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**Table of Contents**

[List of Tables and Figures ii](#_bookmark0)

[List of Acronyms iii](#_bookmark1)

1. [COMMITMENT TO SUBJECT AREA 1](#_bookmark2)
2. [QUALITY OF THE LANGUAGE INSTRUCTIONAL PROGRAM 3](#_bookmark3)
3. [QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM 8](#_bookmark4)
4. [QUALITY OF CURRICULUM DESIGN 13](#_bookmark5)
5. [QUALITY OF STAFF RESOURCES 18](#_bookmark6)
6. [STRENGTH OF THE LIBRARY 24](#_bookmark7)
7. [IMPACT AND EVALUATION 26](#_bookmark8)
8. [OUTREACH ACTIVITIES 34](#_bookmark9)
9. [PROGRAM PLANNING AND BUDGET 38](#_bookmark10)
10. [COMPETITIVE PREFERENCE PRIORITY: PARTNERSHIPS WITH MSI AND CC 48](#_bookmark11)
11. [FLAS AWARDEE SELECTION PROCEDURES 49](#_bookmark12)
12. [FLAS COMPETITIVE PREFERENCE PRIORITIES 51](#_bookmark13)

*APPENDIX A. FACULTY CURRICULUM VITAE…………………………………………………. A-1 APPENDIX B. COURSE LIST………………………………………………………………………… B-1 APPENDIX C. POSITION DESCRIPTIONS…………………………………………………………C-1 APPENDIX D. LETTERS OF SUPPORT……………………………………………………………..D-1 APPENDIX E. OUTSIDE EVALUATOR CV………………………………………………………… E-1*

**List of Tables and Figures**

|  |  |
| --- | --- |
| **Table** | **Page** |
| **Table 1**. University Support, AY 20-21 | 1 |
| **Table 2**. LAC Language Courses and Enrollments, AY 20-21 | 4 |
| **Table 3**. Area Studies Courses, Enrollments, and Faculty | 9 |
| **Table 4**. Sample Professional School Courses with LAS Content | 10 |
| **Table 5**. Depth of Course Coverage | 10 |
| **Table 6**. New Faculty Hires, 2018-2021 | 11 |
| **Table 7**. Requirements for Undergraduate and Graduate LAC Studies Program | 13 |
| **Table 8**. Student Participation in Selective LAC Study Abroad Countries | 16 |
| **Table 9**. Global Classrooms and Study Abroad Programs (Selection) and Linkages | 17 |
| **Table 10**. Faculty Awards and Honors | 20 |
| **Table 11**. University Awards for CLACS Faculty Affiliates | 20 |
| **Table 12**. CLACS Oversight by its Executive Committee | 22 |
| **Table 13**. Faculty/Staff Demographics | 23 |
| **Table 14**. LAC Library Holdings | 24 |
| **Table 15**. CLACS Impact by Output 2018-2021 | 26 |
| **Table 16**. Alumni Placement, CLACS Major Equivalent (33+ LACS Credits) | 29 |
| **Table 17**. CLACS 2012-17 FLAS Alumni Placements | 30 |
| **Table 18**. Alignment of CLACS Evaluation Objectives and Title VI Priorities | 32 |
| **Table 19**. CLACS Outreach Event Impact, 2018-21 | 34 |
| **Table 20**. Selected PreK-12 Teachers and Outreach Activities 2018-2021 | 35 |
| **Table 21**. Selected K-14 Teacher Training and Postsecondary Outreach Activities | 36 |
| **Table 22**. Selected Current Public Outreach Activities | 37 |
| **Table 23**. Goal 1: Promote specialized linguistic and cultural knowledge of priority languages and LCTLs at UI, UIC, and beyond | 40 |
| **Table 24**. Goal 2: Strengthen K-14 Teacher Training | 40 |
| **Table 25**: Goal 3: Increase Collaborations with MSIs and Community Colleges | 41 |
| **Table 26**. Goal 4: Increase Professional Schools Partnerships | 43 |
| **Table 27**. Goal 5: Expand Access to LAC Study Abroad | 44 |
| **Table 28**. Goal 6: Campus and Public Programming “Confronting the next decade’s challenges in LAC: Adaptation, Resiliency, and Growth” | 45 |
| **Figure 1**: Budget Breakdown | 47 |
| **Table 29:** Annual FLAS Selection Process Timeline | 51 |

**List of Acronyms**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ACES | Agricultural, Consumer & Environmental Sciences |  | LAC | Latin American & Caribbean |
| ACTFL | American Council on the Teaching of Foreign Languages | LARRP | Latin American Research Resources Project |
| AD | Associate Director | LAS | College of Liberal Arts & Sciences |
| ALKEC | ALK Evaluation & Consulting | LASA | Latin American Studies Association |
| APSA | American Political Science Association | LCTL | Less Commonly Taught Language |
| BA | Bachelor of Arts | MA | Master of Arts |
| BTAA | Big Ten Academic Alliance | MSI | Minority-Serving Institution |
| CC | Community College | NASA | National Aeronautics and Space Administration |
| CIC SROP | Committee on Institutional Cooperation Summer ResearchOpportunities Program | NEH | National Endowment for the Humanities |
| CITL | Center for Innovation in Teaching &Learning | NIH | National Institutes of Health |
| CLACS | Center for Latin American & Caribbean Studies | NSEP | National Security Education Program |
| CLASP | Consortium of Latin American Studies Programs | NSF | National Science Foundation |
| CRL | Center for Research Libraries | OCLC | Online Computer Library Center |
| DEI | Diversity, Equity & Inclusion | QINTI | Quechua Innovation and TeachingInitiative |
| DGS | Director of Graduate Studies | SALALM | Seminar on the Acquisition of Latin American Library Materials |
| DHS | Department of Health and Human Services | SLCL | School of Literatures, Culture and Linguistics |
| DRES | Disability Resources & Educational Services | SSRC | Social Science Research Council |
| DRIVE | Distinguished Postdoctoral Research Associate Program | TA | Teaching Assistant |
| EFC | Expected Financial Contribution | TOP | Targets of Opportunity |
| EU | European Union | UG | Undergraduate |
| FAFSA | Free Application for Federal Student Aid | UI | University of Illinois |
| FSOT | Foreign Service Officer Exam | UIC | University of Illinois Chicago |
| GEMs | Genomics and Eco-evolution of Multi- Scale Symbioses | UL | University Library |
| GEPA | General Education Provisions Act | UN | United Nations |
| I-MMAS | Mexican and Mexican-AmericanStudents System Initiative | URM | Underrepresented Minority |
| IA | Instructional Assistant | USAID | US Agency for International Development |
| IFLE | International and Foreign Language Education | USDoD | US Department of Defense |
| IGI | Illinois Global Institute | USEPA | US Environmental Protection Agency |
| IGPA | Institute of Government and PublicAffairs | USEPA | US Environmental Protection Agency |
| IHE | Institute of Higher Education | USEPA | US Environmental Protection Agency |
| KAM | Krannert Art Museum |  |

# COMMITMENT TO SUBJECT AREA

***A.1.(a). Support for Center operations.*** Despite the budgetary challenges exacerbated by the pandemic, the University of Illinois (UI) support for the Center for Latin American and Caribbean Studies’ (CLACS) operations has increased in recent years. UI provides 100% of staff salaries and operations budget for the Center (Table 1) and supported the development of the Illinois Global Institute (IGI) as a new administrative

|  |
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| **Table 1. University Support, AY 20-21** |
| **Center Operations** | $324,775 |
| **Teaching Staff** |  |
| *Language Faculty* |  |
| Spanish | $1,353,364 |
| LCTLs | $213,955 |
| *Area Faculty* | $17,949,247 |
| **Library Resources** |  |
| *Staff* | $458,062 |
| *Acquisitions* | $232,844 |
| **Outreach Activities** | $310,567 |
| **Student Support** |  |
| *Grants and Fellowships* | $127,473,17 |
| *Global South Fellowships* | $72,000 |
| *Tuition Waivers/Financial Aid* | $151,782,74 |
| **TOTAL:** | **$300,170,73** |

home for area and global thematic centers with greater cross-campus reach.

Established in 2019 and fully funded by UI, IGI is home to CLACS and to the other 9 area and global thematic centers on campus. The IGI maintains an effective administrative environment for UI NRCs, providing centralized management of FLAS and NRC

grants, and an institutional structure that increases visibility of CLACS on campus, and better supports international research collaborations, advancement, and grant development opportunities. The IGI is housed in the College of Liberal Arts and Sciences (LAS), and its Executive Director reports to the Dean of LAS as well as the Provost. It has an **annual budget allocation of $2.1 million**, which includes an Executive Director, Senior Business Operations Manager, Accounting Associate, Human Resources Associate, Communications Coordinator, Office Support Associate, and a Fellowship Coordinator, all dedicated to the area study centers. ***A.1.(b). Support for faculty and teaching staff.*** In addition to the IGI, new faculty hires and increases in institutional support for teaching staff reflect a strong commitment to expand expertise in Latin American and Caribbean (LAC) languages and area studies (Teaching Staff,

Table 1). Since 2018, UI has hired 31 new LAC focused faculty across 6 Schools and 24 disciplines, representing a $1.9 million annual commitment (Table 6, p11), and making the number of LAC focused faculty 172. UI also provides financial support for faculty research and collaborations, with more than $1 million awarded to LAC faculty internally since 2018. CLACS faculty have received numerous university research and teaching awards (Table 11, p20).

***A.1.(c). Library Resources.*** Institutional commitment for LAC library resources is strong (See F, p23). UI is the second largest public academic research library in the US. The LAC library ranks in the top four collections nationwide, is the largest in the Midwest, and constitutes one of the University Library’s (UL) most notable strengths. It is overseen by a LAC focused, tenured librarian, and has deep research resources and is a destination for international scholars.

***A.1.(d). Linkages with institutions abroad.*** CLACS is part of a comprehensive network of exchange programs and linkages with LAC institutions (See D, p13). UI identified the LAC region as an area of strategic growth and is actively engaged in creating collaborative agreements. Foremost is the Mexican and Mexican-American Students System Initiative (I- MMAS), a cooperative agreement between UI and Mexican universities, which is increasing international enrollments at UI and faculty and student mobility between UI and Mexico, and has established a UI office at Universidad Nacional Autonoma de Mexico (UNAM).

***A.1.(e). Support for outreach activities.*** We have robust outreach activities. UI support a full- time outreach coordinator and most of our outreach programming costs. We held 267 events in the last 3 years with a total attendance of over 31,000 individuals, including K-14 professional development workshops that reached about 500 educators from local, state, national, and international K-14 institutions (See G, p26). Our events draw diverse audiences; expose students

to cutting-edge LAC scholarship, politics, and cultural production; foster campus-wide dialogue; and connect our university to diverse publics across the state and region.

***A.1.(f). Support for students.*** Institutional commitment to students interested in LAC is demonstrated through (i) strong support for undergraduate (UG) study abroad, with travel grants that enabled more than 600 students to study in LAC countries during AY 2018-2019, and that totaled $3.5 million, and (ii) UG and graduate research assistantships and campus-wide fellowships for students interested in LAC, evidenced by the over 100 graduate students currently writing 100% LAC focused dissertations, and 69 who completed one in the last three years. Their support includes tuition waivers, fellowship packages, and campus grants for field research (Table 1, p1). CLACS complements that support with Tinker Fellowships and summer travel grants and language fellowships: totaling about $150,000 to 22 students in AY 2019-20. In addition, UG students have strong support from the Office of Undergraduate Research (OUR).

CLACS also launched the LAC Study Club, funded by the Chancellor’s office, where LAC focused UG participate in extra-curricular activities.

# QUALITY OF THE LANGUAGE INSTRUCTIONAL PROGRAM

***B.1.(a). Extent of Language Instruction.*** UI offers comprehensive performance-based instruction from beginner through advanced level in Spanish, Portuguese, and Quechua. Table 2 captures the total number of courses offered and enrollments for the three languages.

We plan the addition of a fourth language, Q’anjob’al, and have secured 75% salary support from campus for this addition. UI is a leading site of research on Q’anjob’al Mayan language, connecting research in Guatemala with research and outreach activities serving Illinois and surrounding states, with Central Illinois home to about 9,000 Q’anjob’al speakers. CLACS works directly and in support of other UI initiatives partnering with regional schools, hospitals,

social service organizations, and local and state government seeking training and materials on Q’anjob’al language and culture.

