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**FY 2022 APPLICATION FOR GRANTS**

under the

**NATIONAL RESOURCE CENTERS PROGRAM ASSISTANCE LISTING NUMBER: 84.015A**

**Funding Opportunity Number: ED-GRANTS-121621-001**

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## List of Acronyms Used in the 2022 NRC/FLAS Applications

AATSP American Association for Teachers of Spanish & Portuguese ACTFL American Council of the Teaching of Foreign Languages CASA Consortium of Advanced Studies Abroad

CC Community College

CCLASS CLACX Consortium of Latin American Studies in the South CET China Educational Tours

CIEE Council for International Educational Exchange

CLACX Center for Latin American, Caribbean, and Latinx Studies CFT Center for Teaching, Vanderbilt University

CLASP Consortium of Latin American Studies Programs

CSLS Center for Second Language Studies

FIU Florida International University

GEC Global Education Center

GEO Global Education Office (Vanderbilt)

GPED Graduate Program in Economic Development

HAPI Hispanic American Periodicals Index

HBCU Historically Black College/University

HSI Hispanic Serving Institution

IEPM International Education Policy Management

ITAM Instituto Tecnológico Autónomo de México

LAPOP Latin American Public Opinion Project

LAS Latin American Studies

LASA Latin American Studies Association

LASER Latin American Studies Southeast Region

LCTL Less or Least Commonly Taught Language

LOC Library of Congress

MNPS Metro Nashville Public Schools

MTSU Middle Tennessee State University

MSI Minority Serving Institution

MZO Manuel Zapata Olivella

NCC Northampton Community College

NCSS National Council for the Social Studies

NCT Nashville Children’s Theatre

PRISMA Publicaciones y Revistas Sociales y Humanísticas SACS Southern Association of Colleges and Schools

SALALM Seminar on the Acquisition of Latin American Library Materials SIT School for International Training

SSDA Slave Societies Digital Archive

TSU Tennessee State University

UPCH Universidad Peruana Cayetano Heredia

USP Universidade de São Paulo

UVa University of Virginia

UVG Universidad del Valle (Guatemala)

VUP Vanderbilt University Press

# COMMITMENT TO THE SUBJECT AREA

Latin American studies has grown exponentially at Vanderbilt over the last 20 years, becoming the strongest area studies program on campus and a model interdisciplinary center. Recent achievements include the establishment of dual degree programs with Business, Medicine, and Education; building substantive Least and Less Commonly Taught Language (LCTL) programs in Portuguese, K’iche’ Mayan, Haitian Kreyòl; the acquisition and digitization of rich Afro Latin American collections (Manuel and Delia Zapata Olivella, Slave Societies Digital Archive); and Vanderbilt University Press's strategic focus on Latin America, including the new Critical Mexican Studies in 2019. LAS is integrated across the curriculum at Vanderbilt, fostering interdisciplinary research on Indigenous health disparities, music education, and democracy, governance, and public opinion. Since 2019, Vanderbilt has hired 11 tenure-track (TT) faculty in LAS, bringing us to a total of 126. The center is poised for a deeper focus in 2022-26 on Afro Latin America, the Andes, the Caribbean, and Central America.

In 2021, the university re-envisioned the center as the Center for Latin American, Caribbean, and Latinx Studies (CLACX), leveraging the strong foundation of Latin American studies (dating to the 1940s) to respond to evolving student interest, faculty strengths, and new intellectual horizons. As a sign of continued dedication to LAS and CLACX, the College of Arts and Science (A&S) committed to 3 new TT departmental faculty lines for Fall 2022 and 2 postdoctoral positions housed in CLACX. Vanderbilt spent over $20m on LAS in 2020-2021 (See Table 1.).

Center Operations**:** Vanderbilt covers all administrative costs associated with CLACX, except

50% of the salary for our Outreach Coordinator. Including staff salaries and operations, Vanderbilt dedicated $410,000 to CLACX in 2020-2021.

|  |  |
| --- | --- |
| **Salaries**  LAS Area Studies Faculty (in departments and prof schools)\* | 9,139,158 |
| Commonly Taught Language Faculty (Spanish) | 761,197 |
| LCTL Faculty | 119,570 |
| CLACX Staff | 350,000 |
| Library Staff | 125,000 |
| **Sub-total** | **10,494,925** |
| **Student Support**  Departmental Doctoral Student Fellowships | 4,200,000 |
| LAS-Related Undergraduate Aid | 1,500,000 |
| LAS MA Fellowships | 92,168 |
| Financial Aid for Study Abroad to Latin America | 140,000 |
| Student Research Awards | 29,500 |
| **Sub-total** | **5,961,668** |
| **Other**  Latin American Public Opinion Project | 650,000 |
| Slave Society Digital Archives (SSDA) | 300,000 |
| Blair Latin American Initiatives and Resources (¡BLAIR!) | 9,000 |
| Graduate Program in Economic Development Field Experience | 30,000 |
| Internal Research Funding for LAS Faculty | 340,000 |
| LAS Faculty Travel | 850,000 |
| Library Acquisitions | 142,000 |
| Journals and Publications | 300,000 |
| Biological Anthropology Lab and Ancient DNA Lab | 900,000 |
| Spatial Analysis Research Laboratory | 100,000 |
| Latin American Garden | 50,000 |
| Postdoctoral Positions | 150,000 |
| Outreach Related Expenses | 107,000 |
| Center Operations | 60,000 |
| **Sub-total** | **3,988,000** |

Teaching Staff**:** Of the LAS faculty across the university, 40 are affiliated with the professional

**TABLE 1: University Financial Commitment to LAS**

**TOTAL $20,444,593**

*\*Faculty salaries represent percent of effort dedicated to LAS.*

schools (with concentrations in Medicine, Education, and Music) and 86 are in A&S; see Table

6. Vanderbilt covers the salary for our LCTL instructors and supports a LCTL Partnership with Duke and UVa (See B.1.).

Library Resources: The University values the LAS collection and supports the salaries for the

LAS Librarian and cataloging staff. The annual allocation for LAS collections is $142,000, and the library supports fellowships for graduate students to work on special LAS collections.

Linkages Abroad: CLACX acts as a hub for university-wide partnerships in countries that reflect

and create areas of strength in teaching and research. The Business School pairs with ITAM (Mexico) and USP (Brazil) for their Global Immersion Executive MBA. The School of Music hosts exchanges with the Centro Colombo Americano in Medellín, and the Universidad de Antioquia. The Schools of Engineering, Medicine, and Nursing have partnerships with U. del Valle, Primeros Pasos, and the Instituto de Nutrición de Centro América y Panamá (INCAP) in Guatemala that serve as student training sites. The study abroad office is directly tied to the Casa de la Américas, Cuba's premier research institution on Caribbean and Latin American studies.

Outreach Activities: Vanderbilt pays half the salary for the center's Outreach Coordinator, and

houses open-access, NRC-sponsored teacher-training resources. The university provides year- round grounds maintenance and horticultural expertise for the Latin American Garden, an educational tool for K-16 teachers and students. We work with Vanderbilt’s offices of community relations and communications to disseminate research and public programming.

Students in LAS-Related Fields: The university supports 55-60 PhD students with an LAS focus

with over $4 million in tuition, stipends, and benefits annually; A&S doctoral students receive full funding for 5 years. Vanderbilt funds 2 MA lines in LAS, supplements FLAS fellowships, and supports graduate summer research totaling $121,668. Of Vanderbilt’s approximately 7000 undergraduates, 64% receive financial support from the university, and Vanderbilt guarantees that all undergraduates graduate debt free through scholarship programs.

# QUALITY OF THE LANGUAGE PROGRAM

* 1. **Language Instruction and Enrollments:** CLACX is dedicated to preparing students in a variety of fields with language skills to respond to national needs. Vanderbilt offers Portuguese, K’iche’ Mayan, and Haitian Kreyòl, and administers FLAS fellowships for these languages (See H-FLAS). Portuguese and Kreyòl are identified as Priority Languages by the Departments of State and Defense. The K’iche’ Mayan program is the foundation for Mayan studies at Vanderbilt. CLACX directly supports Spanish language instruction both for undergraduates and professional school students who require Spanish for careers in public health, law, and finance.

CLACX maintains institutional partnerships to support LCTL instruction on campus and through intensive summer programs. In 2019, CLACX introduced Portuguese-language instruction for Tuskegee students through their Modern Languages Department. With Tulane University, CLACX created two intensive FLAS-eligible summer programs that enroll students from across the country: Summer in Brazil: Portuguese Language and Culture in São Paulo (in 2011), and the Mayan Language Institute (MLI) in Guatemala (in 2008) for K’iche’ and Kaqchikel Mayan. With Duke and UVa University, CLACX built a distance language sharing consortium in 2015; we provide K’iche’ and Vanderbilt students can study Kreyòl.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TABLE 2: Spanish and Portuguese Language Offerings and Enrollments, 2018-2022** | | | | | |
| **Spanish** | **# Sections** | **# Students** |  | **Portuguese** | **Students** |
| Beginning | 139 | 1895 |  | Beginning | 109 |
| Intermediate | 89 | 1300 |  | Intermediate | 89 |
| Conversation | 56 | 579 |  | Conversation | 18 |
| Advanced | 29 | 204 |  | Advanced | 27 |
| Span for Professions | 20 | 338 |  | Summer Programs | 97 |
| **Total Spanish** | 333 | 4316 |  | **Total Portuguese** | 340 |

Spanish: As the gateway language to the university's activities in Latin America, Spanish boasts

strong enrollments, including in professional programs. Approximately 1100 undergraduate students enroll annually in Spanish courses. Currently there are 99 Spanish majors and 121 minors, and 6 minors in the dual Spanish & Portuguese minor. CLACX supports Spanish instruction for students in Nursing, Medicine, and Law, and the Spanish department offers Spanish for professions, including Business and Pre-Med (SPAN 3335 and SPAN 3830). At Vanderbilt, courses numbered between 1000-4000 enroll undergraduates and those 5000 and above enroll graduate students.

Portuguese: Past NRC funds seeded a new faculty line that the university picked up in 2018.

That, along with CLACX’s new minor in Brazilian studies,increased offerings and invigorated the language program, with 243 students studying AY Portuguese in the last 4 years. Our summer program in São Paulo expands instruction to include immersive experiences in beginning, intermediate and advanced Portuguese; it draws an average of 25 students annually. Enrollments are strongest for elementary and intermediate courses (See Table 2), showing that student interest is high. Students may also enroll in 6 literature courses taught in Portuguese, and other first year seminars on Brazil are taught in English (see Appendix 2). Our new Portuguese program with Tuskegee has enrolled 20 Tuskegee students in Beginning Portuguese.

Haitian Kreyòl: We are targeting Kreyòl and Haitian studies as areas of growth. Vanderbilt

students receive instruction in Kreyòl from a Duke-based instructor. The course enrolls 3-4 students per year. Since 2018, we have supported 4 FLAS fellowships for Kreyòl.

K’iche’ Mayan: Vanderbilt offers a full 2-year sequence in K’iche’ Mayan for undergraduate and

graduate students. Students at all levels of K’iche’ instruction participate in weekly hour-long one-on-one conversational sessions with a native K’iche’ speaker (Nela Tahay). As indicated in Table 3, enrollments at all levels are robust and have held steady during the past 4 years. The MLI is the only FLAS-eligible summer program for the study of K’iche; in the last 4 years, 31 students from Vanderbilt and other institutions studied K'iche' through the MLI.

