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# Criterion A. Commitment to the Subject Area

The Center for Latin American Studies (CLAS) at the University of Pittsburgh (Pitt) has been a vibrant and far-reaching resource for teaching, learning, and scholarship on the nations, cultures, and languages of Latin America and the Caribbean (LAC), benefitting from Pitt’s significant financial, administrative, and organizational support since 1964. This proposal addresses all pertinent review criteria, including the two absolute priorities (AP) and competitive preference priorities (CPP), for a comprehensive Department of Education National Resource Center (NRC) and Foreign Language and Area Studies (FLAS) Fellowships, as outlined in Criterion I (pp.37- 49).

**A.1 Institutional Support of CLAS**: The Global Plan for Pitt 2025 builds on the progress made by the University in areas related to internationalization and international studies, calling for “expanded opportunities for global and civic engagement,” reaffirming a strategic approach to international partnerships, guiding Pitt toward real-world impact through global learning and research. Pitt’s Vice Provost for Global Affairs, Dr. Ariel Armony also directs the University Center for International Studies (UCIS) and leads the University’s internationalization efforts, promoting global learning, backed by Pitt’s Senior Leadership. Under Dr. Armony’s direction, Pitt won the Senator Paul Simon Award for Comprehensive Internationalization, also receiving the Association of Public and Land-Grant Universities Gold Level Award in 2020 for Global Engagement. Pitt has made significant investments to support its global mission over the last four years, opening the Pitt Global Hub—a university-wide student resource, advising, and engagement center and celebrating the “Year of Pitt Global” (more than $1million to support international programming across all schools and units) in 2019.

Table A.1 includes a detailed breakdown of nearly $14 million in support provided to CLAS by the University in 2020-21. Pitt’s commitment to its global mission and financial support for CLAS remained unchanged annually, despite the significant budgetary impact of the pandemic on the University as a whole. Center operations

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| **Table A.1 University and Endowment Financial Support to CLAS: 2020-21** | |
| **Type of Support** | **Amount** |
| **Operation of the Center** | |
| Administrative Staff Salaries (includes | $341,669 |
| Director’s salary) |  |
| UCIS staff (⅙ of total) | $511,236 |
| Faculty Research | $42,700\* |
| Conferences/Symposia/Lectures | $45,000\* |
| Center Management/Supplies | $19,500 |
| Publications | $65,000 |
| Outreach | $16,500 |
| **Operation Subtotal** | **$1,036,832** |
| **Teaching Staff Salaries** | |
| Area Studies | $5,199,334 |
| Languages | $1,006,683 |
| Language Teaching Assistants/Fellows | $1,578,564 |
| (26 students) |  |
| **Teaching Staff Salaries Subtotal** | **$7,784,581** |
| **Student Support** | |
| Fellowships, research and study abroad, student employees, and awards  Departmental Teaching assistantships/fellowships for 57  CLAS doctoral students | $536,584  $3,460,698 |
| **Student Support Subtotal** | **$3,997,282** |
| **Latin American Library Collection** | |
| Acquisitions | $124,806 |
| LAC databases | $6,046 |
| Staff Salaries | $173,030 |
| ***Lat Am. Library Collection Subtotal*** | **$303,882** |
| **Latin American Studies Association** | **$52,482** |
| **Luso-Sphere (Pitt Seed Grant)** | **$50,000** |
| **TOTAL** | **$ 13,801,295** |
| \* This figure includes the commitment, although due to the Pandemic not all funds were spent and were carried over to 2021-22. | |

support includes administrative staff salaries and fringe benefits for four full-time administrative staff, plus the faculty director, funding for the Director’s research, one-sixth of the UCIS support staff, faculty research, conferences, symposia, and lectures, Center management and supplies, publications, and outreach for six area studies centers. Pitt underwrites the development of the joint CLAS and European Studies Center (ESC) Luso- Sphere Program through a two-year (2021- 2023) Pitt Seed Projects Grant of $50,000. **Support for Teaching Staff:**

Approximately 58% of total institutional

support is dedicated to teaching staff salaries and fringe benefits, including stipends and fringes for graduate teaching assistants or fellows responsible for lower-division language courses. As part of Pitt’s ongoing commitment to teaching on the region, there are 22 new affiliated faculty since 2018 in the Dietrich School Arts & Sciences (DSAS) departments of Anthropology,