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| **Table 2: LAC Language Courses and Enrollments, AY 2020-21** |
| **Language** | **Courses** | **# of Sections** | **Enrollment** |
| **Spanish** | Elem I & II, Int I & II, Adv. I & II, and 15 additional advanced grammar, linguistics, and literature courses | 50 | 3184 |
| **Portuguese** | Elem I & II, Int I & II, Adv Grammar, and 3 additional advancedgrammar and literature courses | 11 | 93 |
| **Quechua** | Elem I & II, Int I & II, Adv Grammar, Directed Readings, Life in the Andes (gateway class) | 6 | 65 |
|  | **TOTAL:** | 64 | 3,342 |

***B.1.(b). Enrollment in language study.*** Annual enrollments in Spanish (Table 2), are the largest of any language on campus, and the program serves 115 majors and 470 minors. Enrollments in Portuguese remain stable, with new courses developed at the introductory (e.g., Writing Brazilians into the US [PORT 150]) and advanced level (e.g., Doing Business in Brazil [PORT 403], Regional Cultures of Brazil [PORT 404]) to expand enrollment. With support from CLACS and the Lemann Center for Brazilian Studies, the Portuguese Language Coordinator facilitates student driven language and cultural activities, such as a weekly conversation table, the podcast “Brazil: One Country, Many Voices”, an annual Carnival celebration, visits to local Brazilian businesses, and the Illinois Portuguese Language Connection, a joint initiative with Northwestern and University of Chicago that gathers over 1,000 Portuguese students annually. With new courses and outreach efforts continuing, we expect enrollments to increase in the near future. The Quechua instructor (Molina-Vital) revitalized our Quechua program by redesigning the curriculum, developing innovative pedagogical materials, and designing a new introductory course, Life in the Andes, to serve as a gateway into the Quechua program. The program has seen strong growth, with 65 enrollments for AY 20-21 (16 students in strictly Quechua classes, 49 in Life in the Andes), a 400% increase over AY 19-20. For AY 21-22, 18 students are

enrolled in Quechua classes and 48 in Life in the Andes. To encourage Quechua study, Molina- Vital partnered with study abroad to create a Quechua Global Classroom, where students in beginning Quechua classes complete task-based language projects in weekly virtual meetings with Quechua students at Universidad Nacional Jose Maria Arguedas in Andahuaylas, Peru.

Following the initiative’s success, we plan to create a Global Classroom for Intermediate Quechua in AY 22-23 {BL: 78}. We are also partnering with University of Illinois Chicago (UIC) School of Literature, Cultural Studies and Linguistics to create a gateway course for the study of indigenous languages as well as virtual sections of beginning and intermediate Quechua to expand enrollment and meet additional demand at UIC {BL: 77, 78}. This initiative will increase access to Quechua for underrepresented minority (URM) students at UIC, a Minority Serving Institution (MSI).

***B.2.(a) Levels of Language Training.*** We regularly offer Portuguese and Spanish through the fourth and fifth level, respectively (Table 2), and have a longstanding proficiency-focused, communicative-based Quechua program that offers beginning, intermediate and advanced levels, together with directed readings courses. Further instruction is available through CLACS supported summer classes, by tutorial, or overseas programs.

***B.2.(b) Language across disciplines.*** CLACS is an advocate for language study beyond language, linguistics and literature. UI professional schools offer multiple language training opportunities, such as the College of Education’s “Language and Literacy Education Program”, with foreign language discussion sections on global themes, and the College of Law’s Spanish for Lawyers [LAW 792]. The College of Business offers Economics and Business in Brazil (in Portuguese, [BUS 199]), while Spanish for the Professions [SPAN 142] has different sections targeted to students from Education, Medicine, and Applied Health. The Carle Illinois College of

Medicine offers a Global Community Immersion Program in Brazil, which exposes medical school students to basic Portuguese. We will be partnering with them to expand this program to Peru and other LAC countries {BL: 38, 107}, and our Quechua instructor will develop language modules in Quechua for medical school students {BL: 87}. Lemann visiting professors teach courses partially or fully in Portuguese, such as Multinational Companies in Brazil: 1889-2018 [LAST 550] (Dr. Dall Costa) and History and Archaeology of African Diasporas in Brazil [ANTH 499] (Dr. Symanski).

CLACS students are required to use original texts in Spanish, Portuguese or Quechua for their MA theses. Students across campus, supported by our Summer Graduate Research Fellowships, conduct field research in LAC countries in their target language and must prove language ability as an application requirement. Beyond courses, students can exercise their language skills with visiting scholars in an academic setting; several CLACS guest speakers deliver lectures in Spanish each year (e.g.; in 2021, we hosted a panel discussions on the Chilean constitutional convention with activists and researchers from Chile, all conducted in Spanish).

***B.3.(a). Numbers of and support for language faculty.*** Appendix A details LACS language faculty. The Spanish & Portuguese department has 18 full-time faculty (including 3 new hires) who are internationally recognized for pedagogical innovation, scholarly research, and publishing. The department has 4 instructors, 3 coordinators for different levels of Spanish, a director of the Portuguese program, and 17 graduate Teaching Assistants (TA). CLACS is home to a full time Quechua Instructor and will hire a full time Q’anjob’al Instructor in AY 2022-23. ***B.3.(b). Pedagogical training, performance-based instruction, and OPI assessments.*** All Spanish, Portuguese, and Quechua language instructors complete a required pedagogy course and a Proseminar in Foreign Language Teaching on advances in language teaching and learning

theories and methods. Spanish and Portuguese Basic Language Program instructors and TAs receive orientation and in-service continuing education, including a four-day workshop on classroom management, instructional technology, and pedagogy. The Center for Innovation in Teaching and Learning (CITL) offers additional training via Summer Teaching Institutes and teaching certificates and has a robust offering of classes that focus on remote teaching pedagogy. TAs for advanced courses receive training on community service learning and process-oriented writing instruction. Molina-Vital participates in the Summer Teaching Institutes and through leading the Quechua Innovation and Teaching Initiative (QINTI), a project connecting Quechua instructors across the nation to develop standardized curricula and assessment tools, is at the forefront of developing critical pedagogy for indigenous language instruction.

***B.4.(a). Measured quality of language outcomes.*** Language instruction is performance-based and follows the American Council on the Teaching of Foreign Languages (ACTFL) guidelines for teaching methodology and assessment. Outcomes focus on real-world language competency in speaking, listening comprehension, reading, and writing. Student evaluation includes oral interviews, examinations, and compositions. All programs use communicative, task-based language teaching methods for culturally competent language acquisition, with additional critical thinking, analytical writing, and performance-based instruction in advanced courses. Classrooms are run exclusively in target languages, students participate in pair-based oral conversations, and use the target language to solve real-life situations in a culminating oral exam. Third-year Spanish students choose from four content-based tracks in literature and culture, linguistics, professional Spanish, or elementary and secondary Spanish teaching. Portuguese and Quechua students collaborate remotely in the target language with students in Sao Paulo and Peru, respectively. Quechua proficiency evaluations stress the ability to communicate in real-life

settings typical of Quechua-speaking communities. The Department of Spanish and Portuguese will develop and implement a language assessment literacy program for Portuguese instructors

{BL: 95}.

***B.4.(b). Resources.*** We offer exceptional resources for language teaching and research. The School of Literatures, Culture, and Linguistics (SLCL) provides expertise in measuring and evaluating language instruction as a nationally prominent center of research on second language acquisition, focusing on pedagogy, evaluation, and LCTL testing. UI’s Language Learning Lab provides state-of-the-art facilities and multimedia resources to support language teaching and learning, with staff facilitating lab use and providing on-site support. Both resources offer audio- visual equipment, LCTL films and recordings, and equipment for student projects.

***B.4.(c) Proficiency requirements.*** We have proficiency requirements for each level of language instruction. For Spanish and Portuguese, oral and written assessment standards are based on ACTFL proficiency guidelines. Oral exams each semester assess quality of interaction, breadth of vocabulary, and grammar application, and written assignments are holistically graded.

Quechua assessment takes place through the semester, following ACTFL standards for oral and written communication up to the high-intermediate level. We emphasize proficiency in cultural competence and understanding, and successful student engagement with Quechua speakers.

# QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

***C.1.(a) Quality and extent of offerings across the disciplines, including professional schools.*** UI offers a full range of disciplinary and regional coverage. Since 2018, UI has taught over 750 courses with significant LAC content, across 60 disciplines, including 270 offered in the professional schools. Average annual enrollments reached 19,000, with about 40% in

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| **Table 3. Area Studies Courses, Enrollments, and Faculty** |
| **LAC Area Studies Courses, AY 18-19 to AY 21-22** | **Number of CLACS Faculty, AY 21-22** |
| **Field/Profession** | **% Area Content** | **Enrollment** |
| UG | G |
| Above 50% | 25-50% | Above 50% | 25-50% | Above 50% | 25-50% | Above 50% | 25-50% |
| **Liberal Arts and Sciences** |
| Social Sciences | 49 | 205 | 3,382 | 26,044 | 58 | 466 | 21 | 3 |
| Humanities | 151 | 53 | 6,765 | 4,484 | 290 | 242 | 36 | 5 |
| Science & Mathematics | 1 | 36 | 15 | 6,364 | 0 | 81 | 9 | 5 |
| *subtotal* | *201* | *294* | *10,162* | *36,892* | *348* | *789* | *66* | *13* |
| **Professional School** |
| ACES | 13 | 51 | 567 | 11,521 | 4 | 194 | 15 | 16 |
| Applied Health Sciences |  | 10 |  | 642 |  | 64 | 5 | 3 |
| Business | 15 | 23 | 120 | 1,625 | 501 | 906 |  | 4 |
| Education | 5 | 52 | 6 | 2,324 | 82 | 1,679 | 2 | 4 |
| Engineering | 10 | 2 | 123 |  |  | 34 | 1 | 9 |
| Fine and Applied Arts | 10 | 45 | 91 | 8,297 | 118 | 253 | 16 | 3 |
| Information Sciences |  | 3 |  | 16 |  | 57 | 2 |  |
| Law | 7 | 10 |  |  | 123 | 600 |  | 4 |
| Media | 3 | 6 |  | 364 | 11 | 3 | 1 | 1 |
| Social Work |  | 5 |  |  |  | 149 | 5 |  |
| Veterinary Medicine |  |  |  |  |  |  | 2 |  |
| *subtotal* | *63* | *207* | *907* | *24,789* | *839* | *3,939* | *49* | *44* |
| **TOTAL:** | **264** | **501** | **11,061** | **58,152** | **1,187** | **4,728** | **115** | **57** |

professional programs (See Table 3 for more detail in course offerings and enrollments). Regional strengths include the Andes, Brazil, Mexico, Central America, and the Caribbean.

The robust and growing LAC curriculum reflects new directions and innovations in the field*.*

The College of LAS taught 201 courses with more than 50% LAC content (Table 3); new offerings include Migration and the City in the Global South [GEO 495], Archaeological Field School in Peru [LAST 395], Extractivism and Environment in Latin American Culture [SPAN 535], Culture, Politics, and Human Rights in Argentina [PS 199]. We have also seen a strong increase in interest in LACS from professional schools as reflected in the 16 new hires over the past three years (Table 6, p11) and course offerings with substantial LAC content (Tables 3 & 4). UI CLACS works in partnership with our professional schools to support faculty and students

looking to pursue regional training through curriculum development, coursework, language study, research and fieldwork, and study abroad.

|  |
| --- |
| **Table 4. Sample Professional School****Courses with LAC Content** |
| ***Business*** |
| International Business International Marketing |
| ***Law*** |
| Spanish for LawyersInternational Law and Human Rights Immigration Law Seminar |
| ***Social Work*** |
| Gender Relations in Intl Development Global Development and Social Welfare |
| ***Engineering*** |
| River MorphodynamicsGlobal Sustainability & Design in Guatemala |
| ***Agricultural and Consumer Economics*** |
| The Latin American Economies International Water ProjectThe Chocolate Food System in Ecuador |

***C.2.(a). Depth of specialized courses.*** Table 5 and Appendix B detail the breadth and depth of course coverage at UI. Courses are regularly offered at all levels, and over half of LAC courses across 60 disciplines are offered at the advanced level. LAC coverage in professional schools is particularly robust

with 35% of all LAC content courses housed there, of which 65% are at the advanced level. ***C.3.(a). Non-Language Area Faculty.*** Table 3 and Appendix A provide detail on our faculty. Faculty are drawn from 60 different departments across 13 schools and colleges. Two-thirds of our 172 faculty affiliates devote more than 50% of research and teaching to LAC. Our affiliates are evenly distributed between the College of LAS and the professional schools and we have a particularly strong relationship with the College of Agricultural, Consumer, & Environmental Sciences (ACES), reflecting the importance of LAC for issues like agriculture, the environment and climate change, along with the Colleges of Medicine and Business (Table 3). Over the past 4 years, UI has hired 31 LAC faculty across 21 departments and 7 schools, 2 of whom came into leadership positions, the Director of

|  |
| --- |
| **Table 5: Depth of Course Coverage** |
|  | **Above 50%** | **25-50% Coverage** | **TOTAL** |
| **100-200** | **300-500** | **100-200** | **300-500** |
| **LAS** | 74 | 127 | 162 | 132 | 495 |
| **Prof.** | 29 | 35 | 65 | 141 | 270 |
| **All UI** | 103 | 162 | 227 | 273 | 765 |

Architecture and the Dean of Engineering and Material Sciences (Table 6). Since Fall 2018, 72% of

CLACS faculty affiliates have been named to the UI’s List of Teachers Ranked as Excellent.