## B.2. Levels of Training and Language Across the Curriculum:

Portuguese: Intensive elementary (PORT 1103) and intermediate (PORT 2203/5203) are offered

every semester. Advanced courses include Composition and Conversation (PORT 3301/5301), and Brazilian Culture through Native Material (PORT 4350/5350). For the summer program, intermediate-level students enroll in PORT 2050 and advanced-level students in PORT 3050, and all enroll in “Contemporary Social Issues in Brazil” (PORT 6130).

At Tuskegee, students have enrolled in beginning level Portuguese (PORT 101 and PORT 102), and we plan to begin PORT 201 for intermediate level instruction in Fall 2022. To incentivize language instruction, Tuskegee is developing an Afro Brazilian literature course.

Haitian Kreyòl: Students can take 3 levels of the language: elementary (CREO

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TABLE 3: K’iche’ Mayan Enrollments** | | | | |
| **Level** | **2018-2019** | **2019-2020** | **2020-2021** | **2021-2022** |
| Beginning (I and II) | 5 | 11 | 12 | 19 |
| Intermediate | 2 | 6 | 3 | 5 |
| Conversation & Readings | 2 | 11 | 3 | 3 |
| MLI (Summer) | 11 | 16 | 4 | N/A |
| **Totals** | **20** | **44** | **22** | **27** |
| *\*Enrollments include Vanderbilt students and those at partner institutions* | | | | |

1101/5101 and 1102/5102), intermediate (CREO 1202/5202), and advanced (1201/5201 and 1302/5302).

K’iche’ Mayan: CLACX offers 3 levels of the language: elementary (KICH 1102/5102),

intermediate (KICH 2201/5201), and advanced (KICH 2202/5202). Our intensive K’iche’ summer program in Guatemala also offers beginning, intermediate, and advanced levels, as well as cultural and historical content and off-site excursions to archaeological sites.

Language Across the Curriculum: For undergraduates, SPAN 3345 prepares business and

economics majors to communicate in Spanish about management, human resources, marketing, and exports. In SPAN 3830 students discuss anatomy, diseases, and diagnostic tests in Spanish. Special topics courses SPAN 3302 and SPAN 3891 provide students with opportunities to engage in topics such as ecology, foodways, and the Nashville community. In Latin American Politics (PSCI 3219), discussion takes place entirely in Spanish (See Appendix 2).

In the professional schools, CLACX supports Spanish language instruction in both Law and Nursing, and we plan to introduce a formal medical Spanish course for public health and medical students in 2023. This complements a new certificate program for pediatric residents and our proposed training site in Lima (See I.2d.).

Other events and activities support engagement with LCTLs outside the classroom.

Professor Ben Legg runs a weekly *bate-papo* for students who want to practice Portuguese with members of Nashville’s Brazilian community. Our annual Haiti Week features an introductory session for Kreyòl (See G.I.). The requested NRC funds will support a Haitian Kreyòl conversation group and continue to support K’iche’ conversation sessions.

1. **3: Number of Language Faculty and Pedagogical Training**: The Spanish program has 10 TT professors and 15 lecturers, who cover the wide array of courses (see Table 2). Portuguese has 2 TT professors and 1 lecturer. Doctoral students teach a few sections of introductory classes for both Spanish and Portuguese. CLACX also fully supports the salary for Tuskegee's

Portuguese instructor (A. Mooney), with logistical support and training provided by Tuskegee’s Modern Languages department and Office for Distance Education and Online Learning. M. Sattler leads the Mayan language program and Duke-based faculty J. Pierre teaches Haitian Kreyòl, with on-campus support provided by the Center for Second Language Studies (CSLS).

Tulane and Vanderbilt faculty direct the summer LCTL programs in Guatemala and Brazil. In partnership with the Proyecto Lingüistico Francisco Marroquín, Sattler oversees the K’iche’ program. Portuguese instruction for Summer in Brazil is provided through CET.

Pedagogical training is provided to all foreign language graduate students through a 2- course sequence. Foreign Language Learning and Teaching (SPAN/PORT/SLS 6030) focuses on interactive and communicative models of language instruction, as well as performance-based measures. Second Language Acquisition Theories (SLS 7040) provides additional theoretical grounding for language pedagogy. Each August, CSLS hosts an orientation for language and literature instructors on pedagogical techniques and new technologies for language classrooms.

CSLS also hosts a weekly professional development presentation for all language instructors, and its Digital Language Initiative offers ongoing training in the use of technology in instruction.

**B.4. Performance-Based Instruction**: Vanderbilt has a strong performance-based program of AY language instruction in Spanish, Portuguese, Kreyòl, and K’iche’ Mayan. Three of our Spanish faculty have full ACTFL certification and train colleagues in pedagogical methods based on ACTFL standards. Our Spanish instructors use ACTFL’s Oral Proficiency Interview (OPI) protocols to guide their instruction to target the development of reading, speaking, listening, and writing skills. Since OPI support does not exist for Portuguese and K’iche', we have developed Simulated OPI for those languages, and trained our LCTL instructors in them. Duke provides ACTFL language training for J. Pierre, and he regularly attends LCTL workshops. For the

upcoming cycle, we will send our K’iche’ instructor to the “Indigenous Languages of Latin America Workshop,” which brings instructors together to present and discuss methods, materials, resources, and challenges and successes specific to the pedagogy of Indigenous languages in the U.S. classroom; the workshop is hosted by Stanford, UCLA, and Utah.

These measures are incorporated into Portuguese and K’iche’ classes each semester, for pre- and post- program assessments for our FLAS fellows, and to evaluate language proficiency for our degree programs and Graduate Certificate. Classroom instruction is adapted accordingly. In general, Portuguese students reach “Advanced Low” by the end of the full sequence.

Intermediate Students who entered the Summer in Brazil program achieved “Advanced Low” or above; advanced students achieved “Advanced Mid” or “Advanced High.” K’iche’ students achieve “Intermediate Low” by the end of the second semester, and those who attend the summer program attain “Advanced Low.” Similarly, students of Kreyol are able to attain the “Advanced Low” level if they complete the full sequence of course levels and summer study.

# QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

* 1. **a. Course Offerings Across Disciplines and Professional Schools:** Vanderbilt has particularly strong departments of Anthropology, History, Political Science, and Spanish & Portuguese. LAS content is also offered in courses in STEM disciplines (e.g., Engineering, Earth and Environmental Sciences, Economics, and Medicine Health and Society), and in our professional schools.

As shown in Table 4, Vanderbilt offers 159 non-language courses in A&S that have over 25% LAS content. From Fall 2018 to Spring 2022, these courses enrolled 5407 undergraduate and 697 graduate students. Over 75% of these classes are taught by full-time TT faculty, and senior faculty teach the full range of levels. See Appendix 2 and C.2. for more detail.

In the professional schools, faculty taught 22 courses with LAS content in the last four years, which enrolled 424 undergraduates and 617 graduate students. Many of these courses have a special focus on project-driven field experiences. Biomedical engineering students travel to Guatemala through BME 3980 to work on equipment at hospitals and includes an interdisciplinary orientation to the country’s history and culture. Cultural competency training with medical Spanish instruction is integrated into NURS 5105, a Fall semester seminar that prepares students for a field-based project in Central America. The School of Music has depth in the Caribbean with performance-based courses on steel drums (MUSE 1200, 1210, 1220). Their recent expansion to 6 LAS faculty opens new opportunities for courses and exchanges on

Colombia and the Caribbean. (See I.2.d.).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TABLE 4: LAS Non-Language Course Offerings Fall 2018-Spring 2022** | | | | |
| **LAS Course Offerings** | **100%**  **Courses** | **25-75%**  **Courses** | **Total # Courses** | **Enrollments (Grad + UG)** |
| **Arts and Science** |  | | | |
| Afr Am & Diaspora | 3 | 3 | 6 | 301 |
| Anthropology | 10 | 37 | 45 | 1317 |
| Earth and Env Science | 1 | 1 | 2 | 17 |
| Economics | 2 | 5 | 7 | 814 |
| English | 1 | 1 | 2 | 81 |
| History | 16 | 5 | 21 | 611 |
| LAS | 5 | 0 | 5 | 129 |
| Med, Health, Society | 1 | 5 | 6 | 221 |
| Political Science | 3 | 10 | 13 | 724 |
| Portuguese Literature | 7 | 2 | 9 | 137 |
| Sociology | 0 | 2 | 2 | 521 |
| Spanish Literature | 27 | 13 | 40 | 1247 |
| **Total A&S** | **76** | **84** | **159** | **6104** |
| **Professional Schools** |  | | | |
| Business | 1 | 3 | 4 | 138 |
| Divinity | 1 | 0 | 1 | 13 |
| Education | 0 | 5 | 5 | 250 |
| Engineering | 0 | 1 | 1 | 12 |
| Law | 0 | 3 | 3 | 162 |
| Medicine | 0 | 4 | 4 | 214 |
| Music | 3 | 0 | 3 | 207 |
| Nursing | 1 | 0 | 1 | 45 |
| **Total Prof Schools** | **6** | **16** | **22** | **1041** |

Other LAS content courses in the professional schools prepare students through practice labs, clinical rotations, and practicum experiences. In

the Law School, M.

Newton trains students in human rights issues and high-level litigation using cases in Peru and Colombia (LAW 7266), and K.

McKanders runs the Immigration Practice Clinic, with CLACX providing context on push factors for emigration from Central America (LAW 6829). We work with faculty in the Institute for Global Health to prepare students to carry out clinical rotations in Latin America through the Integrated Science course (IDIS 5618), and to build and maintain relationships with partner organizations. Other courses feature project-based research with Latin American organizations (PUBH 5541 and 5555). Currently, 40% of our MPH students in the Global Health track focus on Latin America (an increase from 25% in the last 4 years) and 3 students have graduated with the dual MA/MPH since the program was created in 2016. Two more are slated to complete the 3-year program in Spring 2022, raising the total to 5.

* 1. **Specialized Courses:** We have many specialized courses both in terms of geographic regions and disciplinary depth (See Table 5). Our offerings reflect faculty strengths

in Brazil, the Caribbean, Central America, the Andes, and Mexico, as well as unique Vanderbilt

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TABLE 5: Number of Specialized LAS Faculty and Course Offerings, 2018-2022** | | | | | |
| **Country/Region of Focus** | **# Faculty focused**  **on Country/ Region** | **# Courses w/ 100%**  **LAS**  **Content** | **# Courses w/ 25-75%**  **LAS**  **Content** | **Total # Courses** | **Disciplines Offering Courses** |
| Brazil | 15 | 20 | 4 | **24** | AADS, ANTH, EDUC, EES, HIST, LAS, PORT |
| Caribbean | 17 | 18 | 5 | **23** | AADS, ANTH, ENGL, HIST, MHS, MUSE, SPAN |
| Central America | 14 | 12 | 5 | **17** | ANTH, BME, ECON, HIST, LAW, NURS |
| Andes | 13 | 6 | 1 | **7** | ANTH, SPAN |
| Mexico | 9 | 4 | 0 | **4** | ANTH, SPAN |
| **Totals** | **68** | **60** | **15** | **75** |  |

resources, such as the Slave Societies Digital Archive (SSDA). Examples include: Brazilian Cinema (Port 1111), Cuba and the U.S. (Hist 2542), and Classic Maya Language and Hieroglyphics (ANTH 3622W). We offer 24 courses on Brazil, 23 on the Caribbean, and 17 on Central America, all of which align with our FLAS-approved LCTLs.