Communication and Arts, Geology & Environmental Sciences, Hispanic Languages and Literatures (HLL), Linguistics, Political Science, Urban Studies and History, as well as Professional Schools: Education, Public and International Affairs, Public Health, and Business. Pitt has two active cluster hires and retention initiatives that impact faculty connected with the Center and courses in the Western Hemisphere. The *Latinx Cluster Hire Initiative* (LCHI) will increase the number of Latinx faculty focused on Latinx issues throughout the various departments and schools of the University by adding three new faculty per year over three years. *The Race and Social Determinants of Equity, Health and Well-Being Cluster Hire and Retention Initiative* (DEHW) will expand expertise on crucial areas of interest for CLAS (including schools in the health sciences) and its Afro-Latin American Studies Program over four years, starting fall 2022. **Library Support:** The University Library System (ULS) houses one of the premier collections in Latin American and Caribbean studies in the country. ULS annually allocates more than

$130,000 to acquire physical and electronic LAC materials and databases, providing continued growth and maintenance for its world-renowned collection. Pitt employs a full-time librarian for the Latin American collection, with support from ancillary ULS staff.

**Linkages with Institutions Abroad:** CLAS has 18 formal exchange agreements with institutions in eight LAC countries. The Center maintains close working relationships with the Institute for International Education (IIE) and the Academic and Professional Programs for the Americas (LASPAU), to coordinate scholarship programs (including Fulbright and Latin American Governmental programs) for LAC students to study at US universities. As part of the new program in Amazonian Studies, CLAS is developing new specific collaborations in Colombia, Ecuador and Brazil. CLAS helps to support students from its partner universities, IIE, and LASPAU primarily in the form of tuition scholarships and stipends that enable the students to

pursue graduate degrees at Pitt. The Latin American Studies Association (LASA), the most important LAC professional association is also housed and supported by Pitt.

**Outreach:** Pitt provides the use of space, publicity and logistical support for community and K- 16 outreach activities, complemented with programming funds from the Office of the Provost, UCIS, and DSAS.

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| **Table A.2: Other Institutional and**  **Non-Institutional Support** | |
| **Endowments supporting Latin American Studies** | |
| Subject/Region of Study | Market Value |
| Heinz Latin America S&P Policy | $1,097,424 |
| Heinz Latin America Archaeology | $2,013,958 |
| Student Endowment | $ 251,319 |
| David B. Houston Scholarship for  Social Justice | $31,501 |
| Edward J. and Jacqueline M.  Musante Award | $14,440 |
| Latin America Research and  Teaching (RDFLAS) | $1,074,777 |
| Aguirre Scholarship | $263,713 |
| Center for Latin American Studies  Endowed Student Resource Fund | $20,261 |
| Billie Lozano Endowment | $200,000 |
| General International Studies\* | $6,406,256 |
| **Endowments Total** | **$11,173,649**ǂ |
| Outside Support | |
| CAPES Funding for Amazonian  Faculty | $32,744 |
| Brazilian Government Support for  *Leitorado* | $53,000 |
| CLAS Director’s Research funded  by FAPERJ (Brazil) | $12,000 |
| National Endowment for the Humanities (NEH) for Transnational Dialogues in Afro Latin American  and Afro-Latinx Studies | $175,000 |
| **Total Outside Support** | **$272,744** |
| \*Students interested in LAC Studies (study abroad, research, language study) would be eligible for funds through these endowments, but in competition with  students in other area studies. | |
| ǂ Approximately **$446,946** (or 4% of market value) is available for faculty, students’ awards, research,  programming, connected with LAC Studies each year. | |

# Extent of Financial and Other Support to

**Students in Center-Related Programs**: CLAS

annual support for students has a value of nearly $4 million, not including the annual Latin American Social and Public Policy (LASPP) Student Conference, the LAC Undergraduate and Graduate Student Associations or departmental support through teaching or research assistantships or fellowships. Every year since 2018, CLAS has provided full or half-time tuition fellowships for more than 30 students. Teaching and research assistantships or fellowships through departments provide support for 57 additional, CLAS-affiliated Ph.D. students.