|  |
| --- |
| **Table 6: New Faculty Hires, 2018-2021** |
| **College/School** | **Department** | **New Faculty** | **Specialization** |
| Liberal Arts & Sciences | Evolution, Ecology, & Behavior | Eva K Fischer | Ecuador |
| French and Italian | Felisa Vergara Reynolds | French Caribbean |
| Gender and Women's Studies | Emma VelezDamian Vergara Bracamontes | LAC Decolonial Theory Mexico & Central America |
| Geography and GIS | Nikolai Alvarado | Costa Rica |
| History | Yuridia Ramirez | Mexico |
| Latino/Latina Studies | Elizabeth Velasquez | El Salvador |
| Microbiology | Pamela Martinez | Chile |
| Sociology | Jose Atiles Osoria | Caribbean |
| Spanish and Portuguese | Salvatore James Callesano Xiomara Verenice CervantesCarolyn Fornoff | Mexico BrazilMexico & Central America |
| Agricultural, Consumer, & Environmental Sciences | Agriculture and Consumer Economics | Shady Atallah Peter ChristensenCatalina Herrera Almanza | Colombia & Ecuador BrazilColombia & Mexico |
| Crop Sciences | Juan Arbelaez Nicolas Martin | Colombia & Uruguay Argentina & Mexico |
| Natural Resources & Environmental Sciences | McKenzie Johnson | Colombia |
| Fine & Applied Arts | Architecture | Francisco RodriguezBenjamin Boss | CaribbeanMexico |
| Urban and Regional Planning | Magdalena Novoa | Chile |
| Music | Carlos Ramirez | Caribbean |
| Graphic Design | Juan Salamanca | Colombia |
| Gies College of Business | Business Administration | Carlos Inoue | Brazil |
| Finance | Julia Fonseca | Brazil |
| VeterinaryMedicine | Veterinary Clinical Medicine | Clarissa De Souza | Brazil |
| Grainger College of Engineering | Civil and Environmental Engineering | Ana Paula Barros | Andean region |
| Applied Health Sciences | Kinesiology and Community Health | Susan Aguinaga | Physical activity & health disparities. “MOVE” program in LAC |

***C.3.(b). Pedagogical training of instructional assistants (IAs).*** UI places strong emphasis on the pedagogical training of graduate students. IAs are assigned to all introductory courses with more than 30 students, with 2 IAs servicing our core introductory class, LAST 170. CITL’s Graduate Academy for College Teaching prepares IAs through a required and intensive two-day orientation, microteaching, and interactive sessions on strategies and resources. CITL also offers several advanced teaching certificate programs that benefit our LAC students. In response to changing teaching modalities to comply with state COVID guidelines, UI organized month-long teaching institutes in summer 2020 and 2021 for faculty and IAs focused on online and hybrid

course delivery. In addition, departments have training and mentoring programs regularly reviewed by the Graduate College, which involve close faculty supervision and lesson plan and grading guidance. UI mandates that departments review all IAs at the end of the semester, this review is part of the mentoring process.

***C.4.(a) Interdisciplinary Courses.*** Interdisciplinarity is at the heart of our program. At the campus level, the design of undergraduate curricula encourages interdisciplinarity through campus-wide general education requirements, requiring students to take courses in humanities, natural sciences and mathematics, social sciences, and cultural studies, including classes in non- western and US minority cultures. Several new initiatives aim to increase interdisciplinarity by integrating area studies into professional courses. Foremost among these is the creation of three new interdisciplinary certificate programs (two with the iSchool and one with Agricultural and Biological Engineering) {BL: 114, 115, 111}. CLACS has worked closely with the recently established Center for Contextual Engineering (CCE), housed in Agriculture and Biological Engineering, on initiatives such as the International Water Project and Global STEAM, two classes that provide social science and area studies training to engineering students to help them understand the importance of considering regional and local cultures and histories as part of the design process. We are planning to expand these initiatives {BL: 111}. We are also using this model to work with the Colleges of Medicine, Social Work, Education, and Business, to extend study abroad courses and develop cultural modules to introduce area studies content into their curricula and ensure that their graduates have the language and cultural competency training necessary to meet the demands of a changing workplace {BL: 99-107}.

At the CLACS level, the syllabus of our core LAST 170 draws theory and methods from Anthropology, History, Political Science, Economics, and Musicology, and students in the

course receive extra credit for attending LAC-themed talks and events. Our gateway class to Quechua, Life in the Andes, covers astronomy, water engineering, geography and culture, agriculture, religious practices, relation of language and culture, identity, and social movements. In addition, students enrolled in our BA and MA program must take courses from at least two disciplinary perspectives as well as to engage in experiential learning. We encourage MA students to draw their thesis advisor and second reader from different departments.

# QUALITY OF CURRICULUM DESIGN

## D.1.(a). Baccalaureate Degree Programs and Requirements.

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| --- |
| **Table 7. Requirements for Undergraduate and Graduate LAC Studies Program** |
|  | **Undergraduate** | **Graduate** |
| **Major** | **Minor** | **MA** | **Minor** |
| Total number of LAC studies content and language courses | 11 | 7 | 12 | 3 |
| LAST 170: Introduction to Latin American Studies | 1 | 1 |  |  |
| Courses with Focus on Latin America | 4 |  | 6 | 2 |
| Courses with focus on Latin America’s place in world | 4 |  |  |  |
| Experiential learning course | 1 |  | Yes |  |
| Level of ACTFL language proficiency | Adv. Int | Int | Adv | Adv |
| Thesis on LAC topic |  |  | Yes |  |
| **Additional programs with Latin American concentrations**: ACES; Anthropology; Art History; AnimalBiology; Atmospheric Sciences; Business; Economics; History; LAS Global Studies; Political Science; Spanish and Portuguese; Women and Gender in Global Perspectives; Urban Planning |

Our newly revised BA program features a dynamic, interdisciplinary curriculum that responds to the needs of our students and the demands of the modern workplace, as Table 7 shows. The new major is anchored by the interdisciplinary *Introduction to LAC Studies* [LAST 170], includes mandatory language training beyond the college minimum, and combines courses that focus solely on LAC with courses that focus on the role of LAC in the world through different disciplinary lenses. Majors must also participate in LAC-focused experiential learning through study abroad, research/internship, or service learning. To increase the number of experiential learning options for BA students, we encourage students to participate in one of the 36 faculty- led study abroad courses in LAC, such as Discovering Agricultural & Environmental Systems in

Panama [ACES 298], Environmental Engineering Lab in Ecuador [CEE 449], Archaeology, Heritage, Tourism and Economic Development in the Land of the Incas [ANTH 224], or Economics & Business in Latin America [ECON 199]. We also offer service-learning classes like Spanish in the Community [LAST 232] for students who want to make a difference locally.

Interest in LAC reaches far beyond CLACS’ majors and minors. UG from across campus develop expertise on LAC through various academic and professional programs that draw from the CLACS’ curriculum and LAC concentrations offered in different programs (Table 7). Since Fall 2018, approximately 6,700 UG representing 73 disciplinary and pre-professional programs, have earned a degree after taking 10+ credit hours in LAC language and area studies courses, with 44% of these students coming from professional schools and 56% from the College of LAS. Study abroad is also strongly encouraged in a variety of majors and minors (mandatory for students with a LAC focus in Global Studies), including in the professional schools. Financial support expands student access to a wide range of study abroad options, a significant portion of which is earmarked for first generation and URM students.

***D.1.(b) Graduate training in a variety of disciplines and professional fields.*** Currently, over 100 UI doctoral students are working on LAC focused dissertations across campus, and 69 LAC focused dissertations were completed in the last 3 years. The CLACS’ MA program (Table 7) enrolls an average of 6 students annually, and incorporates the Interdisciplinary Seminar in LAC Studies [LAST 550], language proficiency, interdisciplinary area studies courses, training in research methods, and an MA thesis. The thesis requires original field or archival research supported by Summer Graduate Research Fellowships, Tinker Field Collaborative Research Grants, or Lemann Center grants. All MA students follow an individualized program, compete for FLAS fellowships, and are advised by the CLACS Associate Director (AD) and the faculty

thesis director, with support from the LAC Librarian. The UI graduate minor, available to MA and PhD students in any discipline, offers LAC training through advanced coursework beyond their degree programs. The success of our students attests to the strength of our MA program. MA students have won highly competitive fellowships from NSEP Boren, Fulbright, Inter- American Foundation, and the Brazilian Studies Association; have gone on to pursue PhDs at top institutions; and have found employment in government service, K–12 education, think-tanks, and non-profits. PhD students with LAC focus regularly receive prestigious grants from Fulbright, Fulbright-Hays, Mellon, NSF, SSRC, and Wenner-Gren, and doctoral alumni currently teach at premiere universities across the US and internationally.

***D.2.(a). Academic and Career Advising for Students.*** Career advising is integral to the educational mission of CLACS and UI. At CLACS, the AD meets individually with all our BA and MA students at least twice per semester to review course selection, progress towards degree, research, internships, fellowships, study abroad options and career aspirations. Additionally, all CLACS MA students work with a thesis advisor and second reader drawn from CLACS affiliate faculty. Doctoral students working on LAC topics plan their academics with the advice of CLACS Director and AD, LAC faculty, and DGS in their home departments. The CLACS AD also organizes methods workshops for LAC focused graduate students. At the campus level, the office of National and International Scholarships Program (NISP) is a major advising resource for students that has helped make Illinois a top producer of Fulbright and Gilman fellows.

Graduate students looking for work outside academia receive support from the Graduate School and through the IGI’s Global MA and PhD networking event. Piloted in 2020, this joint UI NRC event features UI alumni who are working in government and public service. We are planning to expand this opportunity to undergraduates and local community college (CC)

students, to bring in a wider array of speakers, and to create a series of professionalization workshops focused on opportunities in business, government service, and education {BL:134}. We also partner with the Career Center for Global Career workshops, to bring professionals from the UN and other international organizations to campus, attracting an audience of more than 1,000 students annually. CLACS is working with the I-MMAS initiative to develop advising and mentoring resources for Latinx students and we meet regularly with the Parkland Latinx Club to talk to students about career options at the UI and beyond. The Illinois Career Center provides comprehensive support, career coaching, mock interviews, career fair preparation, and job listings to UG and graduate students, advising about 20,000 students annually.

***D.3.(a) Research and Study Abroad Opportunities.*** Students have many opportunities for international learning: formal study abroad, direct-exchange programs, Global Classroom exchanges, and faculty led classes abroad.

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| **Table 8: Student Participation in Selective LAC Study Abroad Countries** |
|  | **2018-19** | **2019-20** | **Total** |
| Argentina | 46 | 5 | 51 |
| Brazil | 133 | 42 | 175 |
| Costa Rica | 48 | 29 | 77 |
| Dominican Republic | 14 | 0 | 14 |
| Ecuador | 3 | 36 | 39 |
| Guatemala | 38 | 38 | 76 |
| Panama | 14 | 13 | 27 |
| Peru | 22 | 16 | 38 |
| **TOTAL:** | **318** | **179** | **497** |

Between 2018 and March 2020, UI sent 3780 students abroad with more than 600 of those students traveling to destinations in LAC. Table 8 shows student participation in selected countries. UI provides several scholarships to

help support study abroad, with more than $3.5 M awarded in that period to support students participating in programs in LAC. Our students benefit from UI’s 49 institutional agreements with partners in 13 LAC countries. Table 9 presents a selection of our LAC partner institutions and the UI school contact. The Global Classroom Initiative enables virtual weekly exchange experiences with students in LAC countries. Five of the ten inaugural Global Classroom projects were in partnership with LAC institutions (Table 9). Together with faculty led classes, data

shows that these programs are a gateway to longer study abroad programs, especially for URM. We are planning to expand on these initiatives {BL: 129}.

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| **Table 9: Global Classrooms and Study Abroad Programs (Selection) and Linkages** |
| **Country** | **Institution** | **Linkage Point** |
| Argentina | Universidad Católica Universidad de San Andres Universidad del Congreso Universidad de Buenos Aires | Law Law ACESEngineering/Atmospheric Sciences |
| Brazil | Brazilian Academy of Accounting Sciences Pontificia Universidade Católica do Rio de Janeiro Fundacão Getúlio Vargas-Rio de Janeiro & São Paulo University of São Paulo in PirassunungaFederal University of Vicosa Federal University of LavrasUniversidade Da Integracio Da Lusofonia Afro-Brasileira | Business College of LAS LawACES; Engineering ACES; EngineeringAgricultural Biological Engineering Urban and Regional Planning |
| Cuba | Universidad de Pinar del Rio | Anthropology |
| Dominican Republic | Instituto Tecnológico de Santo DomingoMinisterio de Educación Superior, Ciencia y Tecnología Centro Diagnóstico y Medicina Avanzada y Telemedicina | Engineering ACESCONNECT Lab – Beckman Institute |
| Ecuador | U. San Francisco de Quito, Galápagos Academic Institute for the Arts and Sciences | CLACS GAIAS |
| El Salvador | Universidad de El Salvador | Chemistry |
| Honduras | Escuela Agrícola Panamericana Zamorano | ACES |
| Jamaica | Edna Manley College for Visual & Performing Arts | African American Studies |
| México | Instituto Tecnológico de Estudios Superiores de MonterreyUniversidad Nacional Autónoma de México Universidad Autónoma de San Luis Potosí | Engineering/IMMAS IMMASFood Science/IMMAS |
| Peru | Pontificia Universidad Católica del Perú Universidad Nacional Jose Arguedas | CLACS CLACS |
| Colombia | Pontificia Universidad Javeriana | Media |

CLACS supports efforts at multiple colleges to internationalize the undergraduate student experience. At the College of LAS, CLACS works with the Office of International Programs to offer an orientation course that helps students integrate their LAC experiences into their career objectives and provides support to underrepresented students in addressing discrimination abroad. Among professional schools, CLACS supported the recent efforts of the Colleges of Medicine, Education, and Business in establishing study abroad relationships in Brazil, Panama, Costa Rica, and Ecuador. The business school is developing a full second year abroad for all its majors, in which they will take online classes while applying their knowledge through

internships, as part of their strategic “business with a purpose” initiative. During the next two years CLACS will work with the Business School on this initiative to develop their first “second year” program abroad, in Argentina {BL: 38}.