Our courses encompass a large range, from introductory to senior capstone level offerings. First-year students have access to specialized seminars such as: Capoeira: The African Brazilian Dance of Deception (AADS 1001), Latin American Ethnobotanicals (ANTH 1001), and Ecocritical Perspectives in Latin American Literature (SPAN 1111). Responding to student interest, we have special topics courses across disciplines (389X denomination; see Appendix 2). We also offer many courses that are 4000-level and above, with particular depth in Anthropology, History, Portuguese, and Spanish.

In addition to the array of specialized courses, CLACX directly supports scholarly working groups with specific geographic foci. GuateLab is organized by graduate students from Guatemala to promote scholarly discussions through events and a bi-weekly book club, and the Circum-Atlantic Studies Seminar brings visiting speakers to discuss a pre-circulated paper on Atlantic slavery, colonialism, and/or postcolonialism.

* 1. **Sufficient Faculty and Pedagogical Training**: Vanderbilt continues to expand our LAS base through new hires; in the last 4 years, 11 new LAS faculty were hired in the following departments: Anthropology (2), Music (3), Political Science (3), Divinity (1), Education (1), and English (1). We now have over 120 LAS faculty (See Table 6).

The Center for Teaching (CFT) provides broad training and support in virtual instruction, including technical skills and pedagogical strategies. It organizes learning communities, such as *Queer Teaching* and *Teaching First Generation Students,* for all faculty. In 2022, the CFT is introducing a new in-person, teaching evaluation process to improve on student-reliant surveys.

The CFT provides mandatory pedagogical training for all instructional assistants, including teaching observations and video recording, and ongoing individualized mentoring. It also provides an orientation each August for graduate student TAs, and then offers training

workshops and seminars throughout the year, culminating in a Certificate in College Teaching. The professor of record closely mentors graduate teaching assistants in syllabus design, evaluation, and classroom instruction. Other resources for instructional assistants include the Center for Digital Humanities, which helped develop Digital Atlantic History (HIST 1253).

**C.4.a. Interdisciplinary Courses:** CLACX and departments offer 24 interdisciplinary courses at undergraduate and graduate levels that integrate scholarship, research, and service. Examples include Global Dimensions of Community Development (HOD 3200), Pandemics and World History (ANTH 3333W), and Essential Skills in Global Health (PUBH 5541/7306).

Project-based learning in the professional schools immerses students in Latin America with attention towards current issues that require interdisciplinary perspectives. For example, the Project Pyramid course series (MGMT 6429, 6552, 6554) enrolls students from Business, Education, Nursing, Medicine, Divinity, and Law and addresses issues of poverty through social entrepreneurship with partner organizations in Latin American countries. All LAS-denominated courses are interdisciplinary, including core degree courses (LAS 2101, 2102, and 4901/5901).

# QUALITY OF CURRICULUM DESIGN

## a Center Curriculum and Requirements:

Undergraduate**:** CLACX offers an undergraduate major and minor in LAS, a minor in Brazilian

Studies, and a 4+1 program for undergraduate majors who decide to pursue an MA directly. We are also now proposing a new Caribbean studies minor (See I.2.b.). Majors must complete 36 hours of coursework, and minors must complete 15 hours; both degrees require our core course (LAS 2101: Intro to LAS) and our capstone seminar (LAS 4901: Research Methods). Our Brazilian Studies minor is anchored by LAS 2102 (Intro to Brazilian Studies) and complements our Portuguese program. All our degree programs have rigorous language requirements. LAS

majors must demonstrate: 1) advanced proficiency in Spanish, Portuguese, K’iche’ Mayan, or Haitian Kreyòl and (2) intermediate proficiency in another of these languages; minors must demonstrate intermediate knowledge of one of these. We measure proficiency using an OPI instrument based on ACTFL guidelines; students must achieve “Advanced-Low” and “Intermediate-Mid” to meet our requirements (see B.4.). In the last 3 years, 8 LAS majors and 16 minors have graduated. We impact a remarkable number of undergraduate students through electives and core courses. In the last 4 years, 10,401 undergraduates enrolled in LAS content and language courses; meaning that nearly 40% of undergraduates in A&S enroll in LAS courses annually. New hires in Gender and Sexuality and the Divinity School will further amplify LAS content across the university.

LAS faculty teach 1-credit seminars (1001 in various disciplines) for first-year students to introduce them to LAS, and we now offer introductory and advanced required writing seminars. Students can choose from 10 LAS-focused first-year writing seminars from various disciplines (1111 series). See Appendix 2.

Graduate: At the graduate level, students may pursue an MA in LAS, or joint MA degrees with

Education (MEd), Public Health (MPH), or Business (MBA); each of the joint degrees is a 3- year course of study. The CLACX MA is an interdisciplinary degree with students enrolling in LAS core courses, and electives housed in departments. MA students must complete 30 hours of coursework, write an independent thesis, take the core research methods seminar (LAS 5901), and demonstrate advanced proficiency in one of our 4 LAS-related languages and intermediate proficiency in another as measured by ACTFL guidelines through OPI testing (See B.4.).

Our Graduate Certificate allows students to document their regional specialization; it requires 12 hours of LAS coursework, with 6 outside the home discipline and “Intermediate-

Mid” language proficiency in Spanish, Portuguese, or an indigenous Latin American language. Doctoral students in A&S as well as professional students enroll; as of Spring 2022, we have 22 students registered, and we have awarded 92 Certificates since 2005. As with undergraduates, our graduate impact extends beyond our degree and certificate programs; in total, we currently have 129 students across the university with a focus on LAS.

Courses with Latin American content are offered throughout departments in A&S and in the professional schools; in the last 4 years, 86 graduate level area studies courses (4000+) were offered across the university. CLACX also works with Nursing, Medicine, Engineering, Business, Education, Law, and Divinity to support specific LAS-focused projects, create course content, and develop study abroad opportunities. To inform students of courses with LAS content, we circulate a list of courses before the registration period opens.

* 1. **Academic and Career Advising**: CLACX leadership offers individualized academic advising to our undergraduate, graduate, and professional students. We know our students personally. Assistant Director Gretchen Selcke meets one-on-one with our majors, minors, MA, and Certificate students at least once each semester, and as FLAS Coordinator, she advises students holding FLAS fellowships. Executive Director Avery Dickins de Girón teaches the core graduate seminar, and Director Celso Castilho teaches the undergraduate gateway course to the major and minor; all counsel undergraduate and graduate students pursuing summer research opportunities, immersive language programs, and project-based abroad experiences.

In additional to individualized advising, CLACX hosts professionalization activities for students. CLACX partners with the Robert Penn Warren Center for the Humanities to organize student-led discussions on intersectionality. We are introducing a new, bi-semesterly CLACX Cafecito Seminar Series that pairs undergraduates with faculty and graduate students for

mentoring, especially around research and study abroad opportunities. For graduate students, beyond sponsoring speakers for ongoing working groups (e.g., GuateLab), we are continuing with virtual alumni sessions that speak passionately to careers in areas of national need requiring area studies knowledge and language skills, like government, business, and education. CLACX offers a limited number of graduate assistantships that provide students with professional skills (e.g., curriculum resource development) that are valuable for career building (See G.2 and G.3).

Beyond CLACX, undergraduates receive significant advising through the university’s Pre-major Advising Center, Career Center, and Office of Honors Scholarships. For our MA and affiliated graduate students, Career Development Services advises on non-academic as well as academic careers, our Center for Teaching offers an extensive range of programs to train doctoral students in best teaching practices, and the focus of SPAN 6040 is professionalization for humanities students. Our close relationships with students and alumni help place them in jobs and internships that take advantage of their language and area skills (See G.2. and G.3.).

* 1. **Research, Study Abroad, and Overseas Linkages:** CLACX maintains active institutional relationships for students to conduct research and study abroad. Our partnerships feed and reflect existing areas of excellence in our programs, especially Afro Latin America, the Caribbean, and Central America, and tie to our LCTL programs. Altogether, we feature 9 semester or year-long programs in Cuba, Brazil, Argentina, and Chile, and multiple one-month opportunities.

Research & Overseas Linkages: The field research seminar for graduate students in economic

development takes students to Chile, Paraguay, or Costa Rica (ECON 7930) on an annual basis. Essential Skills (PUBH 5541/MHS 7306) pairs public health students with international partners to conduct a research project. The SSDA project trains students on historiography, digitization, and preservation in Cuba, Mexico, Colombia, and Brazil. The Caribbean, Central and South

America HIV research network has clinical sites in 7 countries; the Coordinating Center is based at Vanderbilt.

Study abroad through Vanderbilt: Study abroad is a priority at Vanderbilt, which counts towards

the immersive learning experience required to graduate. Nearly 400 students traveled to Latin America during the last 4 years through courses or study abroad programs (this number is lower due to the suspension of study abroad from Spring 2020-2021 due to COVID). Vanderbilt offers significant funding to make such programs available to all, contributing approximately $140,000 of financial aid to study abroad in Latin America annually. Of the 66 students who attended semester programs or Maymester courses, 42% were from underrepresented backgrounds.

In addition to Maymester opportunities in Brazil, Peru, Honduras, and Cuba, students benefit from Vanderbilt's membership in the Consortium of Advanced Studies Abroad (CASA). We were founding members of this non-profit consortium of 11 research universities. We now have CASA programs open to Vanderbilt students, in Havana, Rio de Janeiro, Buenos Aires, and Santiago. All programs offer an interdisciplinary course of study and provide students with the opportunity to enroll in courses at local universities for a fully immersive study abroad experience or conduct unique research projects. With the proposed NRC funding, CLACX will introduce a new Maymester in Salvador, Brazil focused on memory and citizenship, that expands study abroad opportunities on Afro Latin America.

Other short-term immersive opportunities take students to Guatemala and Colombia. These include a 100,000 Strong in the America grant with U. del Valle in Guatemala on water sustainability that involves exchanges between engineering students; the Vanderbilt Accelerator Program launched in 2019 and gives students the opportunity to study social enterprise and emerging markets in Guatemala. Our faculty in Music take 28-30 undergraduate students on

performance and study tours of Colombia (in 2016 and 2018). In spring 2022, CLACX will support faculty travel for a new symphony project of exiled Venezuelans in Colombia. CLACX contributes to all of these programs through faculty curriculum development funding, on-the- ground logistical support and local connections, and cultural competency workshops for students prior to their travel. In addition to these formal offerings, some 200 undergraduates travel to Latin America each Spring Break with student organizations, such as, Engineers Without Borders, Amigos, and Global Brigades. CLACX works with the Office of Active Citizenship and Service to provide logistical support and cultural context through pre-departure seminars.

For graduate students in professional schools, the Integrated Science course (IDIS 5618), places medical students for month-long clinical rotations in Latin America; since 2018, 23 students have participated. Between 2018-2020, 70 students enrolled in Project Pyramid traveled to Colombia, Guatemala, Ecuador, or Mexico (See C.4.a.).

Study Abroad Through Other Institutions: CLACX facilitates student participation in CIEE and

SIT programs. We are introducing a new site in Cali in Fall 2022 with CET and Vanderbilt’s Coffee Equity Lab. We partner with MTSU to place Vanderbilt students interested in their Amazon field school. We use FLAS fellowships to support our students to attend language programs not offered through Vanderbilt (e.g., Haitian Summer Institute organized by FIU).