# Other Institutional and Non-Institutional

**Support:** CLAS benefits from daily support by 98 UCIS staff employees, staff associated with other area and global studies centers, the Office of International Services (OIS), and the Global Experiences Office (PittGEO, formerly

Study Abroad). The University provides support for publicity, media and alumni relations,

fundraising, offices, event sites, and technology (including multimedia-enabled classrooms, videoconferencing facilities, software, internet connectivity and server space). As seen in Table A.2, University-managed endowments dedicated to LAC studies produce yields that fund research, faculty and student support, study abroad, and programming activities. The table also shows funding for LAC area studies such research grants acquired by the CLAS Director, the Brazilian Government-funded Visiting Faculty on Amazonian Studies, and the *Leitorado* Program (one of only two in the US), connected to the development of Luso-Sphere Studies.

# Criterion B. Quality of Language Instructional Program

* 1. **Language Instruction and Enrollment**: Language course enrollments for 2020-21 were 1,704 for Spanish, 130 for Portuguese, and 13 for Quechua (Haitian Creole has a new instructor, teaching three classes in 2021-22). Enrollments in literature and linguistics courses taught in Spanish and Portuguese totaled 699. Students can pursue a major in Spanish, as well as minors in Spanish, Portuguese, and Quechua. The *Portuguese for Spanish Speakers* course, initially supported by NRC funding, is now part of HLL regular offerings. Pitt provides additional language learning support in the form of a residential language and culture-focused LAC Living Learning Community, the newly renovated Robert Henderson Language Media Center, and Pitt’s well-regarded Less Commonly Taught Languages (LCTL) Center, within the Department of Linguistics.

**Spanish:** Spanish language-training courses included 120 sections taught in 2020-21. That same year, 58 students from the professional schools were enrolled in customized Spanish courses in the business, law, and health care fields. Many literature and culture courses also are taught in Spanish, including the Foreign Language Across the Curriculum (FLAC) initiative. Portuguese is

offered for business and engineering students. Similarly, translation, accelerated Spanish, and specialized education courses prepare Spanish majors for state teaching certification.

**Least-, Less-Commonly Taught, and Priority Languages:** CLAS is investing in priority

languages to fulfill an area of national need supporting Portuguese and Quechua, and the addition of Haitian Creole. In 2020-21, Pitt offered LCTL or Priority language-training courses, including 11 sections of Portuguese (including *Portuguese for Spanish Speakers*) and four sections in Quechua (a Least Commonly Taught Language). The Department of Linguistics hired a full-time Quechua instructor to teach and coordinate the courses for a newly created Quechua Minor in 2018, after long-term NRC funding support. Intensive summer language training programs in Portuguese (Pitt in Brazil), Quechua (Pitt in Bolivia Program) and Kichwa (Andes and Amazon Field School in Ecuador) are offered for students from Pitt and other eligible schools. CLAS, in collaboration with the Global Studies Center (GSC), and the LCTL Center, is investing in the development of Haitian Creole as one of the target languages (AP 1).

# Language Levels and Foreign Languages Across the Curriculum: Spanish,

Portuguese, and Quechua are offered at the elementary, intermediate, and advanced levels every year. Supervised study options offer opportunities for more advanced instruction in Quechua and Portuguese, beyond three years. Haitian Creole is currently taught at the introductory and intermediate level, although advanced levels will be added as enrollment increases. Through FLAC, students can also augment their language competency and communicative skills with courses taught in Spanish and Portuguese. CLAS has provided support for a one-credit Spanish language trailer in Political Science (*US-Latin American Relations*), and the departments of History and Music have used FLAC course development support to offer Spanish trailer courses in *Modern Latin America* and *Introduction to Latin American Music*. CLAS’ innovative three-

credit Community Internship program places students in an internship with community organizations to use their language skills while frequently working with LAC immigrant population in Pittsburgh. CLAS’ three-credit Seminar course (Seminar and Field Trip Program- SFTP) has lessons taught entirely in Spanish or Portuguese.