Support for student research abroad is strong across campus, with center, department, and campus awards available. Extensive informal faculty networks, built through research partnerships and our visiting professor programs, allow student researchers to be hosted at leading institutions across the region, and nearly all MA and PhD students who focus on LAC conduct fieldwork abroad. Thanks to funding from the Tinker Foundation together with institutional CLACS funds, between 2018 and 2020 CLACS made 58 awards totaling $135,700 to support graduate students’ research and travel across 20 different departments (this support does not include language fellowships).

***D.3.(b). Students’ access to other institutions’ study abroad****.* As a member of the Big Ten Academic Alliance (BTAA), UI students have access to other institutions’ study abroad and language programs through frictionless, direct enrollment in summer and academic language and area studies programs. Through BTAA, CLACS’ resources are widely available, as UI invites non-UI programs to its study abroad fairs, hosts an electronic database indicating UI course equivalencies, and assists in approval procedures. UI provides substantial scholarships to students travelling to LAC countries (more than $3.5 M awarded in AY 2018-19).

# QUALITY OF STAFF RESOURCES

***E.1.(a). Qualifications of faculty and staff.*** CLACS draws strength from world class LAC faculty and professional staff, leveraging their deep and diverse area expertise and academic experience to develop our instructional and outreach programs. We have 172 faculty affiliates focused on LAC teaching and research and who contribute substantially to our programming.

They represent 60 disciplines across 13 colleges and schools and are renowned for their research and teaching expertise (Table 3, p9).

CLACS employs expert staff with extensive overseas experience. The **director, Gisela Sin** (Ph.D. Political Science, University of Michigan), is from Argentina and is a specialist in political institutions with multiple awards for research and teaching, including a major book prize, and the Dean’s Award for Excellence in Undergraduate Teaching. She was an Associate Fellow at the Center for Advanced Studies and has received grants from NSF and the American Political Science Association to improve gender equality in legislative studies. Sin is a member of the Executive Council of the Latin American Studies Association’s (LASA) Political Institutions and Processes Section and of the Latin America Political Science Association (ALACIP), where she served as chair of the Legislative Studies Section. **Associate Director Kasia Szremski** (Ph.D. Anthropology, Vanderbilt) maintains active field research in Peru, curates the reinstallation of the Pre-Hispanic Andean Art exhibition at Krannert Art Museum (KAM), and recently secured funding from the Institute for Museum and Library Sciences and the National Endowment for the Humanities. Dr. Szremski is actively engaged in teaching and curriculum design, including leading a yearly study abroad trip to Peru, and oversees the CLACS BA and MA programs. She was awarded the 2021 LAS Academic Professional Award for her service to the university community. **Outreach Coordinator Alejandra Seufferheld** (MA Architecture, UI) has developed strong working relationships with educators, businesses, and the public in central Illinois in the 15 years she has held this position. She is the recipient of the University’s 2020 Paula Hays Staff Excellence Award in recognition for her contributions to campus and community. **Quechua Instructor Carlos Molina-Vital** is a linguist who

specializes in Quechuan languages. As the director of QINTI, Molina-Vital is working on the

application of different communicative language teaching methodologies in Quechua classrooms. These staff strengths demonstrate our ability to successfully implement the programs proposed in section I.

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| **Table 10: Faculty Awards and Honors 2018-2021** |
| **Award/Honors** | **Faculty Affiliates** |
| American Association for the Advancement of Science | Brawn, Fradkin, Lucero, Suarez |
| American Academy of Arts and Sciences | Alvarez, Kendrick |
| American Ornithological Society | Ward |
| Royal Society of Chemistry | Seigler |
| National Academy of Sciences | Fradkin |
| Fulbright Distinguished Chair | Walter |
| United States Artists Fellow | Oliver |
| Doris Duke Artist Award | Oliver |
| American Meteorological Society Early Career Award | Dominguez |
| American Library Ass. Distinguished Librarian Award | Chu |
| National Science Foundation CAREER Award | Gregg |
| Public Scholar Award | Bracamontes |
| Eleanor Tufts Book Award from the American Society for Hispanic Art Historical Studies | Vazquez |
| Outstanding International Books of the Year by the U.S. Board on Books for Young People | Wright |
| American Fisheries Society Award of Excellence | Suski |
| American Geophysical Union, Ascent Award | Dominguez |
| Latin American Library Dan C. Hazen Fellowship | Sotomayor |
| Outstanding Contribution to Cultural Psychology Award | Cohen |

Our affiliated faculty are among the most prominent in

their fields. Table 10 shows recent faculty honors. UI LAC faculty have received support from NSF, NIH, NASA, NEH, US Army, USDoD, USEPA, DHS, USAID, the EU, APSA, Sloane

Foundation, Tinker Foundation, and other prestigious funding sources. They have also received notable fellowships, including from the NEH (Ledesma), National Endowment for the Arts (Lowe), National Academy of Leisure Science (Santos), the Center for Advanced Study at Stanford (Wong, Bowers), Fulbright (Chan), and Andrew Carnegie Corporation (Silvers). Our faculty is also prominent among those receiving UI campus awards, as shown in Table 11.

Faculty also have significant leadership roles in their professional associations (e.g.; LASA Executive Council member (Goldman), President of Anthropologists Without Borders (Dominguez)), and serve as editors, associate

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| **Table 11. University Awards for CLACS Faculty****Affiliates** |
| **Award** | **# of Faculty** |
| Endowed Chairs and Professorships | 15 |
| Teaching and Mentoring awards | 10 |
| Center for Advance Studies Awards | 9 |
| Distinguished Promotion Awards | 2 |
| University Scholars | 5 |

editors, and on editorial boards (e.g.; Journal of Hydrometeorology (Dominguez), Journal of Race, Ethnicity & Politics (Wong), American

Anthropologist (Dominguez), Journal of Ecology (Dalling), Journal of Language, Identity & Education (Davila), Social Work (Smith), Journal of Aging and Health (Andrade), Science Advances (Garber), and International Journal of Technoethics (Williams)).

***E.1.(b). Professional Development Opportunities.*** UI provides professional development opportunities to CLACS faculty and staff, and funding for participation in conferences, research, and course development. The Office of the Vice Chancellor for Research & Innovation leads the university's research strategy, providing generous funds for institutes and faculty research. UI supports faculty release time for research and writing and travel grants for curriculum development before tenure reviews, as well as regular sabbaticals. Our faculty received more than $1 million in internal grants from 2018-2021. The Lemann Center awarded an additional

$400,000 to our faculty for conferences, travel, and research grants. In addition, faculty have generous start-up funds. Funds are requested to enhance faculty development through international travel, conferences, and course development support {BL: 37-39}.

CLACS staff receives funding to participate in national and international professional networks, conferences (including CLASP and LASA), workshops, international research, and

on-campus skills training. UI offers a range of professional development courses in HR, business and grant management, and our staff takes full advantage of these opportunities.

***E.1.(c). Faculty/staff teaching, supervising, and advising of students.*** UI places high emphasis on teaching and advising, Of the 765 LAC content courses offered at UI from 2018-21, 65% were taught by full-time faculty, and another 21% taught by full-time lecturers or senior visiting professors. Our faculty win highly competitive teaching awards at the college and campus levels (Table 11), and 72% of our faculty have been recognized on the campus-wide List of Teachers Ranked as Excellent. The CLACS’ Director, AD, LAC Librarian, and faculty meet regularly

with students to supervise and advise them. In addition, faculty lead and participate in reading groups, workshops, and professional development opportunities for students, such as the annual CLACS Summer Graduate Research Fellowship Workshop where graduate students present research and receive feedback.

***E.2.(a). Staffing and Oversight.*** CLACS is staffed by professionals at the top of their fields, as described in *E.1.(a)*. Our director sets the CLACS mission, oversees program development and management, works closely with the Lemann Center Director, and serves as liaison between CLACS and UI administration, reporting to the IGI Executive Director and the LAS Dean. Our AD handles day to day management, implements center programing, manages budgets, oversees the BA, MA, FLAS, and other academic grant programs, advises students, and reports to the director. Our outreach coordinator designs and implements K-14 professional development workshops and community engagement under the oversight of the director and AD. Our Quechua Instructor manages the Quechua language program and heads national curriculum development efforts through QINTI. The Q’anjob’al instructor will develop, advertise, and teach Q’anjob’al language classes. All CLACS staff report to the AD and Director.

Additional center oversight is provided by an executive committee consisting of faculty affiliates drawn from across campus that meets 2-3 times a semester to discuss objectives and strategic planning (Table 12). IGI administrative staff members with relevant degrees oversee business management of NRC and FLAS

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| **Table 12. CLACS Oversight by its Executive Committee** |
| **Name** | **Department/College** |
| Gisela Sin\* | CLACS (Director); Political Science |
| Kasia Szremski\* | CLACS (AD) |
| Ana Barros | Civil & Environmental Engineering |
| Heidi Hurd | Law |
| John Karam\* | Lemann Center (Director); Span/Port |
| Erik S. McDuffie | African American Studies; History |
| Francisco Rodriguez | Architecture |
| Andiara Schwingel | Kinesiology & Community Health |
| Antonio Sotomayor\* | LAC Library |
| Clarissa Souza | Veterinary Clinical Medicine |
| Carlos J. Torelli | Business Administration |
| \* denotes ex officio |

programing. IGI is overseen and advised by a Coordinating Committee representing 12 UI colleges. By incorporating faculty from a wide array of disciplines, we ensure that activities and programing reflect diverse perspectives while growing our audience both on and off campus.

***E.3.Nondiscriminatory employment practices.*** We are committed to hiring members of underrepresented groups in accordance with UI nondiscrimination policy, as outlined in our GEPA statement. CLACS highly values diversity and equity as demonstrated through the exceptional diversity of our faculty affiliates and staff; 53% of our affiliate faculty and 75% of CLACS staff identify as URM (Table 13).

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| **Table 13. Faculty/Staff Demographics** |
|  | **Female** | **URM** |
| All UI Faculty | 40% | 30% |
| CLACS Faculty | 48% | 53% |
| CLACS Staff | 75% | 75% |

The Vice Chancellor for Diversity, Equity & Inclusion (DEI) and college senior diversity officers lead efforts to

increase recruitment and retention of URM faculty and staff. Search committees have a diversity chair and all members must complete diversity training. The Illinois Distinguished Postdoctoral Research Associate (DRIVE) and Targets of Opportunity (TOP) programs foster recruitment of young URM scholars into tenure track lines across campus. As a result, UI leads the Big 10 in the number of faculty from URM racial and ethnic groups. The CLACS Director is a member of the College of LAS DEI working group and faculty affiliates serve in leadership positions for campus diversity efforts, including the Executive Associate Vice Chancellor for Diversity (Perez), LAS Associate Dean of Inclusive Excellence (Molina-Guzmán), and the Dean’s Fellow for Faculty Development (Meléndez). Center staff actively participate in recruitment efforts and the center serves as a second home for Latinx faculty.

# STRENGTH OF THE LIBRARY

***F.1.(a). Strength of library holdings.*** CLACS draws on the strength and inclusivity of the UL, the **second largest public research library** in the United States with over 14 million volumes and 24 million items and materials in all formats, languages, and subjects. This includes 9 million microforms, 270,000 print serials, 200,000 electronic serials, over 1.8 million electronic books, 600,000 physical or digital media materials, millions of pages of manuscript materials, and 629,000 maps. UI’s LAC library collection ranks in the **top four collections nationwide** and constitutes one of the UL’s most notable strengths. It is the **largest in the Midwest**, comprising more than 1,000,000 volumes (Spanish, Portuguese, English, and other languages), some 2,000 periodicals, 29,750 cataloged maps, over 5,700 films, and 23,000 microforms (Table 14).

Notable strengths include Brazilian and Andean materials and publications in Creole and Andean-Amazonian languages. More than 10,000 LAC cultural artifacts at KAM and the Spurlock Museum complement these rich holdings.