# QUALITY OF STAFF RESOURCES

* 1. **Qualifications of Faculty and Staff**: Spanning 126 LAS faculty across the university, Vanderbilt boasts great depth in areas (Afro Latin America, the Andes, and Central America) that directly align with our proposed new initiatives, and that closely support LCTL programs in Portuguese, Haitian Kreyòl, and K’iche’ Mayan. Anthropology, History, Political Science, and Spanish & Portuguese are our core departments, and we also have a substantive faculty base in

professional schools, with 40 LAS faculty in Medicine, Education, Music, Engineering, Law, Management, Nursing, and Divinity. These positions are distributed between junior and senior faculty, and include 20 endowed chairs.

The largest number of LAS faculty are in A&S (86). All faculty in Anthropology (14 TT and 2 NTT) are Latin Americanists, including 3 endowed chairs. The Department of Spanish and Portuguese has 8 TT positions in Spanish, 2 in Portuguese, and 16 Lecturers. With 8

Latin American historians, we have one of largest clusters of LAS historians in the country, including 3 endowed chairs. Political Science recently expanded its number of faculty focused on Latin America to 8, including 2 endowed chairs.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TABLE 6: 126 LAS Faculty at Vanderbilt** | | | | |
| **College of Arts and Science** | |  | **Professional Schools** | |
| African Am. Diaspora | 3 |  | School of Medicine | 11 |
| American Studies | 1 |  | School of Education | 7 |
| Anthropology | 16 |  | School of Music | 6 |
| Art | 3 |  | School of Nursing | 4 |
| Biological Sciences | 2 |  | School of Engineering | 4 |
| Earth and Env Sciences | 1 |  | School of Law | 4 |
| Economics | 3 |  | School of Business | 2 |
| English | 4 |  | School of Theology | 2 |
| French and Italian | 2 |  |  |  |
| History | 8 |  |  |  |
| History of Art | 1 |  |  |  |
| Med, Health & Society | 1 |  |  |  |
| Political Science | 8 |  |  |  |
| Sociology | 2 |  |  |  |
| Spanish & Portuguese | 28 |  |  |  |
| **Total A&S Faculty** | **86** |  | **Total Prof. Faculty** | **40** |

Political scientists run the Latin American Public Opinion Project (LAPOP); since 2004 LAPOP has

conducted the most extensive comparative survey in Latin America and the Caribbean. In 2021, LAPOP launched its Data Playground, which is a free online, interactive data analysis tool. The Data Playground will be featured in our workshops’ series with MSIs and CCs (See I.2a).

The proposed NRC funding allows us to expand from a strong foundation in these areas. Afro Latin America. Vanderbilt faculty research the history, art, literature, music, and genetic

identities of the African diaspora in Latin America. Specific areas of expertise include the history of Black intellectuals in the Americas (Byrd, Hill, Selcke), the genetic ancestry of Caribbean

peoples (Benn Torres), histories of slavery (Castilho, Landers, Patterson), and Black cultural production (Campos-Pons, Luis, Oliveira-Monte). Vanderbilt supports three major, field- building projects; a journal (*Afro-Hispanic Review,* since 2005)*,* a digital archive (Slave Societies Digital Archive, since 2003), and the extraordinary Manuel and Delia Zapata Olivella Library Collections (since 2008). These projects also sustain MSI outreach, most recently including Tuskegee's 2022 Black History Month. Our strategic focus and investment on Afro Latin America also extends to our Kreyòl program.

Brazil. Many of our Brazilianists are represented above. Other faculty across the social sciences

(Béhague, Eakin, Toral), medicine (J. Castilho, Sterling, Rebeiro), and education (da Silva)

maintain active international collaborations on psychiatry, infectious diseases, and community development. We also have specialists in biology and environmental science (Jorge, Gualda) working on the Amazon. These interdisciplinary strengths feed the Portuguese FLAS program. Central America and K’iche’ Mayan: Faculty research on Central American migration and

politics (Hiskey), and in youth, theater, and exile (Ross) complements core strengths on Guatemala. Vanderbilt maintains longstanding leadership in Mayan studies. Distinguished faculty work on health disparities (Harvey), malnutrition (Fischer), and archaeology (Demarest and Eberl). CLACX leads the Guatemala Scholars Network (Dickins de Girón), connecting over 300 scholars in Central America, North America and Europe and hosts a bi-annual conference in Antigua. These activities and courses enrich the FLAS program in K’iche’ Mayan.

Andes: Prominent faculty in Anthropology, Education, Medicine, and Music illustrate the cross-

institutional scope of Andean studies. Anthropologists are producing cutting-edge research on Peru, working on ancient empires, violence, and health (Tung), the GIS mapping of Spanish colonial environments (Wernke), and Pre-Columbian long-distance exchange networks (Young).

Across the Andes, we have scholars dedicated to understanding social movements, political violence, and urban citizenship in Bolivia (Bjork-James) and Colombia (Gill). Medical faculty (Grijalva, Howard) study the epidemiology of respiratory infections in highland Indigenous communities and are driving the new partnership with the Universidad Peruana Cayetano Heredia. In Colombia, Felipe Barrera Osorio analyzes educational policy and economics. Our Music faculty (Adam, Middagh, and Verrier) are leading projects on youth music education and building institutional links to the Pontificia Universidad Javeriana.

Our faculty are frequently recognized by Vanderbilt and other institutions for their excellence in teaching, scholarship, and service awards. Over the past three years, CLACX faculty awards include: Chancellor’s Cup for contributions to student education outside the classroom (Middagh), Chancellor’s Fellowship (Castilho), Jean & Alexander Heard Award for Distinguished Librarianship (Covington), the Alumni Education Award (Landers), and NSF Faculty Early CAREER Development Award (Baroud). Since 2018, CLACX faculty have received over 50 research awards totaling $22.4m from NSF, NEH, NIH, World Bank, Mellon, USAID, ACLS, Robert Wood Johnson Foundation and others.

Professional Development Opportunities for Both Faculty and Staff**:** The university has a

generous sabbatical policy for TT faculty. Junior faculty in A&S are assured a year-long sabbatical at full pay in their fourth year. Tenured faculty are eligible for 1-2 semester sabbaticals every 8 semesters. NTT faculty are also eligible for $5000 in course development and conference travel funding on a competitive basis. Since 2018, CLACX faculty have received nearly $1m in internal funds. In addition to competitive funding, the CFT provides professional development (See C.3.). For staff, Vanderbilt provides professional development workshops through Employee Learning and Engagement that encourage skill-building and career growth.

Teaching and Advising: LAS faculty teach in undergraduate, graduate, and professional

programs and advise theses, and are supported by the CFT. LAS faculty are often recognized for outstanding teaching; Amich and Eberl received university awards last AY (See C.3 and D.2.).

## Center Staffing and Faculty Involvement

CLACX Organization and Oversight: The center staff is cohesive and experienced, with a long

and successful record of executing cross-university and external-facing initiatives.

Director C. Castilho is an Associate Professor of History. A Latinx scholar, he is the

president-elect of the Conference on Latin American History (CLAH). In 2018, he received the [Bolton-Johnson Prize](http://clah.h-net.org/?page_id=174) for best book in the field of Latin American history and is currently a Vanderbilt University Chancellor’s Faculty Fellow. Castilho assumed directorship of the Center in 2021 and is given half-time course release. Executive Director A. Dickins de Girón works

closely with the Director to oversee center operations, budget, and staff, and leads our MSI initiatives and the Latin American Garden. Assistant Director Gretchen Selcke advises students,

runs the Graduate Certificate program, and serves as the FLAS Coordinator. LAS Librarian P. Covington’s qualifications are described in Section F; she is fully integrated into our staff.

Outreach Coordinator C. McCoy (MEd) leads our K-12 teacher training and public engagement

initiatives. Administrative Assistant A. Paz-Sanmiguel manages student accounts, program

finances, and event planning. See Position Descriptions.

Castilho, Dickins de Girón, Selcke, and Covington teach core LAS classes. CLACX actively participates in the Consortium of Latin American Studies Programs (CLASP) that brings together over 70 LAS centers to share resources and promote Latin America studies for K-16 educators; as a member of the Language Committee, Dickins de Girón compiles the annual Summer LCTL Language List shared with students and faculty across the country, and McCoy

serves on the Outreach Committee. Our entire staff (including the Librarian) meets bi-weekly and participates in an annual strategic planning retreat.

Faculty Involvement: The Center is overseen by a 7-member faculty Steering Committee that

includes core disciplines and professional school representatives; members rotate on 2-year staggered terms. Departmental chairs in consultation with CLACX appoint representatives from our 4 core departments, 2 other departments, and 1 professional school. The Committee meets four times per year to review CLACX performance and offer guidance (See G.4.).

* 1. **Non-Discrimination/Equal Access:** CLACX is a leader in articulating Vanderbilt's design for Equity, Diversity, and Inclusion. CLACX created the #SomosVU initiative to bring together programming on access and inclusion; and we partner with the Student Center for Social Justice and Identity (SCSJI) around Latin-American events for Hispanic Heritage Month. Forty-seven percent of LAS faculty belong to racial or ethnic minority groups (the figure is 43% in A&S). 53% percent are women, 25% of whom are members of minority groups; 10% are over 65.

# STRENGTH OF THE LIBRARY

* 1. **Strength of Holdings and Financial Support:** The LAS collection is a signature strength of The Vanderbilt University Library. A past president of the Seminar on the Acquisition of Latin American Library Materials (SALALM) and editor of *Latin America and the Caribbean: A Critical Guide to Research Resources*, LAS Librarian Covington works closely with faculty and students to determine collection needs. In 2020-21 the Vanderbilt Library expended $142,000 for acquisition of LAS materials, and $125,000 in salary and digital services staff.

Reflecting LAS faculty research and teaching, the Library has special depth in Colombian, Brazilian, and Mayan resources that attract scholars from across the world. Our core Latin American collection holds 425,000 items and approximately 5,300 serials (400+ current

subscriptions), in addition to substantial LAS holdings in libraries across campus (Law, Business, Education, Music, and Divinity). The Library subscribes to many specialized databases in the field (e.g., *HAPI, PRISMA, Informe, Caribbean Newspapers, 1718-1876*). It recently added substantial e-book collections, such as *Digitalia*, and supported the integration of several large foreign open-access collections (e.g.,*CLACSO)*. Almost 45% of the LAS collection is in Spanish and 20% in Portuguese. The LAS acquisitions rate is about 5,000 items a year. The LAS Librarian travels to Bogotá, Guadalajara, and Guatemala City annually to purchase recent publications and special collections that would otherwise be unavailable.

Supporting our commitment to Afro Latin American studies, CLACX prioritized the investment of NRC funds towards creating an open access website of the Manuel Zapata Olivella (MZO) collection (https://mzo.library.vanderbilt.edu/). This collection of Afro Colombian literary and anthropological materials attracts the most external researchers both in person and virtually to Vanderbilt’s special collections. CLACX graduate assistants completed the access to all his audio recordings (2,290), supported by a pilot grant from LARRP, and a $46,000+ grant from CLIR. In Spring 2021, the Library and CLACX co-sponsored a three-day conference to celebrate Zapata Olivella (the Colombian government named 2020 “El año de Manuel”) with over 400 registered virtually from 12 countries. Stemming from CLACX-Library collaborations, and encouraged by the international enthusiasm for the conference, the Library in November 2021 applied for a larger Council on Library and Information Resources (CLIR) grant in November 2021 to digitize both collections in their entirety. The Library, CLACX, and VU Press now seek to leverage NRC funds to publish a bilingual book and audiobook from the collection.