* 1. **Numbers of Language Instructors and Pedagogy Training:** In 2020-21, ten CLAS

affiliated faculty members taught Spanish and Portuguese language courses. Two tenured professors, two assistant professors, and three full-time lecturers with PhDs, teach Spanish courses. HLL recently hired a new junior faculty member, as well as three new lecturers, all of whom will teach Spanish language courses, including one with a background in advanced applied linguistics. The remaining Spanish language courses are taught by the more than 25 pedagogically and technologically prepared teaching assistants or teaching fellows (TAs/TFs) in HLL. Most of these TAs/TFs are native Spanish speakers. Portuguese is taught by a tenure stream faculty member, a full-time non-tenured faculty member (who is also the Portuguese coordinator and a native speaker), a Brazilian visiting professor (*Leitorado* program), an adjunct instructor (also a native speaker), and a Brazilian TA or TF. Pitt is one of only two US universities with a Brazilian Ministry of Education sponsored *Leitorado* position – a visiting professor who also teaches Portuguese. The Luso-Sphere program will bring new courses and activities that will expand the teaching of Portuguese at Pitt. NRC funds were used to seed the Quechua program from its inception and, in 2018 LCTL hired a full-time Quechua instructor and coordinator for its Minor. This instructor has also led the Pitt in Bolivia study abroad program. In addition, Pitt currently offers Kichwa (Spoken in Ecuador, Colombia, and northern Peru) and Ecuadorian Achuar at Pitt’s Andes and Amazon Field School each summer (AP1, AP2).

**Language Pedagogy Training:** Language training faculty and graduate students undergo training in foreign language teaching methods. All new TAs/TFs and adjuncts must participate in a rigorous, one-week intensive orientation to learn about innovative pedagogical practice. TAs/TFs in HLL must complete the Methods of Teaching Spanish course, which is also adapted for Portuguese. This graduate course provides a solid foundation in performance-based foreign language pedagogy and second language acquisition research, including diverse methodologies, practice, and evaluation by instructors through live and videotaped observation.

CLAS regularly supports participation of its language faculty and TAs/TFs in training activities, financing professional development seminars, workshops, and travel to conferences, including American Council of Teaching Foreign Languages (ACTFL), the Symposium on Teaching and Learning Indigenous Languages of Latin America (STLILLA) and American Association of Teachers of Spanish and Portuguese (AATSP). CLAS is supporting the LCTL Center in its development of a pedagogical video series especially designed for native speakers who aspire to become LCTL instructors to further bolster the series quality and online availability through NRC funding (AP 2).

* 1. **Performance-Based Learning and Assessment:** To complete the CLAS certificate, all students must possess functional, upper intermediate/advanced-level language competency (in speaking, listening, reading, and writing). Students may demonstrate competency in Spanish, Portuguese and/or Quechua by satisfactorily completing three years (six terms) of college-level courses or the equivalent, as demonstrated through oral and written examination.

All of Pitt’s language instructors’ benefit from the presence of one of the most accomplished scholars in the field of foreign language pedagogy, Dr. Richard Donato, Professor in the Department of Teaching, Learning, and Leading in the School of Education. Instructors in Spanish

and Portuguese have worked with Prof. Donato to develop **testing protocols** such as Oral Proficiency Interviews (OPI) (based on ACTFL guidelines) - for assessing various modes of communication for students completing the second semester of language courses. Evaluators use a combination of ACTFL OPIs and task-based language assessment to evaluate how well undergraduates can use the language in realistic situations as part of the CLAS assessment plan.

Additional assessment occurs annually as a part of the e-portfolio evaluative process and student learning outcomes assessment (p. 11 and Table G.2, p. 30). Each language department has also created its own detailed plan for continuous and rigorous proficiency evaluation and assessment.

# Criterion C. Quality of Non-Language Instructional Program

* 1. **Quality and Extent of Course Offerings**: CLAS area studies courses must have at least 25% LAC content, but most exceed this proportion; in 2020-2021, 82 of 179 were 100% LAC content. These area studies courses encompassed a wide range of topics and countries and were taught in 16 academic departments (142 courses with enrollments of 3,851) and five professional schools (37 courses with enrollments of 481) (Table C.1 and Appendix 1). It is notable that about one-third of CLAS non-language instructional faculty are in the professional schools (Table C.2 and Appendix 3).
  2. **Depth of Specialized Courses:** In 2020-21, University departments and schools with substantial depth in LAC studies—characterized by substantial numbers of CLAS-affiliated faculty (Table 3) who teach a significant number of area studies courses—included Africana Studies (4 faculty; 10 courses), Anthropology (11 faculty; 10 courses), Business (8 faculty; 5

courses), Education (9 faculty; 4 courses), English (3 faculty; 11 courses), HLL (17 faculty; 40 courses), History (12 faculty; 21 courses), Political Science (5 faculty; 10 courses), Public and

International Affairs (9 faculty; 21 courses), and Public Health (5 faculty; 5 courses).