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| **Table 14. LAC Library Holdings** |
| **Language** | **Volumes****(books)** | **Periodicals****(current)** |
| English | 372,018 | 378 |
| Spanish | 745,590 | 2,864 |
| Portuguese | 150,840 | 557 |
| Other Area Languages | 46,248 | 110 |
| **TOTAL:** | **1,314,696** | **3,909** |

***F.1.(b). Institutional Support for the library.*** Directing this collection and the library’s LAC educational program is LAC Librarian tenured

Professor Antonio Sotomayor (PhD History, Univ. of Chicago), a prominent scholar of the Spanish Caribbean and current President of SALALM, the premier international organization for LAC librarians and archivists. The UL employs 5 FTE faculty/staff personnel with a combined salary of $458,062 that assist in LAC library collections and services. In FY 2021, the LAC studies section of the International and Area Studies Library spent $130,844.60 in new acquisitions of nearly 3,500 volumes, with an additional $102,000 from the Rare Books and Manuscript Library on four items from Latin America. The library also recently received grants

from the UI research board and the Latin American Research Resources Project (LARRP) to continue transcription on the Conde de Montemar correspondence. A growing special collection of LAC sport has received support from various library units and CLACS to acquire rare multi- volume sport magazines, an untapped topic of academic library collecting. This material will be digitized as part of a new Digital Humanities initiative, “The Digital Library of Latin American and Caribbean Sport”, which provides resources for the study and teaching of LAC through sport. The UL’s commitment to digital humanities and virtual accessibility is further demonstrated through the LAC librarian’s development of comprehensive research guides on LAC countries and themes.

***F.2.(a) Cooperative Arrangements with Other Libraries and Online Databases***. UI patrons have comprehensive access to worldwide public catalogs, and the UL licenses major proprietary indexes and full-text databases. Since 1991 more than 1,300 library leaders from over 90 countries have been trained by UI’s Mortenson Center for International Library Programs – the only one of its kind in the world. The UL enjoys reciprocal borrowing privileges with more than 300 regional, national, and international institutions via the BTAA, the Center for Research Libraries (CRL), and the Online Computer Library Center (OCLC). The UL catalog is also linked to a statewide network, CARLI, comprising 134 Illinois libraries and the Chicago Public Library. Dr. Sotomayor is in conversations with his Big Ten counterparts about an innovative acquisitions consortium for Brazilian materials, envisioning a future Big Ten LAC Collection.

The UL is a founding member of CRL and a leader in the Mellon-funded Association of Research Libraries (ARL) Global Resources Programs. UI contributes financially to CRL’s Latin American Microform Project and LARRP to acquire, preserve, maintain, and digitize collections

of rare research materials. The UL has also contributed to the OCLC database since 1992 and leads all other American academic libraries in total volumes catalogued (10,000+ monthly).

***F.2. (b). Accessibility of library holdings to other institutions.*** As a public research library, all resources are available to the public. K-14 educators, students, and faculty from other institutions have access to UL collections and services through a variety of means, including making reference requests by visiting the librarian’s office, e-mail, webpages, or library research guides, or by requesting a courtesy card to extend borrowing privileges. All libraries are accessible to persons with disabilities and the UL hired an Applied Health Science Librarian whose research is on disability and libraries, and serves as an expert consultant on issues of accessibility.

# IMPACT AND EVALUATION

***G.1.(a) Impact of CLACS activities.*** Evaluation and tracking data (summarized in Table 15) illustrates the depth of CLACS’s impact on the campus, community, region, and nation.

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| **Table 15. CLACS Impact by Output 2018-2021** |
| **Impact Area** | **Event** | **Attendance** |
| **University** | LAC Courses/enrollments | 765/70,878 |
| LCTL Courses/enrollments | 248/13,320 |
| Graduates with 10+ Credit hours | 6,700 |
| Campus events, 2018-2021 | 168 |
| Campus programming attendance, 2018-2021 | 19.307 |
| **Community & Regional** | New K14 Curricular Resources | 60 |
| Curricular Resource Views | 2,000 |
| K14 events, 2018-2021 | 38 |
| K14 events attendance, 2018-2021 | 3,065 |
| **National** | Students impacted by K-14 events | 13,590 |
| Facebook page impressions, 2020-2021 | 70,201 |
| Twitter impressions, 2018-2021 | 206,600 |
| Website sessions, 2018-2021 | 52,100 |
| Newsletter subscribers (current 01/22) | 733 |
| Public events, 2018-2021 | 61 |
| Public events attendance, 2018-2021 | 9,291 |
| Faculty Publications | 36 books,1065 articles |

**Campus Impact**: as Table 3 (p9) shows, over the last three years our 172 faculty

affiliates have offered 248 language classes and 765 area studies classes (25%+ LAC content) with an enrollment of 13,320 and 70,878, respectively. CLACS is actively involved in the recruitment of LAC faculty and graduate students: 31 new faculty hires, 69 students who

defended LAC focused dissertations, 100 graduate students writing LAC focused thesis, and 6700 UG students who graduated after taking 10+ LAC credit hours between 2018 and 2021. Our post-graduate placement rates are exemplary (See G.2, Tables 16 & 17, p29), and our number of MA students has increased by 300%. CLACS hosted 168 campus events with an attendance of 19,307. Lectures are recorded and posted online, and faculty use them to enhance their classes.

In 2022-26 we will significantly extend our campus impact by increasing LAC content in professional school curricula through partnerships with the Colleges of Medicine, ACES, Business, Education, Social Work, and Fine and Applied Arts (See I, Table 42). We will create three new interdisciplinary graduate certificates (two with the iSchool and one with Agricultural & Biological Engineering). We will measure success by the number of new or revised LAC courses offered and their enrollment, and by enrollments in the new certificate programs. We are partnering with SLCL, I-MMAS, and the consulates of Argentina, Peru, Mexico, and Guatemala in Chicago to bring high profile speakers from LAC to campus (See G.1, p27). We will measure success by the number of events held and total attendance.

**Community and Regional Impact**: Since 2018, we conducted 38 K-14 events with an attendance of 3,065. Of these, 453 were K-14 educators, extending our impact to 13,590 students. During the pandemic, we successfully moved our professional development workshops online, providing training with simultaneous translation for educators in IL, US and LAC countries on best practices for supporting students during remote learning. We curated more than 60 home schooling LAC resources to support parents and teachers in remote learning, which have been viewed more than 2000 times across the country and globe. CLACS is also involved in multiple innovative projects that leverage our interdisciplinary knowledge about LAC regions

and cultures to address local community needs resulting from the increased number of LAC born population in central Illinois (Section H, p37).

As detailed in sections H and I, during the 2022-26 cycle we will extend our community impact by building on existing relationships with local school districts, Parkland Community College, and UIC, and by forming new partnerships with Illinois 4-H, Harold Washington Community College, and Danville Community College. We will increase LAC and LCTL content in area schools, CCs, and MSIs, as well as access to language training for students in Chicago, many of whom are URM and first-generation. We will measure success by the number of curricular units/events developed and the attendance/enrollments.

**National Impact:** CLACS national and international impact derives from its renowned faculty, who in the last three years have won numerous prestigious awards and honors (Tables 10 & 11, p20) and have published over 36 books and 1065 scholarly articles across disciplines. CLACS affiliate faculty regularly speak to local, national, and international media and have been featured in both English and Spanish in the *New York Times*, *Washington Post*, CNN, *USA Today*, and PBS Chicago, among others. We also post live and recorded LAC events on our website and social media that have been viewed over 52,000 times over the past three years, with Facebook and Twitter posts receiving over 250,000 impressions from across the nation and world. We have also joined the Tinker Field Research Collaborative, which extends our impact by connecting our LAC graduate students with their peers at other institutions.

During the 2022-26 cycle we will significantly impact Quechua instruction at the national level through our leadership of the QINTI initiative and the launch of the *Ayni* e-textbook series, which will be adapted for the medical professions (Section I.1, p39). We will measure success by tracking the number of classrooms that adopt the textbooks. The Prehispanic Andean Art Digital

Platform we are developing with UIC and KAM will launch in 2023 and will be globally accessible. We will continue to post event recordings to our website and social media. We will measure digital impact by the number of views and their geographical distribution.

***G.2.(a). Record of post-graduate employment, education, and training in areas of national need.*** Our record of placing students into employment and

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| **Table 16. Alumni Placements, CLACS Major Equivalent****(33+ LACS Credits)** |
| **Sector** | **Percent** |
| Government | 10% |
| Higher Education | 10% |
| K12 | 32% |
| Non-Profit | 10% |
| Private Sector | 38% |

advanced training programs shows our significant contribution to the supply of specialists in priority language and area studies for the LAC region: 42% of our alumni are working in education (32% in K-12), 10% in government, 10% in

medicine, 10% in advocacy, public health and social work, and 38% in the private sector (Table 16). Almost 20% of UI Peace Corp volunteers go to the LAC region.

Recent BA and MA alumni have continued their language and area studies at Stanford, Rutgers, UChicago, Michigan, Georgetown, Cornell, MIT, and Brown, among others. PhD alumni have a particularly strong impact in higher education, with UI alumni teaching at more than 50 universities across the nation. According to State Department research on the success rate of applicants to the Foreign Service Officer Exam (FSOT), UI has been identified as the school that produces more FSOT-passing Black and African American Foreign Service Officers than any other.

CLACS excellence in placing alumni extends to our FLAS fellows. In the 2021 survey of former FLAS fellows, 80% of respondents agreed that FLAS-supported language studies were critical to their professional success, and more than half use their language skills at work daily. Furthermore, 81% of respondents say that engaging with CLACS was beneficial to their career.

These are strong indicators of our students’ success and the extent to which FLAS and NRC training foster deep and impactful regional expertise. FLAS students enter areas of need at higher rates than the campus average: 12% of our recent FLAS alumni

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| **Table 17. CLACS 2012-17 FLAS****Alumni Placements** |
| **Sector** | **Percent** |
| Government | 12% |
| Higher Education | 51% |
| K12 | 3% |
| Non-Profit | 12% |
| Private Sector | 22% |

have gone on to government service and 51% to higher education (Table 17). Recent FLAS alumni placements in tenure track positions include at the US Air Force Academy and the US Military Academy West Point.

***G.2.(b) Efforts to increase placements.*** To increase the number of graduates working in areas of national need, we will expand the career networking events we successfully piloted over the last two years with IGI and the other UI NRCs by hosting workshops featuring alumni who have successfully leveraged their area studies and FLAS experiences into careers in government service {BL: 134}. In addition, students are included in our partnership with the Institute of Government and Public Affairs (IGPA), which will connect UG and graduate students with state legislators, encouraging students to engage in government service {BL: 123}. CLACS engagement with professional schools will increase LAC material in professional curricula, as well as fostering cultural sensitivity for LAC issues and culture, further improving professional placements as students are better equipped for a job market that demands cultural and linguistic competencies (see I).

***G.3. (a). Activities address areas of national need and generate information for the public.*** Ongoing and proposed activities, including working with professional schools, cultural competency training for professionals, funding for faculty and student fieldwork abroad, training of K-14 educators and scholars specializing in LAC language and area studies, and representing diverse perspectives in our academic programming, directly address areas of national need.

Robust programs in Spanish and Portuguese directly address the needs of the Departments of Defense, Energy, State, and Transportation, the Peace Corp, and USAID, and our programming in Quechua also addresses USAID requirements. CLACS’ priorities for language training, reflected in the Global South Language Fellowship Program that supported 7 AY fellowships to study Quechua and 3 to study Portuguese in the last three years, align squarely with the strategic priorities of the NRC/FLAS program. FLAS fellowships will be reserved for languages designated as national priorities.

Curricula produced with and for K-14 educators is shared nationally and published on the CLACS website. Public lectures and symposia are also accessible through our website and social media feeds. In addition, CLACS benefits from the IGI’s dedicated communication coordinator who promotes our events to local and regional media. Our partnership with KAM will lead to the development of an online platform available to a national audience to access information about KAM’s collection of Prehispanic Andean Art. Our partnership with the cities of Champaign and Urbana to develop a LAC Street Festival will bring LAC culture, food, and music to central IL. ***G.4.(a). Evaluation Plan.*** CLACS staff regularly monitors and evaluates our programming and makes improvements based on feedback from stakeholders. In addition to rigorous self- evaluation, we also work with an external evaluator to monitor and improve key programs {BL: 147}. For 2022-26, the following programs will be prioritized for external evaluation: 1) FLAS programs, 2) the Parkland College Global Education Initiative, and 3) the iGlobal program.

These activities incorporate area studies training, expertise, and exposure that reflect Title VI priorities.

Proposed evaluation activities in the coming cycle include FLAS surveys that will assess and compare student engagement and interest in the language and LAC area at the beginning of their

fellowship year and their commitment to continue studying it at the end of the fellowship year. Evaluation of the Parkland College Global Education Initiative and the iGlobal program will include preliminary interviews with program staff and relevant stakeholders, surveys and follow- up interviews with participants, and site visits to conduct observations and focus groups as appropriate. More information about the alignment of evaluation objectives and Title VI priorities are in Table 18.