Vanderbilt’s collection of Colombiana, anchored by the J. León Helguera Collection, is widely considered the finest outside of Colombia. In 2016, the Vanderbilt Library purchased the

remainder of the Helguera collection for $350,000, which included rare manuscripts, pre- Independence and 19th century journals, newspapers, and broadsides. Resulting from the Colombian Ambassador’s recent visit, the Library is sharing some unique documents with the Colombian embassy for their project to commemorate 200 years of Colombian-US relations.

Our Mesoamerican collection is a designated national resource by the Association of Research Libraries’ Global Resources Program and the Latin Americanist Research Resources Project. The focus has been on Mayan language collections in recent years, as our K'iche' program has grown. We now have over 800 items, including software for language instruction.

Other notable holdings include the Simon Collier Collection of early tango recordings and publications, a significant collection of rare Latin American travel accounts, and a growing Andean collection.

In the most recent Library Survey (2021) (see G.4.), 88% of faculty, graduate, and undergraduate students indicated the Latin American collection served their academic needs “very well” or “well,” and 90% of respondents reported the services provided by LAS Librarian Covington had served their needs “very well” or “well.”

* 1. **Access, Cooperation and Research Beyond Vanderbilt:** Vanderbilt students have access to all key databases in the field (see above), and our interlibrary loan service accepts and fills requests from anywhere in the world. Vanderbilt is a net lender; in 2020-2021, we lent over 10,500 items worldwide. We ranked 7th highest for lending globally, according to the International Federation Library Association's study of sharing during the COVID-19 pandemic.

Through the Athena network, the Library lends to regional public and school libraries; last year we were a net lender in Athena network by a factor of nearly 15 times for these area institutions. Further, Vanderbilt has cooperative arrangements with area colleges and universities

(e.g., Fisk, Sewanee, Rhodes); students and faculty at these institutions have direct borrowing privileges. Our regional affiliated faculty also have library privileges, and we will extend these to our CCLASS partners (See I.2a.).

Alongside the MZO open-access efforts, the Library provides crucial technological support for the dissemination of other digital collections. Covington also participates in digitization trips to Latin America as part of the Slave Societies Digital Archive (SSDA), the most extensive archive for the history of Africans and African-descended in the Atlantic world (https://slavesocieties.org/home). The Library and CLACX have supported the Voices from Our America project of oral histories from Panama (https://voicesamerica.org/).

We have been a leader in the formation of the Latin American Studies Southeast Region (LASER) network of collections, updating the shared resource on the website, and preparing a collections analysis for the membership. We will host the next conference in 2023-2024. The Library is a sponsoring member of SALALM and actively supports other consortia, contributing to collaborative acquisitions projects through membership and financial support of the Latin American Research Resources Project (LARRP), the Center for Research Libraries, the Latin American Materials Project (LAMP), HathiTrust and WorldCat.

# IMPACT AND EVALUATION

* 1. **a. Impact:** Over the last 4 years, CLACX built upon foundational relationships with MSIs, Metro Nashville Public Schools (MNPS), Nashville arts organizations, and university partners to create ongoing programs that provide a deep and sustained impact on the nation, region, community, and university. We optimize NRC funds by targeting multiple audiences within and across programs, such as creating K-12 curricular materials for Frist exhibits and hosting

activities for educators with visiting scholars. The shift to virtual platforms during the pandemic extended our reach and multiplied impact on diverse audiences. See Table 7.

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| **Table 7: CLACX Outputs by Category, 2018-2021** | | | |
|  | **Activities/Outputs** | **Number of Courses/Events** | **Enrollment/ Attendance** |
| **University** | Undergraduate Courses | 143 | 9723 |
| Graduate Courses | 39 | 709 |
| Professional Courses | 22 | 1041 |
| AY LCTL Courses (Port, K’iche’, Kreyòl) | 43 | 341 |
| Student Study Abroad | 24 | 380 |
| Campus Academic and Cultural Events | 218 | 11,879 |
| **Community** | K-12 Teacher Professional Dev | 36 | 1,507 |
| K-12 Educator Book Club | 20 | 26 |
| Public Cultural Arts Events | 46 | 163,278 |
| Visiting Speakers for K-12 Students | 21 | 828 |
| Latin American Garden Tours | 17 | 237 |
| **Region and Nation** | MSI and CC Collaborations | 15 | 537 |
| ReadWorks K-12 Educational Materials | 32 | 449,088 |
| K-16 Teacher Summer Institute Series | 4 | 184 |
| Américas Award Activities | 14 | 4,132 |
| Summer LCTL Programs (MSI and SIB) | 8 | 171 |
| LAS Faculty and LAPOP | 465 media mentions | |
| Library resources and publications | 25,000+ items lent/downloaded | |

University Impact: We engage with Vanderbilt’s nine schools and colleges through curricular

and extracurricular programming. We impact students through our major and minors, MA and 3 dual MA degree programs, and Graduate Certificate. Including language courses, nearly 12,000 students enrolled in LAS courses in the last 4 years. Students have an array of study abroad opportunities through GEO and short-term experiences; 380 students traveled to Latin America on semester programs or faculty-led courses since 2018 (see D.3.).

In the last 4 years, we hosted 218 campus events impacting almost 12,000. These events range from lectures by visiting speakers to panel discussions by our faculty on current issues,

exhibits, and cultural arts performances. For many events, we collaborate with existing research groups, such as, the Comparative Politics Speakers series, the Indigenous Studies Seminar, and identity centers like the Black Cultural Center. In 2020, we hosted the *Visionary Aponte* exhibit with Art, the Library, and the Cohen Memorial Fine Arts Gallery (885 attended). In Fall 2021, our Hostile Terrain participatory exhibit examining migrant crossings in the Sonoran Desert involved 737 people, including 30 groups (university classes, student organizations, and community members) that received guided tours. We integrated teacher training activities around the exhibit, including a discussion with Hostile Terrain creator, Jason De León, prior to his talk.

Annual events such as Haiti Week provide important diverse perspectives for our university audience; the week features a visiting scholar, CLACX faculty discussion panel, a cooking class, and Kreyòl lesson, and is attended by 300 on average. New in 2021, our *Science in Latin America* series was attended by 126 and featured Brazilian scholars speaking about genetic diversity and the savannization of the Amazon.

Community Impact: CLACX collaborates closely with MNPS to provide professional

development for K-12 teachers; in the past 4 years, we have impacted 1500 educators through 36 activities. We gauge quality and usefulness of the workshops through post-surveys with qualitative data administered by MNPS. Outreach Coordinator McCoy runs an Educator Book Club encouraging discussion of Américas Awards titles and their incorporation into classroom teaching; 15-17 K-12 educators from Middle TN participate in the monthly meeting. In the last 4 years, 200 K-12 educators, students, and community members have toured the Latin American Garden; new educational videos and 2 episodes on Nashville Public Television’s *Volunteer Gardener* have increased its reach, with over 11,512 views as of 2022.

CLACX also impacts Greater Nashville through our collaborations with local organizations. We co-commissioned a new play in 2019 with the Nashville Children’s Theatre (NCT), *Return to Sender* (attended by 4000+) and supported their ongoing virtual production *Around the World in 80 Stories* (viewed by 880); we partnered with the Frist on their *Frida Kahlo, Diego Rivera, and Mexican Modernism* exhibit (attended by 123,155); and collaborated with the Global Education Center (GEC) to host musical performances and poetry readings, most recently on Afro-Latin dance and capoeira. Each October we partner with Cheekwood on their Día de los Muertos festival, attended by approximately 5000 people. We create educator guides and organize relevant faculty speakers with these organizations for such events (See H.1.c).

Regional Impact: As one of the few Latin American NRCs in the South, CLACX makes a

critical impact on surrounding states and regional MSIs (see below). We collaborate with UVa on LCTL instruction, the University of Southern Mississippi to feature Américas Awards titles, Tuskegee University to host professional development activities for Macon County educators, and with Western Kentucky University to organize educator workshops.

*MSI Collaborations*: CLACX has substantive partnerships with Tuskegee University, Meharry

Medical College, and TSU that impacted 537 faculty, students, and regional community members in the last 4 years. We introduced Portuguese language instruction at Tuskegee in 2019 (see B.1., B. 2.) and frequently host joint virtual academic events. We supported medical Spanish instruction for 15 Meharry students in the last 4 years. With FIU, we established a new Global Studies Symposium series (2020 and 2021) for faculty at MSIs and CCs; a total of 85 faculty attended the symposia. In post-surveys, respondents selected the highest level of satisfaction with the content (94%), and comments included: “This was one of the most productive symposiums I have attended” and “I have already been in touch with 3 new colleagues I met.”

In 2020, we began a new partnership with the International Studies Consortium of Georgia to introduce diverse perspectives (Absolute Priority 1) on the region for post-secondary educators; among the 12 members of the consortium, 4 are MSIs. Workshops on the Caribbean and the Andes featured Vanderbilt faculty and were attended by 95 educators.

National Impact: CLACX creates LAS content for ReadWorks, a non-profit working to improve

reading comprehension for K-12 students. Since 2017, 32,588 teachers made 66,235 digital assignments of CLACX-created content to 435,567 students. This data includes educators from all 50 states who have used CLACX content on ReadWorks, with the highest usage by teachers in NY, TX, FL, NC, and IL. The CLACX website houses an open-access and searchable database of hundreds of curricular materials, including lesson plans, films, and discussion guides used by teachers nationwide. Included in these instructional resources are 56 educational videos produced by CLACX in the last 4 years, which have been viewed by 26,572. Our 2018-21 K-16 Summer Institute Series with Tulane and UGA enrolled 174 participants representing 34 different states (see H.1.b.). Our summer LCTL programs (MLI and Summer in Brazil) provided critical language instruction for students at universities across the country, enrolling 171.

## and G.3. Record of Placing Students in Areas of National Need, Efforts to Increase Placements in National Need, and Disseminating Information to the Public

Record of Placing Students in Areas of National Need – Degree Recipients: In the last 4 years,

24 students graduated with a BA (8 LAS majors, 13 LAS minors, and 3 Brazilian Studies minors), and 10 students obtained an MA in LAS (including 3 dual degree students; 2 MA+IEPM and 1 MA+MPH). CLACX awarded 20 Graduate Certificates, including 14 masters' students (6 MEd, 2 MPH, 1 MHS, 3 MDiv, 1 MBA, 1 MA) and 6 doctoral students (1 in History,

2 in Foreign Languages, 2 in Anthropology, 1 in Law). Figure 1 shows placements for our 54 graduates in the last 4 years based on areas of national need as defined by federal agencies.

Graduates of our programs currently occupy positions where they use both area studies

knowledge and language skills, including the State Department, UNICEF, Teach for America, Metro Nashville Public Health Department, international finance and security, law, humanitarian aid

Figure 1: Placements for Degree Recipients

(Major, Minor, BA, and Certificate), 2018-2021

Other 9%

International Org

4%

Graduate

Non-Profit Studies 11% 29%

Private Sector

22%

Education

18%

Government

7%

organizations in the U.S. and abroad, and secondary and higher education. Many MA and BA graduates continue their studies. Since 2019, 5 doctoral students have obtained TT or post- doctoral positions at UT-El Paso, UC Irvine, TSU, and Columbia’s Data Science Institute.

