is for supplies.

**I.4.a. NRC Long-term Impact:** Building upon our institutional excellence and the success of

our NRC programs of the past 8 years, the proposed LLILAS Benson initiatives will achieve significant long-term impact in 3 crucial ways: (1) NRC funds further position UT to develop a

pipeline of students and professionals with advanced language proficiency and a deep knowledge

of Latin America, poised to serve in professions that meet crucial national needs in government,

business, nonprofits, and education in the US and abroad. We will achieve this through partnerships with community colleges, HCBUs, Tribal Colleges, and MSIs, outreach and teacher training programs, UT professional schools and the UT COEd, collectively infusing LAS content and Benson resources into curriculum from kindergarten through college. (2) NRC funds will enable us to further serve as **leaders in instruction and curriculum development of Latin American LCTLs**, through the ongoing development of open-access curriculum in Indigenous languages. These efforts build upon our three-pronged Indigenous Language Initiative (see D), focused on the instruction, archiving, and research of Latin American Indigenous languages, creating global resources that develop experts in priority languages who meet crucial national needs, from service in the Peace Corps to leadership in international business, the energy sector, and beyond. (3) LLILAS Benson will elevate the field of LAS by **growing the number of students majoring, minoring, and enrolling in LAS classes**. We will support the research of our faculty and librarians, who serve as pioneers in the field. We will engage alumni, public, and

private foundations with our mission and attract additional funding for national and global resources. Ultimately, we will deepen our linkages with institutions in Latin America, training students, building collections, disseminating research to educate the world about Latin America.

# J. NRC Competitive Preference Priority

* 1. **NRC CPP:** LLILAS Benson collaborates with more than a dozen MSIs and community

college programs annually, with long-term partnerships with HBCU Huston-Tillotson U, MSI Austin Community College, and HSI UT El Paso (see H & I). To achieve the NRC CPP, we will expand partnerships with MSIs and community colleges in Texas and nationally, infuse LAS content into their curriculum, promote faculty research, develop courses, and expand the number of students with a deep understanding of Latin America prepared to meet areas of critical national need. ***See I.1, and the Budget and Timeline attachments for NRC CPP details.***

**H. FLAS Awardee and Selection Procedures** LLILAS Benson requests $348,500 annually to award graduate and undergraduate academic year and summer fellowships. ***See Budget Narrative for FLAS budget.***

* + 1. **FLAS Advertisement:** FLAS advertisement procedures ensure transparency and broad

dissemination to a diverse pool of quality applicants. Each September, LLILAS Benson issues a campus-wide call for undergraduate and graduate applicants by email to deans, department chairs, graduate and undergraduate academic advisers and coordinators, and faculty, who in turn recruit students. We strategically target professional school faculty, and programs and offices engaged with students from underrepresented groups. Students receive FLAS information directly via student listservs and social media. LLILAS posts electronic advertisements on digital panels in buildings popular with students from across campus, such as libraries and student unions. Independently and with UT’s other FLAS programs, we hold multiple information

sessions each fall for prospective applicants, including ones tailored to professional schools. FLAS advertisements detail the opportunity to study non-Spanish Latin American languages and highlight the **priority of Portuguese, Haitian Creole, Kaqchikel, Quechua, and Guarani** (CPP 2, Priority Languages), with a **minimum of 25% of academic year fellowships awarded to students studying these LCTLs**. FLAS advertisements include links to the LLILAS website, which outlines eligibility requirements, application instructions, timelines, award recipient responsibilities, and a statement regarding our commitment to serving underrepresented groups.

* + 1. **FLAS Application Process:** Students complete the FLAS application through an

accessible, secure Qualtrics platform through links provided on our website and promotional materials. Applications open in or around October and are due by January 30. The application screens for eligibility (e.g., US citizen or legal permanent residency status), and collects each applicant’s transcript and grade point average for purposes of merit. The system sends email to faculty, requesting recommendation letters with deadlines and an upload link. Applicants electronically consent to allow the FLAS coordinator to obtain FAFSA financial need ranking from UT’s Office of Financial Aid. Applications include: (1) a 2-page statement on how FLAS training will aid career and research goals; (2) a detailed study plan if studying a language not offered through UT; (3) a 1-page CV; (4) UT transcript; (5) financial level of need ranking; and

(6) 2 recommendation letters, referencing student language proficiency. Applicants electronically sign a commitment to complete LLILAS and Dept. of Ed. reports, pre- and post-oral proficiency interviews, 8 years of biannual placement surveys, and to assist with FLAS outreach.

* + 1. **FLAS Selection Process:** The FLAS selection committee has 5 LLILAS faculty affiliates,

including 2 from professional schools. The committee meets on or around February 15 to select award recipients. They use a rubric to review applications, assigning merit scores of 1–5 (low to

high). Using Office of Financial Aid rankings, **financial level of need and merit** are combined, and applicants with the highest combined scores receive preference for awards (FLAS CPP 1, Financial Need). Applicants who propose study of **Portuguese, Haitian Creole, Kaqchikel, Quechua, and Guarani** will receive additional preference (FLAS CPP2, Priority Languages). Requests to study LCTLs not offered at UT are vetted through Sergio Romero and submitted to the Dept. of ED for approval prior to award. At the conclusion of the selection process, the program coordinator notifies applicants of decisions.

**I. FLAS Competitive Preference Priorities** LLILAS Benson will fulfill the FLAS CPPs through implementation of a selection process that prioritizes financial need of applicants (FLAS CPP 1) as well as designating a minimum of 25% of FLAS awards for the 5 Latin American priority languages of Portuguese, Quechua, Kaqchikel, Haitian Creole, and Guarani (FLAS CPP 2), as ***detailed in Section H. FLAS above***.