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| **Table 18. Alignment of CLACS Evaluation Objectives and Title VI Priorities** |
| **Targeted Program** | **General Objective** | **Evaluation** | **Year** | **Priority** |
| Parkland College Global Studies | Identify strengths of support from the perspective of educators charged with utilization and implementation; assess effectiveness of partnership with Community College. | Focus Group interviews with faculty (digital or in-person) | FY1, FY4 | AP1, AP2, CPP |
| iGlobal | Assess how the administration of iGlobal program, offerings, and other programming related to iGlobal have influenced student and teacher experiences and outcomes from the perspective of administrators. | Educator and student surveys/ follow-up interviews, review of program archivalmaterials | FY1, FY2, FY3 | AP1, AP2 |
| iGlobal | Determine how the iGlobal program impacts student andteacher interest in area studies engagement and their future intentions for engagement. | Participant surveys andfollow-up interviews of selected respondents | FY2,FY3, FY4 | AP1, AP2 |
| FLASProgram | Investigate whether FLAS recipients are likely to remain professionally committed to the region in the absence offinancial support from the Title VI program; assess financial need for FLAS | Current student survey and alumni survey | FY1, FY2,FY3, FY4 | FLAS CPP1,FLAS CPP2 |
| FLASProgram | Investigate whether FLAS recipients report a satisfactory experience in the classroom while completing their FLAS requirements; identify opportunities for program growth and innovation in meeting student interest and need. | Current student survey and alumni survey | FY1, FY2, FY3, FY4 | FLAS CPP2 |

CLACS has established a relationship with ALK Evaluation & Consulting (ALKEC), a small, woman-owned higher education consulting startup based in the Midwest. The proprietor of this business, Alisha Kirchoff, has extensive training and experience developing tailored analysis protocols, applied social scientific inquiry, and technical writing for diverse audiences. Through her Ph.D. training, she has developed expertise in working across social science research methods and uses both quantitative and qualitative methodologies in applied research, evaluation, and impact assessment. She served as the external evaluator for peer institutions’

programming in the previous Title VI funding cycle. Her CV can be found in Appendix E. It should be noted that at this time, no administrative, supervisory, academic, or budgetary relationship exists between CLACS and ALKEC. The evaluation activities outlined in this section will be performed by ALKEC, which is independent of, and not responsible for, the administration of the programs evaluated.

***G.4.(b). Use of evaluation in program planning and improvement.*** The programs proposed here were developed based on the results of a 2019 self-study, a 2019 external review done in connection with the roll out of IGI, and feedback from our 2018 NRC/FLAS proposal. In general, the external review demonstrated that UI NRCs operate as one of the most administratively lean set of units on campus, leveraging institutional support to bring in $3 for every $1 of university investment, directly impacting 49 departments in 10 colleges and professional schools. University administration responded positively, increasing support for area studies and creating the IGI in 2019 as the new administrative home for UI’s Centers. Based on the self-study and feedback from the previous proposal, we decided to (i) restructure the Quechua program (Section B), leading to an increase in enrollments, (ii) change our approach to professional schools, which has increased our engagement (see C), and (iii) strengthen our K-14 programing by ensuring it is delivered directly to students (see H).

***G.5. Equal access for members of underrepresented groups.*** UI maintains a firm commitment to diversity and explicit standards for equal access for students who are members of traditionally underrepresented groups, including racial and ethnic minorities, women, persons with disabilities, and the elderly, in compliance with Section 427 of GEPA (please see GEPA attachment for an in-depth description of our compliance with GEPA). The newly appointed Vice Chancellor for DEI leads the Diversity Strategy Task Force as part of the 2018-23 campus

strategic plan. UI has strong policies and procedures to ensure equal access for members of traditionally underrepresented groups. Policies include the Inclusive Illinois tuition grant program (free tuition for households making less than $67,000 annually), the Chancellor’s Access Grant, CIC SROP grants, Graduate College Fellowships for URM students, and Sloan Fellowships. The McNair Scholars Program (35 students a year), President’s Leadership Program, and Project Upward Bound work to support the retention and success of minority students. Since 2018, URM student representation has doubled on campus and UI is a leading provider of BA degrees to underrepresented groups and one of the top employers of women in STEM fields among the Big 10.

UI is a global leader in serving students with disabilities. Disability Resource & Educational Services (DRES) has worldwide recognition for providing state of the art assisted learning and support services for students with a range of physical and mental disabilities. The UI’s Beckwith Residential Support Services are a model of empowerment, integrating design elements, support services, and disability management training.

# OUTREACH ACTIVITIES

Led by full-time Outreach Coordinator Alejandra Seufferheld, CLACS’ outreach programs have deep ties to local, state, and regional communities. From 2018-21, CLACS organized 267 events that reached 31,663 people (Table 19). Monthly, our website averages 1,500 visitors, our Twitter and Facebook feeds average 7,700 views, and

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| **Table 19 UI CLACS Outreach Event Impact, 2018-21** |
| **Event Type (number of events)** | **Attendance** |
| K–12 Outreach (38) | 3,065 |
| Post-Secondary Faculty / Students (168) | 19,307 |
| Business / Media / General Public (61) | 9,291 |

our listserv has more than 700 members.

## Outreach to Pre-K-12 students. CLACS

has a proven record of successfully implementing programming directed towards K-12 students. Table 20 shows selected events including those held at our local library (monthly story time),

schools (LAC passport presentations, learn to dance series, head start, and multiple cultural celebrations), and campus (migrant education). We plan to continue these activities and to leverage our connections to develop innovative new partnerships. Examples of new activities include collaborating with: (i) **Spurlock Museum on their Big History Program** to bring museum educators to middle schools; (ii) the **College of Education’s iGlobal program** to connect IL students with students in LAC countries; (iii) the School of Music and new **Latin American Ensemble** to bring them to local schools; (iv) UI 4-H to develop **international 4-H Clubs** where students from IL can engage with partners in Brazil 4-H and Mexico 4-H; and (v) UI Laboratory High School to develop course modules for the **Uni High Summer Camp and Agora week** programs.

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| **Table 20. Selected PreK – 12 Outreach Activities 2018-2021** |
| **Activity** | **Description and Partners** |
| **Parkland Migrant Education Program** | In July, K-12 students of migrant farm worker families participate in LAC related activities on campus (e.g. storytime, museum visits, dance classes.) Attendance: 30/year. |
| **LAC Story Time** | Together with the Urbana Public Library and Champaign Free Library, we host monthlystorytimes in various LAC languages. Attendance: 240/year. |
| **Hispanic Heritage Month Celebration** | We partner with local school districts during Hispanic Heritage Month to bring our storytime program into classrooms, lead students in craft and cultural activities, andpresent about LAC countries. Attendance: 500/year. |
| **Cultural Celebrations** | Partner with local school districts to plan cultural activities/events for Día de los Muertos in the fall and Guatemalan Night in spring. Attendance: 400/year. |
| **Latin American Dance Series** | With the Krannert Center for the Arts, we hosted LAC dance instructors to teach virtual classes on traditional LAC classes. Recordings have been used widely by schools for PEpurposes. 7 videos, Average views: 600/video. |
| **Latin American Passport** | Presentations to pre-K-12 schools that teach about LAC countries and culture.Attendance: 60/year. |
| **Head Start outreach program** | Presentation and activities on LAC countries. Developed modules with LAC content. Attendance: 100/year. |

* 1. ***K-14 teacher training and outreach to postsecondary institutions.*** CLACS is a State Board of Education-approved provider of in-service K–12 professional development. In the last 3 years we organized three teacher workshops per semester, hosted weeklong summer institutes, and published resources for K-14 educators, reaching about 500 educators. To ensure their high quality, we regularly evaluate our workshops by surveying attendees and employ feedback from

educators to improve workshops and select future topics. Curricular materials generated at the workshops are shared with a nation-wide audience through our website. During the pandemic, we moved our K-14 workshops online, enabling teachers from across the US and LAC to participate. To ensure equity of access, we provided live interpretation in English, Spanish, and Q’anjob’al.

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| **Table 21. Selected K-14 Teacher Training and Postsecondary Outreach Activities** |
| **Activity** | **Description and Partners** |
| **K-14 professional development workshops** | AY K-14 workshops drawn from themes suggested by local educators. Recent themes include Central American Migration, Latin American Foodways, and Contemporary Maya culture and heritage. They feature presentations by facultyexperts and the LAC librarian. Attendance: 75 educators/year |
| **LAC Summer Educators Workshop** | Weeklong summer event for CC and MSI educators to learn about LAC-relatedthemes. Past themes include Indigenous Languages and Cultures of the Americas and Tango: the Music and Poetry of the Southern Cone. Attendance: 25 educators/summer |
| **Andean Art Re-installation project** | Project brings together faculty and students from UI and UIC to redesign the Prehispanic Andean Art collection at the KAM. Will lead to development of online platform facilitating access to KAM’s collection and interpretative materials extendinguse to classrooms across the US and Peru. Projected reach: 10,000+/year |
| **Joint Area Centers Series** | Thematic conference organized by UI NRCs that bring UI faculty and students together with colleagues at CCs, MSIs, and K-12 schools. Recent themes includeGlobal Immigration and Refugees and Water. Attendance: 150/year |
| **Indigenous Language Justice Speaker Series** | Attended by faculty from UIUC, students, local organizations, and educators from local high schools and CC. Attendance: 50/talk |
| **Parkland Latino club activities** | We coordinate regularly with the Parkland Latino Student Club and help co-sponsor their activities. Club has 25 members; activities reach a wider audience. |
| **Latino Family Visit Day** | Collab with La Casa Latina to bring LAC talks and activities to area Latinx families. We also discuss LAC academic programs and FLAS. Average 250 families/year |

CLACS also engages faculty and students at postsecondary institutions through academic conferences, speaker series, supporting student research, hosting visitors from LAC, and creating textbooks and materials. Select programs are listed in Table 21. We are extending our work in this area by (i) creating an **open access e-text for Quechua** instruction, (ii) creating **online sections of Quechua** and an **Indigenous Culture class for students at UIC**, both of which will be expanded to the BTAA; (iii) collaborating with other UI NRCs to offer the **International Studies Research Laboratory** (ISRL), to bring CC/MSI educators to UI to work with our librarians to internationalize their syllabi; (iv) supporting CC/MSI faculty from **Harold Washington College**

**and Danville College with professional development grants** for curriculum development or travel to LAC; and (v) partnering with **Lake County Community College to develop**

**curriculum** on human rights and peacemaking in LAC.

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| **Table 22. Selected Current Public Outreach Activities** |
| **Activity** | **Description and Partners** |
| **Q’anjob’al radio show “*B’ei b’al heb hich mam*”** | Led by Maya Q’anjob’al members of Pixan Konob’ and UI UG students, theshow’s central premise is to promote Indigenous languages. Airs every Monday from 6-7 pm CST through the FM station 104.5 WRFU. Listeners: about 5,000 |
| **Afro-Brazilian Percussion Workshop** | At the Krannert Center for the Performing Arts, the weekly workshops introduce Afro-Brazilian drumming traditions. Workshops are open to campus and community members. 30/weekly |
| **Podcast “Brazil, One Country, Many Voices”** | Podcasts developed by Portuguese program students. Episodes consist of conversations and interviews with active members of the Brazilian community andfocus on Brazilian language and culture. 3 podcasts done, more coming. |
| **New Immigrant Foodways Project** | Ongoing project with CAS, the UI YMCA, and Extension to work with businesses in the region that cater to immigrant communities, so that they can better meet theirneeds. |
| **Brazilian “Carnaval” Celebration** | Portuguese Coordinator and the Luso-Brazilian Association organize this event annually. Features musical performances and traditional Brazilian foods.Attendance: 300 |
| **Illinois Maya Initiative** | Collaborative initiative among faculty in linguistics, anthropology, political science, and nutritional sciences focused on evaluating university and community outreach/research among the Maya community in east central Illinois. Impact:Q’anjob’al community, about 9,000. |
| **Fundamental Aspects of Water****Quality** | Workshop in collaboration with IMMAS attended by members of the businesscommunity, as well as NGOs working on the subject. Attendance: 160 |
| **Current events in LAC** | We hosted a series of roundtables of interest to the public and the business community on LAC emergent situations, e.g.; elections in Argentina, Chile, Peru, Venezuela; Crises in Haiti; Mobilizations and protests in the Andes; theConstitutional process in Chile. 18 roundtables, 496 people total. |

* 1. ***Business, Media, Government, and the general public.*** In the past 3 years we organized 61 events and co-sponsored an additional 100 events (e.g.; conferences, talks, film screenings) that engaged with NGOs, media outlets, arts organizations, private sector, and the general public. For example, our talks on LAC migration were of strong interest to area NGOs working on the issue of refugee and migration, as well as the Welcome Center at the UI YMCA. We hosted many such events, emphasizing aspects important to the community: agricultural issue, how politics affect them, economics of the region, etc. Table 22 lists some selected events with media, cultural, business, and non-profit institutions.

For the next cycle we are excited to leverage our experience executing large public events and our ties to the community to develop and pilot a community Latin American Street Festival in collaboration with the City of Champaign, the City of Urbana, local businesses and our growing LAC population. Additional new programs of note include a collaboration with **IGPA**, which will connect our faculty with state lawmakers through participation in legislative breakfasts and a summer conference for women legislators on LAC topics that impact the state. We will also collaborate with the **Rotary Club, the Champaign Chamber of Commerce, and the Champaign Center Partnership** to offer language and cultural awareness training to area business leaders who are looking to do business in LAC or with LAC populations. Finally, we will develop a new “Current Challenges in Latin America " course for the **Osher Lifelong Learning Institute which reaches a broad adult population in the area**. This 8-week course will feature CLACS faculty lecturing on topics like current challenges to democracy in LAC, the changing politics of resource extraction, and LAC lessons from the pandemic.