As described below, we administer a bi-annual survey to our alumni to track placements and impact of the LAS degree and language study over longer periods of time. Of the 32 respondents in our 2022 survey, 68% of respondents reported that they use the foreign language skills they obtained at Vanderbilt, and 71% reported that they use their knowledge of LAS in their current position. Comments illustrate how they apply their degree:

*“My LAS degree, paired with a Master’s of Library and Information Science, led me to a role where I could use my language and area studies skills to help others learn and research with primary source materials.* (MA 2004; higher education)

“*It has helped me better understand the cause and effects of current socio-political events in Latin America and beyond. This degree has proven informative as I embark on a journey as an asylum officer.”* (MA 2001; federal government)

*“It gave me exposure to a financial institution with a large presence in Latin America (BBVA/PNC)…I have been working there for almost 13 years. I have used my Spanish skills to assist in translations of Treasury Management customer materials and marketing collateral.”* (MA 2007; international finance)

Record of Placing Students in Areas of National Need – FLAS Fellows: Since 2018, 65% of our

FLAS fellowships were awarded to students studying national Priority Languages (Portuguese, Haitian Kreyòl, Kaqchikel, and Quechua). Twenty-one FLAS recipients have graduated from Vanderbilt in the last 4 years; their placements are shown in Table 8. Five are pursuing doctoral

degrees (at USC, Harvard, and Vanderbilt), 1 is a Communications Specialist at the CDC, and 3 use their language skills in non-profit health services organizations, illustrating our successful integration of area and language studies into the health sciences. In addition to these recent graduates, other FLAS

|  |  |
| --- | --- |
| **TABLE 8: FLAS Graduate Placements (2018-2021)** | |
| Graduate Studies | 7 |
| Education | 4 |
| Private Sector | 3 |
| Non-Profit – Health | 3 |
| Government | 1 |
| International Org | 3 |
| Total | 21 |

alumni currently hold positions as a Foreign Service Officer for USAID, project coordinator at the National Immigrant Justice Center, and Vice Minister of Bilingual and Intercultural Education in Guatemala. (See H-FLAS for more on FLAS awards).

Efforts to Increase Placements in National Need: Since 2016, we have conducted an alumni

survey every two years to track placements and inform our efforts to meet national needs. We also formally integrated our career guidance series for MA students and undergraduate majors through our core research methods course (LAS 5901), which includes CV and resume review, building LinkedIn profiles, introductions to alumni, and navigating the job market. We take a personalized approach with each student, tailoring guidance and helping them develop professional networks aligned with their interests and needs.

We will complement these activities with the new CLACX Cafecito Seminar Series (see D.2.). The series will also include informational sessions with recruiters from government sectors, including Fulbright, Peace Corps, and USAID, which we have hosted in the past. We will work through Vanderbilt’s new partnership with Nashville-based Nissan Americas to place students with language skills and regional knowledge, and connect to the Vanderbilt-in- Hollywood program for students interested in Latin-American related media and film careers. Disseminating Information to the Public: CLACX takes intentional steps to ensure that the

expertise and scholarship produced on campus are shared in ways that inform the public and encourage debate on international issues. LAPOP presents their Americas Barometer surveys in collaboration with the policy organizations such as WOLA and the Wilson Center; CLACX helps disseminate the presentations to our faculty and students, regional institutional partners, and Latin American Studies centers across the country. NRC funds supported the organization and partial digitization of Manuel Zapata Olivella’s papers to make the collection openly accessible, and travel funding has supported the use of the collection by scholars.

CLACX disseminates curricular content for K-16 educators through our collaboration with ReadWorks (See G.1.). The Américas Award titles and resources are presented at the annual ceremony with the Library of Congress, and later through national channels including the Global Read Webinar Series, National Conference in Social Studies, and National Council for Teachers of English.

A two-tiered evaluation system: CLACX will employ a VU-based Evaluation Team *and* an

External Evaluator to obtain more data points on our performance. First, we will continue our collaboration with Xiu Cravens, Associate Professor of the Practice in Education Policy and Associate Dean for International Affairs in Vanderbilt’s Peabody College of Education, taking

advantage of her deep expertise in research methods and program evaluation (see Appendix 1). Cravens designs our comprehensive evaluation program and advises our assessment activities that aim to capture the impact on our target audiences and inform continuous improvement.

Outreach Coordinator McCoy oversees a graduate student Evaluation Intern, who implements surveys, collects and analyzes qualitative and quantitative data, and compiles annual reports reviewed by Cravens and CLACX staff each summer. For this grant cycle, we will introduce an External Evaluator, Amanda Wolfe (see Position Descriptions), to provide independent and objective oversight and feedback. Wolfe is the Director of Global Programs at the University of Arizona’s College of Law and has over 20 years of experience managing NRC and FLAS programs. As the External Evaluator, she will ensure that CLACX meets the mandate of Title VI programs and conducts careful assessments for both the processes and outcomes. She will meet with CLACX and Cravens annually to review annual reports and provide feedback

(on-site in Year 1 and 3, and virtually in Year 2 and 4).

A comprehensive evaluation plan: Our evaluation design builds continuous improvement cycles

that align center activities and offerings with outputs and outcomes to fully address NRC priorities. The Evaluation Team conducts assessments using multiple methods and collects quantifiable and outcome-measure-oriented data for outputs and outcomes. The instruments, protocols, and reports are developed with the users in mind and are realistic, sustainable, and replicable. The evaluation team provides timely analyses and feedback to inform decision- making in every step of program planning, implementation, and follow-up. See Table 9.

1. *University*: Both area studies courses and language courses will be assessed through enrollments and course evaluations; students in language courses will also be assessed for language proficiency. Enrollment in study abroad programs will be tracked and assessed for

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| **TABLE 9: CLACX IMPACT and EVALUATION PLAN** | | **Impact** | **Evaluation** |
| **Target Audience** | **Specific Activities** | **Outputs/Outcomes** | **Monitoring/Assessment** |
| **University** | Areas Studies Courses Language Courses Professional Course Study Abroad | Enrollments; ACTFL Proficiency; Graduate Placement; Student Satisfaction | Registrar, Course Evaluations SACS  Oral Proficiency Interviews Global Education Office Reports |
| LAS Degrees Graduate Certificate | Enrollments; Student Satisfaction; Placements | Registrar  Exit Surveys for Graduates Biannual Alumni Survey |
| Campus Academic and Cultural Events | Participation #s; Demographic Reach; Faculty Satisfaction | CLACX Attendance Reports CLACX Steering Committee |
| Library Information and Services | Usage; Referrals; Student and Faculty Satisfaction | Circulation Report; Online tracking;4-year Library Survey |
| **Community** | K-16 Professional Development Activities | Participation; Teacher Satisfaction; Alignment with Curriculum Standards Classroom Integration | Teacher Advisory Board CLACX One-on-One Teacher Interviews  4-year Teacher Survey  Pre- and Post- Workshop Surveys |
| Community Events | Participation | Partner Organization Reports |
| **Region and Nation** | K-12 Instructional Resources | Usage; Referrals; Teacher Satisfaction; Alignment with Curriculum Standards | Video Views ReadWorks Reports Teacher Advisory Board  CLASP Educator Needs Survey |
| MSI and CC Collaborations | Participation; Partner Satisfaction | Pre- and Post- Activity Surveys Annual Meetings (CCLASS) |
| Digital Resources  (SSDA, MZO, LAPOP) | Usage | Online tracking; User Surveys |
| Summer LCTL Programs and FLAS Fellowships | # of FLAS fellowships awarded to non-VU students; Enrollments; FLAS Fellow Satisfaction; ACTFL  Proficiency; FLAS Fellow Placements | Partner and Internal reports Course Evaluations and Student Exit Interviews  Oral Proficiency Interviews Biannual FLAS Tracking Survey |

alignment with AY offerings. Placements for graduates of our degree programs will be tracked using Facebook, LinkedIn, and other social media to establish an ongoing method of contact before students graduate. The alumni survey gathers longer-term placement data. Exit surveys for graduating students ensure we are serving and continually improving our degree programs. For the Library, we conduct a usage survey every 4 years to assess the impact of services and collections, and use circulation reports. CLACX consults with the Steering Committee for

guidance on degree programs, initiatives, and campus events. We use attendance data to gauge interest in topics and inform future programming.

1. *Community*: McCoy consults twice a year with the Teacher Advisory Board, composed of 4 educators representing different districts, grades, and subject areas. The Board, along with several purposively sampled one-on-one educator interviews carried out by the Evaluation Intern throughout the year, guides the selection of topics for professional development and ensures we are meeting the needs of educators. Pre- and Post- Surveys are given to workshop, seminar, and institute participants to gauge the usefulness of the content. Finally, to assess the extent to which teachers have integrated content from these teacher training activities into their classrooms, we will conduct a Teacher Survey through our educator listserv every 4 years.
2. *Region and Nation*: We track usage of our instructional resources through views and reports; the Teacher Advisory Board provides insight on how well CLACX content aligns with current curriculum standards and the CLASP Educator Needs Survey provides data on national-level interests and needs. We meet regularly with our MSI and CC partners to assess the impact of jointly conducted language courses and administer surveys to assess useful of programs such as the Global Studies Symposium to participants. We will track metrics on the use of our digitized resources with campus partners and the library. To measure the national impact of our FLAS fellowships for Vanderbilt and non-Vanderbilt students, we will track enrollment in our summer language programs, proficiency gains, and placements. Course evaluations and exit interviews will be used to assess student satisfaction and provide ongoing feedback.

Data-driven decision making and continuous improvement: CLACX has been fully utilizing

evaluation results to enhance center activities and programs since 2010. We place strong emphasis on specific measures that ensure equal access and diversity in our outreach and service

efforts. The feedback we receive through assessments is essential to CLACX serving as a resource for our target communities, responding to their evolving needs and interests, and expanding our reach. For example, based on feedback from K-12 educators that they could not miss a day of teaching, we shifted from day-long professional development workshops to half- day seminars, the Educator Book Club, and evening events that align with visiting speakers or film screenings. With the move to virtual programming in 2020, assessments showed that we could reach larger and geographically wider audiences. We have since created hybrid programs and kept a dynamic slate of virtual events.

**G.5. Equal Access:** CLACX is committed to providing equal access and treatment of under- represented groups and we have a demonstrated record of supporting students to succeed in their degree program and go on to productive careers. Vanderbilt is a fully accessible campus. We have faculty and students enrolled in our degree programs with mobility and other disabilities; their access informs our classroom and programming activities. Our program attracts non- traditional students who are pursuing a degree mid-career and has trained Foreign Area Officers.

Sixty-two percent of LAS majors and minors come from underrepresented groups (44% of Vanderbilt’s undergraduate student body represents minority groups). Of the 16 students in our MA program since 2018 (including current students), 8 are minority students, 9 are women, and 6 are first generation college students.

We have a strong relationship with Vanderbilt’s Office for Equity, Diversity, and Inclusion (See E.3.), and particularly with the Student Center for Social Justice and Identity. We collaborate with undergraduate and graduate student groups across the university: Caribbean Student Association, Latino Medical Student Association, Latinx Seminarians, and the Peabody Latinx Alumni and Student Association.