CLAS also works with departments and schools to attract faculty who focus on the Americas. An example of this is the work CLAS has done with different departments/schools through the two hiring clusters mentioned in Criterion A (p. 3). CLAS provides Course Development Grants for faculty to encourage interdisciplinarity, cross-cultural and inter-regional thematic studies, enhance existing courses with at least 25% LAC content, create a one-credit course (that can count towards the certificate in a group of three one-credit courses), or create a three-credit course to match CLAS existing programs and the new initiatives on Afro-Latin American Studies, Amazonian Studies, and Luso-Sphere Studies.

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| **Table C.1 NUMBERS OF AREA STUDIES COURSES BY DISCIPLINE: 2020-21** | | | | | |
| **Deitrich School of Arts and Sciences** | No. of Courses  >25% LAC | No. w/100% LAC content | **Professional Schools** | No. of Courses  >25% LAC | No. w/100% LAC content |
| Admin of Justice | 2 | 2 | Business | 4 | 1 |
| Africana Studies | 7 | 3 | Education | 2 | 2 |
| Anthropology | 8 | 2 | Law | 0 | 2 |
| DSAS + Study Abroad | 2 | 4 | Public and Inter. Affairs | 20 | 1 |
| Bioethics | 0 | 2 | Public Health | 5 | 0 |
| Economics | 4 | 0 | **Subtotal Prof. Schools** | **31** | **6** |
| English | 7 | 4 | *CLAS Faculty has expertise in a wide range of LAC countries, including Argentina, Bahamas, Barbados, Belize, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Grenada, Guadalupe, Guatemala, Guyana, Haiti, Honduras, Jamaica, Martinique, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Surinam, Trinidad-Tobago, Uruguay and Venezuela.* | | |
| Gender, and Women’s Studies Program | 1 | 0 |
| Hispanic Lang & Lit. | 2 | 38 |
| History | 11 | 10 |
| History of Art & Arch. | 1 | 2 |
| Linguistics | 4 | 3 |
| Music | 1 | 3 |
| Political Science | 8 | 2 |
| Sociology | 8 | 0 |
| Urban Studies | 0 | 1 |
| **Subtotal DSAS** | **66** | **76** |
| **DSAS Total** | **142** | | **Prof. Schools Total** | **37** | |
| ***TOTAL COURSES*** | | | **179** | | |

# Teaching Faculty and Pedagogical Training for Non-Language Instructional

**Assistants**: In 2020-21, 125 CLAS-affiliated faculty offered 179 LAC area studies courses (all

affiliated faculty who taught languages also taught area study courses). These faculty also oversee independent studies and thesis committees, lead discussion groups, and organize events that focus on the region. Courses are also taught by adjunct instructors and by graduate students (TAs/TFs). All instructors are monitored and assessed through classroom visits and written evaluations in their home departments and by staff in the Office of Measurement and Evaluation of Teaching (OMET).

Departments assign one or more faculty members to work closely with TAs/TFs to supervise their pedagogical training and other aspects of professional development. Different departments and schools also include pedagogical training seminars and/or workshops prior to the beginning of classes each school year, and nearly all TAs/TFs must complete a

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| **Table C.2 Numbers of Faculty by Discipline: 2020-2021** | | | | | |
| **ARTS and SCIENCES** | **Core Faculty** | **Related Faculty** | **A&S (cont.)** | **Core Faculty** | **Related Faculty** |
| **Africana Studies** | 4 | - | **Mathematics** | - | 1 |
| **Anthropology** | 9 | 2 | **Neuroscience** | - | 1 |
| **Biological Science** | - | 1 | **Political Science** | 4 | 1 |
| **CLAS/OSHER** | 1 | - | **Sociology** | 1 | 2 |
| **Classics** | - | 1 | **Urban Studies** | 1 | - |
| **Communications** | 1 | - |  |  |  |
| **Comm. and Art** | 1 | - | **PROFESSIONAL SCHOOLS** | | |
| **Computer Science** | - | 1 | **Business** | 2 | 6 |
| **Economics** | 2 | - | **Education** | 5 | 4 |
| **English** | 2 | 1 | **Engineering** | 1 | 6 |
| **French and Italian** | 1 | - | **Law** | 2 | - |
| **Geology & Plan. Sci.** | 2 | 1 | **Medicine** | 2 | 4 |
| **Hispanic Languages and Literatures** | 17 | - | **Public and International**  **Affairs** | 5 | 5 |
| **History** | 7 | 5 | **Public Health** | 3 | 2 |
| **History of Art and Arch.** | 1 | - | **Social Work** | 1 | - |
| **Linguistics** | 4 | - | **Univ. Library System** | 1 | 1 |
| **Total Core Faculty** | **80** | | **Total Rel. Faculty** | **45** | |
| **TOTAL FACULTY** | | | **125** | | |