# PROGRAM PLANNING AND BUDGET.

* 1. ***Plan for developing program strengths.*** Our 2022-26 development plan builds off core strengths and proposes innovative programing designed to strengthen our program while increasing our impact on campus, the community, and beyond. Our programing themes are mutually reinforcing and draw from a wide array of faculty and community interests, ensuring diversity of perspectives and meeting areas of national need. The main initiatives that address Absolute and Competitive priorities, are organized under **six programmatic goals**:
1. **Promote specialized linguistic and cultural knowledge of priority LCTLs at UI and beyond for professional careers (AP1, AP2, CP1).**

**Quechua: (i) Publication of the “Ayni” textbook series** {BL: 87}**.** We will publish the open access multidialectal e-textbooks *Ayni 1 & 2* for elementary Quechua in years 1 and 3 (see Table 23 for timeline details). “*Ayni”* supports the learning of intelligible varieties of Quechua spoken in Peru, Bolivia, and Argentina, portraying Andean culture as a dynamic interaction of rural traditions and contemporary urban developments. It is the first time a Quechua textbook incorporates dialectal differences from the Southern Andes, while reinforcing the shared grammatical and lexical basis underlying them. We will organize 4 QINTI workshops {BL: 86} to assist in the development of *Ayni.* The books will be reviewed by a team of Peruvian and Bolivian specialists in applied linguistics to ensure pedagogical and linguistic appropriateness.

**(ii) Adapting *Ayni 1 & 2* for online course delivery. (iii) Developing a Quechua course for medical professionals,** revising *Ayni* to reflect aspects of ancestral health practices and situations in the Peruvian-Bolivian Andes, with an emphasis on women’s and children’s health.

**(iv)** A **UIC collaboration on Quechua** {BL: 78} will expand the reach of our Quechua program by including UIC students in our successful Quechua Global Classroom.

**Q’anjob’al:** In response to community, state, and national need for Maya language instruction, and with support from UI, we will **hire a Q’anjob’al instructor** {BL: 3} who will develop and teach elementary and intermediate Q’anjob’al as well as develop training modules for K-14 educators and community service providers {BL: 70}.

**Portuguese:** we are partnering with other UI NRCs and faculty from SLCL to support the development of LCTL language assessment literacy among instructors so they can more effectively design and implement assessment in their classes and train future instructors {BL: 95}. We will also support the activities of the Brazilian Student Association who hold regular conversation tables and cultural activities, such as an annual celebration of Carnival {BL: 94}.

**Table 23. Goal 1: Promote specialized linguistic and cultural knowledge of priority languages and LCTLs at UI, UIC, and beyond**

**Activity**

Open access Quechua e-textbook

*Ayni 1* **{bl: 87}**

**Year 1**

**Year 2**

**Year 3**

**Year 4**

Draft complete

Public release; Span. translation

Develop online course

Adapt book for med. professions

Open access Quechua e-textbook

*Ayni 2* **{bl: 87}**

QINTI Workshops (instructors from Pitt, U-Georgia, UT-Austin, Rowan, UColorado, Harvard, & language activists **{bl: 86}**

Quechua Global Classroom with UIC **{bl: 78}**

Begin drafting

Draft complete

Public release; online course

QINTI

Workshop IV

QINTI

Workshop V

QINTI

Workshop VI

QINTI

Workshop VII

Expand to UIC

Q’anjob’al courses **{bl: 3, 70}**

Elem I/II

Elem I/II + Int I/II

Elem I/II + Int I/II

+ culture class

Portuguese assessment **{bl: 95}**

Develop assessment

Implement assessment

Analyze results; draft interventions

Implement interventions

1. **Strengthen Teacher Training (AP2, CP1).** Over the past 10 years, central Illinois public schools have become increasingly diverse; currently about 25% students identify as Hispanic and about 38% as Black. 9% are LAC foreign-born and a significant portion are indigenous Maya. With this increased diversity comes increased need for LAC content in K-14 curricula, which we will address by hosting **six professional development workshops** and **one week-long summer training institute annually** to address emergent LAC issues, taught by LAC faculty {BL: 71, 72}. We will also host **two workshops per year on Q’anjob’al language and culture**, which will benefit educators in other states with significant Q’anjob’al communities {BL 70}.

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| **Table 24. Goal 2: Strengthen K-14 Teacher Training** |
| **Activity** | **Y1** | **Y2** | **Y3** | **Y4** |
| Hybrid teacher workshops on LAC issues (6/year) **{bl: 72}** |  |  |  |  |  |  |
|  |  |  |  |
| Summer week-long teacher workshop **{bl: 71}** |  |  |  |  |  |  |
|  |  |  |  |
| Workshops in Q’anjob’al Culture and Language (2/year)**{bl: 70}** |  |  |  |  |  |
|  |  |  |  |
| GEMs Program **{bl: 99}** |  |  |  |  |  |  |
|  |  |  |  |
| iGlobal Program **{bl: 100}** |  |  |  |  |  |
|  |  |  |  |
| Joint NRC Virtual Book Club for Educators **{bl: 73}** |  |  |  |  |  |  |
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We are **partnering with the College of Education** to support: (i) the **iGlobal program** {BL: 100}, which provides teacher training in LAC curriculum and digital technology to support classroom activities for local and LAC country middle school

students, and (ii) the **GEMs program** {BL: 99} that supports international travel to LAC countries for in-service and pre-service teachers to observe classrooms and interact with local teachers.

1. **Increase Collaborations with MSIs and CCs (AP1, AP2, CP1).** We are expanding the statewide impact of CLACS by building on our **partnership with UIC**. In addition to the expansion of the Quechua Global Classroom to UIC students, we are embarking in three other initiatives: (i) development, with Professor Liliana Sanchez (Hispanic and Italian, UIC), of an introductory course on **Indigenous Languages of Latin-America** to team-teach to UIC and UI students with later expansion to the BTAA {BL: 77}, (ii) development of a **Workshop of Indigenous Heritage in Latino Culture** open to the community and targeted to governmental officials, educators and community service providers who are in contact with indigenous Latinx community members, held annually from Year 3 {BL: 89}, and (iii) **Re-installation of the “Art of the Pre-Hispanic Andes” exhibition** at KAM, which began in 2016 as a collaboration among CLACS, KAM, the Andean program at UIC (B. Bauer, Anthropology, UIC), and scholars in Peru. CLACS is supporting

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| **Table 25. Goal 3: Increase Collaborations with MSIs and CCs** |
| **Institution** | **Activity** | **Y1** | **Y2** | **Y3** | **Y4** |
| **University of Illinois Chicago** | LAC Indigenous Languages course **{bl: 77,78}** |  |  |  |  |  |
|  |  |  |  |
| Workshop on IndigenousHeritage in Latino Culture **{bl: 89}** |  |  |  |  |  |
|  |  |  |
| Re-installation of Andean Gallery **{bl: 88}** |  |  |  |  |  |
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| **Parkland CC** | Internationalization of the curriculum **{bl: 76}** |  |  |  |  |  |
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| **H. Washington College,****Danville CC** | Faculty professional development grants **{bl: 79}** |  |  |  |  |  |
|  |  |  |  |
| **Lake County CC** | Curriculum development on Human Rights andPeacemaking in LAC **{bl: 80}** |  |  |  |  |  |
|  |  |  |  |
| **CC/MSI/HBCU** | Summer International Studies Research Lab **{bl: 81}** |  |  |  |  |  |
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translations of didactic texts into Quechua and developing an online platform to allow free public access to the collection {BL: 89}.

CLACS will continue its **partnership with Parkland Community College** to

support summer workshops on curriculum internationalization {BL: 76} and will start a **partnership with *Lake County Community College*** to develop curriculum on Human Rights and Peacemaking in Latin America as part of their 2-year program in Human Rights and Peacebuilding {BL: 80}. We are also **partnering with Harold Washington College,** part of the City of Chicago Colleges, and the **Danville Community College** to create a CC/MSI faculty grant program to fund professional development {BL: 79}. We will also make an open call for applications from CC/MSI/HBCU faculty to participate in a summer workshop on curriculum and program development, working with a LAC library specialist {BL: 81}.

1. **Enhance Professional Schools Partnerships (AP1, AP2),** to leverage new 21st century applications of LAC cultural and linguistic expertise to these rapidly internationalizing curricula. We are partnering with the **iSchool** to develop an *International Certificate on Technology, Culture, and Digital Equity* with Universidad Javeriana and Universidad del Rosario, Colombia, that will interrogate the relationship between information and communication technologies, inequality, and social change {BL: 114}. We will also develop a Graduate Certificate in Area Studies Librarianship {BL: 115}. We will collaborate with **Carle College of Medicine** and the **School of Social Work** to develop and teach two “Cultural Awareness and Sensitivity” classes targeted to medical students travelling to LAC in the [Global Community Immersion Program,](https://medicine.illinois.edu/research/global-community-immersion-program/)

and another for social workers as part of their continuing education program {BL: 106, 126}. CLACS is also partnering with the **College of Engineering** and the **College of Agriculture, Consumer, and Environmental Sciences** to develop the Food-Energy-Water (FEW) Technology Center at Universidad Privada Boliviana (UPB), to provide technology training for UI and Bolivian students and professionals to understand sustainable water production methods, renewable energy, and green technologies {BL: 110}. CLACS has a multiyear project with the

International Water Project in the Department of Agricultural and Biological Sciences, to fuse engineering expertise with contextual knowledge in the design of community water systems in Honduras and Guatemala.

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| **Table 26. Goal 4: Enhance Professional School Partnerships** |
| **Activity** | **Y1** | **Y2** | **Y3** | **Y4** |
| *School of Information Sciences*: InternationalCertificate on Technology, Culture, and Digital Equity **{bl: 114}** |  |  |  |  |  |
|  |  |  |  |
| *School of Information Sciences*: International Librarianship for Professionals Certificate **{bl: 115}** |  |  |  |  |  |
|  |  |  |  |
| *Carle College of Medicine*: “Cultural Awareness andSensitivity” class **{bl: 106}** |  |  |  |  |  |
|  |  |  |  |
| *School of Social Work*: “Cultural Awareness and Sensitivity” class **{bl: 126}** |  |  |  |  |  |
|  |  |  |  |
| *School of Engineering*: development of FEW Technology Center at Universidad Privada Boliviana**{bl: 110}** |  |  |  |  |  |
|  |  |  |  |
| *School of Engineering*: Global STEAM initiative**{bl: 111}** |  |  |  |  |  |
|  |  |  |  |
| *GIES School of Business*: support to develop LAC case studies for iMBA **{bl: 103}** |  |  |  |  |  |
|  |  |  |  |
| *College of Fine and Applied Arts*: creation of LAC Ensemble **{bl: 118}** |  |  |  |  |  |
|  |  |  |  |
| *College of Fine and Applied Arts:* LAC Music andData Analytics Project **{bl: 119}** |  |  |  |  |
| *Institute for Governmental and Public Affairs:*annual breakfast and summer workshop for women legislators **{bl: 123}** |  |  |  |  |  |
|  |  |  |  |

We will expand this program to graduate students through the new GlobalSTEAM certificate {BL: 111}. We will work to internationalize the ACES curriculum by funding faculty participation in the ACES Global Academy {BL: 39}.

Our partnership with the **Gies College of Business** will award fellowships for faculty to develop LAC case studies for the iMBA program, which reaches 3,000 students across the US

{BL: 103}. We are also working with the **College of Fine and Applied Arts** to develop a Latin American Ensemble performance class that will showcase LAC music across the university, schools, and community, and the Latin American Music and Data Analytics Project {BL: 118,119}. Finally, we are partnering with **IGPA** to host an annual breakfast in Springfield and a summer workshop for women legislators with our faculty affiliates, integrating students in the events to encourage them to consider careers in government service {BL:123}.

1. **Expand Access to LAC Study Abroad (AP1, AP2).** CLACS will support the development of *Faculty Led Study Abroad* classes and *Global Classrooms*, which we have found are a gateway for URM and professional students to internationalize their experience in college (data shows

that about 80% of participants are URM and first generation students). These programs are less intimidating, cheaper, and in addition more accessible to students in professional schools whose training requirements prohibit their participation in semester long programs. CLACS will also partner with the **Carle College of Medicine** to develop a Carle Illinois Global Communities Immersion Program in Peru (following the model of the current program in Brazil), and with the **Gies College of Business** to

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| **Table 27. Goal 5: Expand Access to LAC Study Abroad** |
| **Program** | **Y1** | **Y2** | **Y3** | **Y4** |
| Faculty led classes abroad: 2 classes/year **{bl: 38}** |  |  |  |  |  |
|  |  |  |  |
| Global Classrooms: 2 classes /year **{bl: 129}** |  |  |  |  |  |
|  |  |  |  |
| Carle Illinois Global Communities ImmersionProgram in Peru {**bl: 38,107}** |  |  |  |  |  |
|  |  |  |
| Internship program in Argentina with Gies School of Business **{bl: 38}** |  |  |  |  |  |
|  |  |  |  |

develop an internship program in Argentina as part of their “second year with a purpose”

internship abroad program {BL: 38, 107}.