Several of the initiatives envisioned with CCLASS (see I.2a.) will allow us to actively recruit students from MSIs and first-generation college students for graduate study. Our record includes graduating 3 Mayan doctoral students, and a fourth is currently in a PhD program.

Equal Access for FLAS: We are dedicated to providing equal access and treatment of members

of traditionally underrepresented groups when awarding FLAS fellowships. During the last 4 years, 71% of our AY FLAS fellowships were awarded to members of underrepresented groups. This includes 40% of FLAS fellows who are members of minority groups and 68% women.

Forty-seven percent of AY FLAS fellows were first generation college students.

# H-NRC. OUTREACH ACTIVITIES

CLACX faculty are engaged and energetic participants, providing the content for our outreach activities. They fulfill our commitment to supporting education beyond the university by giving talks and lectures to K-12, post-secondary, and public audiences. CLACX staff are active collaborators with other LAS centers through CLASP, and LASA through the NRC Directors section.

* + 1. **Elementary and Secondary Schools:** We have a robust program of professional development activities for K-12 educators, hosting 61 events that were attended by over 1800 educators in the last 4 years (See Table 7). Local and national teacher training initiatives led by McCoy form the backbone of our outreach program and meet NRC Absolute Priority 2. Key initiatives include MNPS workshops, the Américas Award for Children’s and Young Adult Literature, and ReadWorks. Prompted by and in collaboration with MNPS administrators and teachers, CLACX developed a workshop series in January 2019 to better teach students from Central America. The series has included 8 events attended by 490 MNPS educators. Workshops focused on other curricular needs include partnerships with the Frist Art Museum and NCT, and

feature CLACX faculty. Other annual workshops include Day of the Dead with Cheekwood and Haiti Week during Black History Month. At the national level, McCoy, with Tulane, oversees the Américas Award review committee and organizes the presentation ceremony at the Library of Congress. The award recognizes young adult literature focused on Latin America, the Caribbean, and Latinx experiences. CLACX also partners with ReadWorks to produce Latin American content; this content along with our large library of searchable open-access curricular resources, is used by thousands of educators across the nation (See Table 7).

We also lead outreach activities aimed directly at elementary and secondary school students. These include faculty and graduate students invited to speak at Nashville schools, tours

of the Latin American Garden, and an introduction to study abroad in Latin America for high school students. We have directly impacted 926 K-12 students

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| **TABLE 10: Outreach Activities and Impact 2018-2022** | **# Events** | **# Participants / # Impacted** |
| **K-16 Totals** | **463** | **481,195** |
| Professional Development for Teachers\* | 61 | 1,866 |
| Academic Conferences and Events | 163 | 8,484 |
| Direct K-16 Student Impact | 72 | 1,965 |
| Instructional Resources\*\* | 167 | 468,880 |
| **Business, Media, and General Public Totals** | **530** | **532,562** |
| Business and Government Outreach | 12 | 538 |
| Media | 468 | >370,000 |
| Public Lectures | 18 | 2,412 |
| Public Cultural Arts Events | 32 | 159,612 |
| **Total for all Outreach** | **993** | **>1,013,757** |
| *\*Includes teacher workshops, summer institutes, and Educator Book Club meetings. \*\*Includes new online curriculum resources (lesson plans, videos, ReadWorks). Impact for online curriculum resources not currently tracked, with the exception of ReadWorks articles and educational video views.* | | |

in 2018-2021.

* + 1. **Postsecondary Institutions:** We primarily collaborate with postsecondary institutions through organizing summer institutes, academic conferences, and CLACX faculty lectures. Much of these activities center on relationships with MSIs, including the Global Studies Symposium, and the International Studies Consortium of Georgia (See G.1.).

CLACX rotates hosting week-long summer institutes with Tulane and the U. of Georgia. The most recent series addressed “Central America and the Environment” and was designed to integrate STEM into area studies; it featured faculty presentations from the 3 partner institutions and was attended by 174 educators from across the country, representing 34 states.

Other activities include academic conferences. In 2019, we hosted the third InDigital Conference, a collaboration with MTSU and the Smithsonian Center for Folklife and Cultural Heritage. InDigital is the only conference that focuses on the use of digital media by Indigenous peoples; it features invited Indigenous filmmakers and musicians from Latin America, as well as faculty from Vanderbilt, MTSU, and other institutions from across the country. CLACX has co- sponsored InDigital since its inception in 2015; InDigital IV is slated for Fall 2022 at the Smithsonian. Other recent conferences hosted by CLACX include the MZO Centenary, workshops for LCTL educators, Southeastern Conference on Latin American Studies, and the Global Studies Symposium.

We encourage and coordinate the presentation of Vanderbilt faculty research at regional institutions. Examples include: 1) the “Devotion in Motion” photo exhibit tracing the modern pilgrimage of over 2.5 million people in Oaxaca by CLACX Faculty (E. Wright-Rios); the exhibit was displayed at Miami University of Ohio and Cumberland University in 2018; 2) Tuskegee’s One Health Symposium panel on the common history of syphilis experimentation in Guatemala and Tuskegee featuring anthropology faculty (T.S. Harvey) in 2021.

* + 1. **Business, Media and the General Public**: The Center collaborates with Vanderbilt’s Americas MBA for Executives, which features residencies in 4 sites: Vanderbilt, ITAM (Mexico), USP (Brazil), and Simon Fraser (Canada). During the residency on campus, CLACX organizes lectures, receptions, and other activities for business professionals enrolled in the

program as well as for members of the Nashville business community. We host guest lectures with the Nashville Chamber of Commerce’s International Business Council and support the TN Council for World Affairs. We have worked with global investment firm UBS to match students with Portuguese proficiency to their Nashville offices, and will be part of Vanderbilt’s new partnership with Nissan Americas that will include a talent pipeline and research collaborations.

CLACX has long invested in cultural arts programming to reach the public. Most recently this includes commissioning the play, *Return to Sender,* with NCT. We provide educational content for Cheekwood Día de los Muertos festival, the Global Education Center, and Frist exhibits. In 2017 we founded an ethnobotanical garden that houses over 50 species of plants native to Latin America and serves as an interdisciplinary teaching tool for MNPS educators, community groups, and faculty at Vanderbilt and other regional institutions. The Latin American Garden was the focus of an educator workshop (2017) and a summer institute (2018); we will host another educator workshop in Year 3. It is open to the public, and we are increasing access through the installation of plant nameplates with QR codes that connect to our database (See G.1.).

CLACX continues to deepen relationships with the local media around discussing Latin American issues. The Director of Opinion and Engagement at *USA TODAY/The Tennessean*, David Plazas, participates in on-campus and public events, such as on the current political context of Cuba, and we partner with Nashville Public Television to reach wider audiences.

LAPOP data was referenced at least 340 times in the media in 2020-21.

# (I) PROGRAM PLANNING AND BUDGET

* 1. **Development Plan and Timeline:** Our proposed initiatives build off existing resources that we will expand to reach new audiences. As indicated in Figure 2, we are strategically

implementing activities along a timeline that is feasible, progressive over the 4-year grant cycle, and that aligns with the NRC priorities. The proposed activities maximize the impact of NRC resources, and draw on the synergies between research, teaching, and outreach. See Budget.

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| --- | --- | --- | --- | --- | --- |
| **Figure 2: Timeline of Proposed Key Activities** | | | | | |
| **Goal** | **Activity** | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| **Building LAS & Global Studies with MSIs & CCs**  **(I.2.a)**  **Competitive Pref.**  **Priority** | CLACX Consortium for LAS in the South Annual Meeting |  |  |  |  |
| Global Studies Virtual Community |  |  |  |  |
| Global Studies Symposia |  |  |  |  |
| Curriculum Development Workshop at Northampton CC |  |  |  |  |
| Northampton CC LAS Concentration enrolls students |  |  |  |  |
| **Broadening Access**  **for Afro LAS (I.2.b.)**  **Abs. Priority 1** | SSDA Workshops at CCLASS Institutions (site rotates) |  |  |  |  |
| Publication of Bilingual Edition of MZO Novel & Audiobook |  |  |  |  |
| Caribbean Studies minor & Haitian Studies position |  |  |  |  |
| **Develop Resources**  **for**  **K-16 Educators (I.2.c.)**  **Abs. Priority 2** | Contemporary Issues in LAS Webinar |  |  |  |  |
| CLACX Educator Book Club & NRC Virtual Book Club |  |  |  |  |
| Culture & Arts for Educ: Y1 (GEC), Y2 (Frist), Y3 (InDigital), Y4 (World Cup) |  |  |  |  |
| Resource Symposium for K-16 Summer Institute |  |  |  |  |
| **Create Sustainable Prof. School Collaborations**  **(I.2.d.)** | BLAIR: Latin American artist residencies at Vanderbilt |  |  |  |  |
| BLAIR: Formalize institutional linkages in Colombia |  |  |  |  |
| BLAIR: Latin American Jazz course offered |  |  |  |  |
| VIGH: MOU with UPCH (Lima) for bilateral exchanges |  |  |  |  |
| VIGH: Medical and MPH student exchanges with UPCH |  |  |  |  |

* 1. **Proposed Activities:** CLACX’s proposed activities are united by our commitment to expanding access to resources that advance equity and diverse perspectives, and that yield a greater understanding of our nation and the region in which we live. For our proposed project, this includes sharing LAS resources housed at Vanderbilt with MSIs and CCs, as well as horizontal resource sharing between MSIs, CCs, and CLACX. It involves broadening access to Afro Latin American Studies, an increasingly critical topic for K-12 teachers and the public, providing a global context for the BLM movement in the US and histories of slavery. It incorporates creating open access resources for K-16 educators and extending LAS content to students in professional schools at Vanderbilt, encouraging them to develop diverse, global perspectives on their fields.

The strategic plan builds on numerous past examples of Vanderbilt permanently incorporating NRC-supported programs in the languages and area studies. Four key initiatives drive this proposal: (1) creating the CLACX Consortium for Latin American Studies in the South (CCLASS); (2) broadening access to Afro Latin American Studies Digital Humanities; 3) building new K-16 educators' communities; 4) institutionalizing partnerships between our Schools of Medicine and of Music with universities in Peru and Colombia, respectively.

**1.2a. Building LAS and Global Studies Communities with MSI's and CC's**: We propose two distinct, but interconnected, initiatives to build Latin American and Global studies communities with MSIs and CCs. Both projects solidified through the Global Studies Symposium 2021, exemplifying how NRC funding allows us to "scale out" partnerships.

(a) CLACX Consortium for Latin American Studies in the South (CCLASS) The proposed

funding will enable the creation of a new, MSI-centered LAS consortium that will serve as a hub to fundamentally reimagine the nature and future of Latin American studies in the South.

CCLASS includes Tuskegee University (HBCU), Tennessee State University (HBCU), the University of Texas at Arlington (HSI), and Jacksonville State University.

CLACX's relationship with Tuskegee University (Global Office and Department of Modern Languages) dates to 2012 and has grown through our support of their Portuguese- language classes. Tuskegee seeks to expand offerings in Afro Latin America as part of their new Global Humanities Certificate. CCLASS includes Nashville-based, Tennessee State University (Office of International Affairs), which has in the recent past conducted student exchanges with Colombian Institutions, and now draws on a burgeoning student interest in Mexican studies. We collaborated with TSU in Winter 2021, and with the University of Guadalajara around community-driven art projects that connect literature, textile arts, and language. The Center for

Mexican American Studies (CMAS) is the principal link to the University of Texas at Arlington, the largest HSI in our wider radius. The Consortium will support visits to UTA from authors of the "Critical Mexican Studies Series," published by VU Press, to complement current curricular initiatives on Mexico. Jacksonville State University, in Alabama, is participating through their Department of History and Modern Languages to strengthen their new minor in Latin American studies. JSU plans to introduce Portuguese language and Brazilian culture courses; we will pilot joint JSU-Tuskegee classes in Fall 2023. While CLACX gives shape to the Consortium, joint JSU-Tuskegee Portuguese language instruction and the TSU-UT-Arlington connections around Mexican studies illustrate the horizontal possibilities of collaboration through CCLASS.

The Consortium will meet annually for a 2-3-day symposium hosted at one of the partner campuses on a rotating basis. NRC funds will support a keynote speaker selected by the host institution and travel for Consortium members to the partner campus. The symposia will include a half-day research conference for undergraduate students from the member institutions (total of 15 students: 3 per institution including VU). Member institutions are responsible for supporting UG student travel and mentoring their students. NRC funds will also support an additional visiting speaker from Latin America to travel to 1-2 member schools per year, and to bring a representative from each member institution to Vanderbilt for training in LAPOP's Data Playground (See E.1). We designed these initiatives to intersect with our other key objectives for the cycle: Broadening Access to Afro Latin America, and professional school collaborations (¡BLAIR!). See Letters of Support outlining commitments from partners (Budget line E.1.).

**I.2b. Broadening Access to Afro Latin American Studies:** We seek NRC funding to make Vanderbilt's internationally-recognized Afro Latin American Digital Projects—SSDA and MZO—more accessible for K-16 teaching and research practices by hosting training workshops

at CCLASS partner institutions, and through the publication an unedited novel from the MZO archive. This publication will be of wide interest to scholars of Black Cultural Production and K- 16 teachers in social studies and languages.

1. SSDA and the Digital Humanities at CCLASS Institutions: CLACX will support Black

Digital Humanities at CCLASS institutions through workshops led by SSDA Director Jane Landers at member campuses. The project preserves the oldest serial and notarial records for slave societies in the Americas, where faculty and students have registered over one million images of birth, marriage, and death certificates: SSDA accounts for the experiences of 6 million Africans and Afrodescendants (Budget Line E.3.).

1. A Bilingual Audiobook for Teacher Training: The MZO collections include the Afro

Hispanic writings, oral testimonies, and art of the siblings Manuel and Delia Olivella Zapata. They are foremost among Latin American intellectuals of the twentieth century. CLACX will partner with the Vanderbilt University Library and VU Press to produce a bilingual book and audiobook. This, along with their archive, will serve as the basis for K-16 teacher training and scholarly research in the US and Latin America. Our strong relationship with VU Press, institutions in Colombia, and our outreach training ensures streamlined process (Budget line E.2.).

1. Launching Caribbean studies: We are developing a new minor in Caribbean studies to

broaden the geographic scope of LAS at Vanderbilt. To advance this initiative, we request NRC funds to seed a junior position in Haitian studies. NRC funds will cover 50% of salary in Years 3 and 4, and the university will pick up the line afterwards. This effort responds to growing student interest and faculty strengths in the Spanish Caribbean, and continuing investments in Kreyòl (Budget line A.1.3).

* 1. **2c. Developing Curricular Resources for K-16 Educators:** We are proposing K-16 teacher training programs and partnerships with cultural institutions that meaningfully insert Latin American studies into dialogue with regional and global contexts.
     1. Contemporary Issues in Latin America Series: We will launch a new webinar workshop

series for educators in collaboration with UT-Austin LLILAS and the UW-Milwaukee CLAS/UW-Madison LACIS consortium. Featuring journalists, activists, and policymakers, the series will focus on contemporary issues in Latin America and will specifically target educators seeking to introduce such content into the classroom. Each partner institution will host one event per year (Budget line E.22.)

* + 1. CLACX Educator Book Club: CLACX initiated a virtual monthly book club for 15-17 local

educators from Davidson, Wilson, Williamson, and Hamilton counties in 2019. Members of the Club come from a variety of subject areas (English, Spanish, Math, Counseling) and share strategies that bring diverse perspectives into the K-12 classroom. In the next 4 years, we will formalize the book club as a hub of curriculum development. With McCoy, members of the club will create 4 curricular resources (educator guides or lesson plans) per year based on selected titles. To ensure widespread dissemination, curricular resources will be posted on the openly accessible CLACX website, shared directly with the MNPS Librarian Training & Development Specialist (Connie Sharp), and distributed via K-16 listserv hosted by CLACX and CLASP and through their social media platforms (Budget line D.3.).

* + 1. NRC Virtual Book Club for Educators: CLACX will collaborate with other NRCs to run a

virtual book club for 30 educators on Title VI award winning books from the Américas Award, Children’s Africana Book Award, The South Asia Book Award, and the Middle East Book Award. This book club will be discussion and resource-sharing-focused (Budget line E.14.).

* + 1. Culture and Arts for Educators: CLACX will partner with the GEC, the Frist, and the

Smithsonian to create curriculum for musical performances, exhibits, and films for educators. In Year 1, we will collaborate with the GEC on their *Indigenous Voices* and *Three Roots of the Americas* projects; in Year 2, we will partner with the Frist on their *Art and Imagination in Spanish America, 1500–1800*; in Year 3, we will work with the Smithsonian Center for Folklife and Culture Heritage to create K-16 curriculum guides for films featured at InDigital V. Year 4 programs will focus on the 2026 World Cup, co-hosted by the US, Mexico, and Canada, and integration of related curriculum into the K-16 classroom (Budget line E.13.).

* + 1. Resource Symposium for K-12 Summer Institutes: We will continue our successful

partnership with Tulane in which we take turns hosting the Summer Institute but will reorganize the series for greater impact. Educators abroad will travel abroad in Year 3 (vs. Year 4), and we will introduce a Resource Symposium in Year 4 for participants to share curriculum they created through the series. The theme will be Indigenous Peoples and Cultures of the Americas (Budget line E.12.).

## 2d. Creating Sustainable Professional School Collaborations:

* + - * 1. ¡BLAIR!: CLACX will expand our successful initiatives across Vanderbilt’s professional

schools to introduce new LAS content. Through ¡BLAIR! (Blair Latin American Initiatives & Resources), CLACX supports international exchanges between VU faculty and Latin American conductors. In Years 1 (Verrier) and Three (Adam), we will support on campus residencies of Colombian faculty, which will benefit Vanderbilt students and solidify partnerships with Pontificia Universidad Javeriana. Leaders from the respective Music programs also intend to sign an MOU from these visits. In Year 2, we will support three faculty to travel to Colombia to participate in exchange programs in jazz. Also in Year 3, we will design a new interdisciplinary

course on "Latin American Jazz," which will be offered in Year 4 and form part of the new Caribbean studies minor (Budget line E.8.).

* + - * 1. New Site for Health Sciences Students in Peru: With the Vanderbilt Institute for Global

Health (VIGH), we will introduce a new training site in Lima. Building on faculty relationships, we will establish a bilateral exchange agreement with the Universidad Peruana Cayetano Heredia (UPCH). This initiative will expand our current Latin American sites for clinical rotations and research experiences (e.g., Primeros Pasos in Guatemala, Fundación Santa Fe de Bogotá, clinical partner sites with the Caribbean, Central and South America Network, and Guyana’s Georgetown Public Hospital Corporation), to meet the growing interest in Latin America among medical and MPH students (See C.1.). The site will attract Vanderbilt medical students and MPH students interested in infectious diseases, nutrition, and social determinants of health, and will bring UPCH students and faculty to Vanderbilt (Budget line C.1.a.).

* 1. **Budget**: The initiatives described above are within the scope of the NRC project and are

feasible given CLACX’s track record of implementation. We are judicious with NRC funds, intentionally combining resources to support multiple activities whenever possible. We have closely tied budget allocations to NRC priorities.

Figure 3: Proposed NRC Budget Allocations

Outreach Activities to &Teacher Foster Training

Diverse 27%

Perspectives

37%

Evaluation

3%

MSI/CC

Collaboration 19%

Critual

Language Support 7%

Library

6%

As Figure 3 shows, 19% of proposed allocations support our collaborations with MSIs, including CCLASS, Portuguese instruction for Tuskegee students, Global Studies Symposia, and workshops with the

International Studies Consortium of Georgia (Comp. Pref. Priority). Over one-third (37%) of proposed allocations support activities that foster diverse perspectives (Abs. Priority 1), such as public outreach, international linkages, conferences, and international training for professional students. Teacher training and outreach (Abs. Priority 2) represents 27% of the requested funding, including K-16 professional development and cultural arts programming. Support for our LCTL programs on campus and through summer programs represents 7% of the total.

Allocations are linked to our initiative timeline to achieve maximum impact and simultaneously target more than one initiative to make the best use of federal funds (See Budget).

* 1. **a. Long Term Impact on Institution’s Programs**: NRC funds have been crucial to the creation of LCTL programs at Vanderbilt that are now covered by the university, the development of strong domestic and international institutional partnerships, and deep collaborations with MNPS and local cultural arts organizations. Our proposed initiatives introduce a new Caribbean studies minor for undergraduates, and internationalize training for undergraduates at the School of Music. The expansion of Haitian studies will serve both undergraduate and graduate students, and students in professional disciplines. The new bilateral exchange through the School of Medicine will impact medical, public health, and other health sciences students, and ties to our medical Spanish classes. Our curriculum-building project at Vanderbilt is intertwined with expanding LAS regionally through CCLASS and other schools.

# J. NRC COMPETITIVE PREFERENCE PRIORITY

The proposed initiatives, anchored by creation of the CCLASS, build on a demonstrated record of working with MSIs and CCs. Our strong relationships have allowed us to jointly develop these new projects according to the institutional objectives of each partner.

CLACX Consortium for Latin American Studies in the South: The consortium centers 3 MSIs,

and partner leaders affirm that this is the first instance of each institution partnering with the others; we aspire to greater inter-institutional collaborations arising from CCLASS (See I.2a). Global Studies Symposium and New Virtual Hub: CLACX will continue to support the Global

Studies Symposium with FIU for MSIs, CCs, and Tribal Colleges. We are introducing a new Virtual Hub to maintain connections and the sharing of resources between symposia (See I.2a). Northampton Community College LAS Concentration: We will partner with NCC to support

their creation of an LAS concentration within their Global Studies program (See I.2a). Portuguese for Tuskegee Students: We will continue our collaboration with Tuskegee to offer

Portuguese for their students, with NRC funds supporting the instructor. We plan to introduce intermediate Portuguese (PORT 201) in Fall 2022 to enable eligibility for their students to study Portuguese in Brazil on FLAS summer fellowships (See B.1 and H).

International Studies Consortium of Georgia: We will continue partnering with this consortium,

which includes 4 MSIs—Dalton State College (HSI), Albany State University (HBCU), Fort Valley State University (HBCU), and Clayton State University (PBI) (See G.1a).

Medical Spanish and Central America Seminar for Meharry Medical Students: We will continue

to provide medical Spanish instruction and cultural competency training for Meharry Medical College students (HBCU). Similarly, in 2024 we hope to extend a new certificate in Latinx health for Vanderbilt pediatric residents to Meharry students (See G.1a).