1. **Campus and Public Programming: “Confronting the challenges of the next decade: Adaptation, Resiliency, and Growth in Latin American and the Caribbean” (AP1, AP1, CP1).** Mobilizing strengths across disciplines and schools, we plan a four-year cycle of activities focused on analyzing challenges in LAC countries. Programming is organized around three sub- themes that produce synergies across campus through class development, lecture series, symposia, conferences, and student training. Each of them is also closely related with an interdisciplinary project led by faculty affiliates. (i) *Migration and Cities Across the Americas: security and precarity***,** integrates our Quechua and Q’anjob’al research projects and programming, as well as many of our outreach programs. It will anchor around the creation of the Latin American Migration and Cities Collective {BL: 132, 136}, a space for collaboration, resources, and support for LAC faculty and students to develop research agendas, and for community members with an interest in LAC migration, cities, and residents. The theme will include creative and radical methodologies to understand migration and urban experiences and

informality, new ways of producing space (including new Chinese capitals, see theme (iii)), and decolonial approaches to research and teaching. Faculty affiliates Nikolai Alvarado (Geography) and Magdalena Novoa (Urban Planning and Development) will lead this theme. (ii) *Climate Change and Disaster Across LAC* {BL: 132, 135} includes the challenges of food security, migration (see theme (i)), the devastation of natural disasters, as well as the political, economic, and cultural consequences of resource extraction (see theme (iii)). This will create a hub of interdisciplinary research led by McKenzie Johnson (Environment and Natural) in collaboration with scholars Sandy Dall’Erba and Shady Atallah (ACES), Francina Dominguez (Atmospheric Sciences), and Lelys Bravo de Guenni (Statistics). (iii) *Politics in LAC and its relationship with the World* {BL: 132, 133}

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| **Table 28. Goal 6: Campus and Public Programming****“Confronting the next decade’s challenges in LAC: Adaptation, Resiliency, and Growth”** |
| **Type** | **Activity** | **Y1** | **Y2** | **Y3** | **Y4** |
| **Campus** | Speaker series **{bl: 132}** |  |  |  |  |
| Conferences **{bl: 132-136}** |  |  |  |  |
| Symposiums **{bl: 132}** |  |  |  |  |
| Curriculum Development **{bl: 103-126 and 134-137}.** |  |  |  |  |  |
|  |  |  |
| **Public** | Migrant Education program, partner w/Parkland CC,annually in July **{bl: 63}** |  |  |  |  |  |
|  |  |  |  |
| Head Start Program **{bl: 67}** |  |  |  |  |  |
|  |  |  |  |
| K-12. Expand “Passport to LAC” to include presentations about Portuguese, Quechua and Q’anjob’al language andculture (6 school visits/year) **{bl: 69}** |  |  |  |  |  |
|  |  |  |  |
| K-12. Latin America Ensemble **{bl: 64}** |  |  |  |  |  |
|  |  |  |  |
| 6-8 grades. Spurlock Big History **{bl: 65}** |  |  |  |  |
| 4-H Collaboration **{bl: 66}** |  |  |  |  |  |
|  |  |  |  |
| 5-7 grades. Summer Camp on LACCultures and languages & Agora Classes at UniHigh **{bl: 68}** |  |  |  |  |  |
|  |  |  |  |
| 50+ General Public. LAC ClassDevelopment/teach at OLLI **{bl: 142}** |  |  |  |  |  |
|  |  |  |  |
| LAC Street Festival **{bl: 140}** |  |  |  |  |  |
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| Talks at Rotary Club and ChampaignChamber of Commerce **{bl: 141}** |  |  |  |  |  |
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focuses on new authoritarianism and the increasing influence of China in the region. We aim to understand these processes against national and regional histories and as part of regional trends that ties into similar developments in other parts of the world. Jane Desmond (Anthropology), Virginia

Dominguez (Anthropology), and Yujeong Yang (Political Science) will bring in speakers and develop curricula.

We will continue to disseminate LAC information and engage the public through our successful outreach programs and by developing new and innovative community partnerships. Public engagement initiatives include: (i) year-round engagement with pre K-12 students, including developing after school activities and summer camps in collaboration with 4-H {BL 66}, and curricular modules for Agora Week and Summer Camp at Uni High {BL 68}; (ii) partnering with the Osher Lifelong Learning Institute (OLLI) to develop curriculum and teach a yearly course on LAC issues {BL 142}, and develop a LAC Street Festival that will bring together the community around LAC food, culture and music {BL 140}; and, (iii) in partnership with the University YMCA and the School of Social Work, organizing talks with the Rotary Club, the Champaign Chamber of Commerce, and the Champaign Center Partnership on connections between central Illinois businesses and LAC {BL 141}.

* 1. ***Quality of activities and purpose of the NRC program.*** For the 2022-26 cycle, we propose comprehensive programming that fosters first-rate interdisciplinary activities to advance the study of LAC. They directly address the Title VI program’s core mission, FLAS fellowship goals, and Absolute and Competitive Priorities. They center on building capacities at UI, our MSI and CC partners, and K-12 schools, while simultaneously increasing inclusion and access. The quality of our programming and its diverse perspectives derive from deep collaboration with faculty affiliates and the development of strong partnerships with professional schools and draws from areas of strength identified in the 2019 CLACS self-study and external review. The initiatives are sustainable beyond the funding period: the *Ayni* e-text will be a resource for years to come, the collaborations with professional schools are expanding already established

initiatives in those programs, and the infrastructure of IGI makes CLACS’ activities feasible and enduring. We work to encourage government service in areas of national need, as well as in areas of need in education and the private sector. The quality of activities discussed in this proposal is continually assessed through our evaluation plan (section G.4).

* 1. ***Reasonable nature of costs.*** Our budget allocations fit within the Department of Education recommendations, guidelines, and limits (Figure 1). CLACS achieves significant economic efficiency by leveraging UI support, collaboration with other NRCs, professional schools, and departments. One

key cost-effective measure is the carefully designed pooling of resources under the leadership of IGI. Importantly, CLACS does not rely on Title VI funding for staff salary or permanent institutional initiatives as UI provides full support for CLACS staffing and current activities. The budget emphasizes funding new programming, and planned activities are consistent with CLACS mission and IFLE expectations, with most focusing on the Absolute and Competitive priorities for NRC and FLAS.

***I.4 Long-term impact on graduate, undergraduate, and professional training programs.*** Our programming will strengthen connections between our community, state, and nation, and the LAC region by increasing public awareness and understanding of the challenges LAC is confronting in the next decade. Strategic campus investment in LAC means that the funds requested here will have a long term, transformative impact on graduate, undergraduate, and professional training of LAC students through strengthening active language learning and area

studies training. Our plans to create open access LCTL resources, professional LAC classes (including the creation of 3 new certificate programs), experiential learning opportunities for students and educators, and greater enrollments and degree recipients in LCTL & LAC disciplines at UI and beyond, will increase the supply of LAC experts and enhance knowledge of LAC and language proficiency among educators and professionals through our partnerships with MSIs, CCs, K-12 schools and teachers, and government officials. Activities supported by the grant will lead to the development of new and revised courses and enhanced training activities, institutionalizing our intervention and ensuring long term impact. Our engagement with K-14 through our LAC Passport series, 4-H, programing at Uni High, and internationalizing the curricula at Parkland and Lake County College will strengthen the pipeline of young scholars by introducing LAC and LCTL study at a young age. Our work with IGPA will encourage students to consider careers in government service and has the potential to shape policy in the state of Illinois and beyond. Thanks to CLACS’ role as a national hub for LAC studies, we are well positioned to develop innovative programming to apply area studies expertise that addresses emerging challenges to LAC and its complex and transforming connections to the US.

# COMPETITIVE PREFERENCE PRIORITY: PARTNERSHIPS WITH MSI AND CC

UI CLACS proposal will be implemented in partnership with MSIs (University of Illinois Chicago (UIC) and Harold Washington College) and with Community Colleges (Parkland CC, Lake County CC, and Danville CC), as shown in our project narrative, budget (33% allocation for this CP), and letters of support.

We are building the foundations for **long-term collaboration with UIC**. This programming includes extending our Quechua Global Classroom to UIC students, developing a joint gateway course on Indigenous Languages, developing joint culture and language heritage workshops

geared towards institutions that engage with Latinx populations in Chicago and the state, and working with UIC faculty and students on the re-installation of the Prehispanic Arts of the Andes exhibition at KAM. We will also continue collaborating with **Parkland CC** in their “Enhancing Global and International Studies” workshop, the Migrant Education Project, and the activities of the Parkland Latino Student Association. We are supporting **Lake County CC** development of LAC courses for their 2-year Human Rights and Peace program, and partnering with **Harold Washington CC** (also an MSI) and **Danville CC** on a faculty professional development grant program to support travel to LAC, as well as LAC curricular development.

# FLAS AWARDEE SELECTION PROCEDURES

***H.1.(a). Selection Plan.*** The FLAS competition is open to qualifying students across campus. CLACS makes special effort to encourage URM, UG and professional school students to apply by contacting faculty affiliates and advisors across schools and holding info sessions at La Casa Latina and the African American Cultural Center. The selection procedures for FLAS applicants are transparent and ensure awards correspond to the announced priorities. UI requests authorization to award 10 (7 grad, 3 UG) AY and 5 (3 grad, 2 UG) summer FLAS fellowships for Portuguese, Quechua, and Q’anjob’al. With the increasing cross-campus collaborations with professional schools, expansion of our Quechua program to UIC, and increased interested in Q’anjob’al, the demand for these priority languages will continue to grow.

***H.1(b). Advertisement.*** The CLACS FLAS competition is advertised in coordination with IGI and the other UI FLAS-granting NRCs, with special attention paid to recruiting applicants from professional schools such as the Colleges of Medicine, Education, and Business. Advertising starts in September, with CLACS representatives at campus-wide resource fairs, information sessions, advertisements, and email (to all UG, graduate, and professional students; faculty and

staff; and department chairs and advisors) and social media campaigns. We visit introductory classes across disciplines and present information at La Casa Latina and the African American Cultural Center to explain the applications process, eligibility requirements, and terms of the award. AD Szremski holds extensive office hours during the application cycle to offer guidance. ***H.1.(c). Application.*** UI has a standard online application form for FLAS. Applicants are asked to upload a standardized form describing their prior education, language level and plan of study, as well as reference letters, transcripts, and a personal statement. All applicants are strongly recommended to submit a Free Application for Federal Student Aid (FAFSA).

***H.1.(d). Selection criteria****.* Committee members independently rank FLAS applicants based on Department of Education priorities: (1) pursuing advanced levels of proficiency in LCTLs; (2) language training necessary for the degree, especially if applicants aim to use the language in future public service or teaching; and (3) demonstrate a strong LAC emphasis in their studies. UG FLAS applicants must have completed at least one year of study (or equivalent), ensuring that we make awards to students prepared to pursue LCTLs at intermediate and advanced levels. We place students into categories of high, moderate, or low need based on their Expected Family Contribution (EFC) in FAFSA. Students who do not submit a FAFSA are automatically placed in the low need group. Preference is given to students with high demonstrated need over students with equal academic qualifications with low or medium need.

***H.1.(e). Selection committee and timeline.*** A five-person selection committee composed of affiliate faculty from different units reviews and scores the applications, and then meets to finalize the ranking. The disciplinary diversity ensures a well-rounded selection of fellows that represent different subjects, languages and regions. The FLAS application and award timeline is

in Table 29. In mid-March we announce the awards and students must accept by April 15th. The IGI Fellowships Coordinator and CLACS AD work together to ensure that students can study abroad on programs that best

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| **Table 29. Annual FLAS Selection Process Timeline** |
| **Timeline** | **Step** |
| September-January | Advertising, Application posted online. |
| October | Application opens online |
| Early-February | FLAS applications due |
| Mid-February | Materials shared with Selection Committee |
| Early March | Faculty committee convenes to review applications |
| Mid-March | Awards announced |

suit their language and professional goals and that IFLE approves the programs. ***H.1.(f). Process and priorities.***

The process closely addresses priorities related to financial need and priority languages. Applications strongly encourage the submission of FAFSA. The IGI fellowship coordinator manages the central online application process, working with the financial aid office to gather students’ expected financial contribution (EFC). 100% of our awards will support Portuguese, Quechua, and Q’anjob’al languages. CLACS will not make awards to support the study of Spanish, French, or German.

# FLAS COMPETITIVE PREFERENCE PRIORITIES

* 1. ***FLAS Competitive Preference Priority 1.*** Students are strongly encouraged to submit a FAFSA as part of the application process. The committee will give preference to UG and graduate students who demonstrate financial need as indicated by the students’ EFC. Other aid the student receives will have no consideration in this decision.
	2. ***FLAS Competitive Preference Priority 2:*** We will award 100% of our AY and Summer FLAS fellowships to Portuguese, Quechua and Q’anjob’al. No awards will be made to French, German, and Spanish.