semester-long course and teaching practicum prior to teaching on their own. Pitt’s Center for Teaching and Learning (CTL) offers ancillary support through workshops and individual consultations on lesson planning, designing teaching portfolios, creating writing assignments, working with small groups, using technology and social media, classroom management, and

learning outcomes assessment as part of an array of resources and services to help faculty, TAs, TFs, and adjuncts improve their teaching skills.

* 1. **Interdisciplinary Courses:** Many multidisciplinary courses are cross listed in multiple departments (Table C.1 and Appendix 1). CLAS offers five interdisciplinary courses at the undergraduate level: *Latin America and the Caribbean*; *Social and Public Policy of Latin America*; *Sustainability in Latin America*; *Field Research in Latin America*; and the *Seminar in Latin America*. Each is taught by diverse faculty members from different disciplines, providing unique opportunities for undergraduate and graduate students to work together in the classroom.

CLAS graduate and undergraduate credential programs require students to take LAC area courses in at least three different disciplines or professions to enhance multidisciplinary competence. By gaining marketable skills such as language proficiency, LAC area studies regional expertise, and a university degree enhanced with interdisciplinary approaches, CLAS students broaden their employment prospects. (See Tables D.1 and D.2, pp. 14-15). Course Development Grants will also increase the number of courses and faculty related to CLAS initiatives, enhancing the LAC curriculum over four years – 2022-2026 (p. 10).

# Criterion D. Quality of Curriculum Design

CLAS promotes specialized multi/interdisciplinary training on Latin America and the Caribbean as an important component of any academic program. The Center offers graduate and undergraduate multi/interdisciplinary certificates in LAC studies that are incorporated into a student’s academic or professional degree. By combining language proficiency training and LAC area studies with a degree in a traditional field, students attain multiple expertise and diverse, marketable skills. The hallmark of CLAS’ certificate and related concentration programs is that LAC area studies courses must be taken in at least three different disciplines or professions—thus

ensuring a diversity of perspectives and wide range of views on topics related to the region. In 2020-21, 125 CLAS certificate students were enrolled in at least 30 different programs in the DSAS, and 22 certificate students were enrolled in nine professional schools.

In response to perceived interest, and in alignment with the center’s strategic priorities, CLAS plans to introduce four new certificates by AY 2022-23: (1) the **Undergraduate Latin American Social and Public Policy Certificate,** an important and marketable area of concentration; (2) the **Afro-Latin America and Afro-Latinx Certificate,** developed in collaboration with the Africana Studies Department to focus on histories and cultures, of people of African descent in LAC; (3) the **Luso-Sphere Studies Certificate,** offered in collaboration with the European Studies Center, and with the support of the African and Asian studies centers, allows students to focus on the multiple regions of the Lusophone world, with an emphasis on Brazil and Portugal; and (4) the **Amazonian Studies Certificate,** a unique collaboration among CLAS, four Amazonian-based institutions, Pitt’s School of Engineering, and Pitt’s School of Public Health, which enables students to pursue studies on several regionally focused issues, including human rights, environment, climate, migration, urbanization, and public health.

* 1. **Instructional Program:** All undergraduate certificate students are required to study and carry out research in the region. During 2020-21, 62 undergraduate students were enrolled in CLAS credential programs. Interdisciplinary undergraduate courses such as Latin America and the Caribbean, Modern Latin America, Afro-Latin America, and Literature of the Americas deepen understanding of the area and introduce students to a wide variety of disciplines and perspectives, complementing introductory and advanced LAC content courses. In AY 2020-21, CLAS launched its new Community Internship Program, collaborating closely with local partner institutions, to provide supervised opportunities where students can apply their studies and experiences in a

professional setting. CLAS also provides internships through Panoramas—an online platform administered by students (a Graduate Student Coordinator and between four and ten undergraduate student interns). Interns publish at least one new article every week. Each intern is also responsible for organizing and leading at least one roundtable discussion per semester, based on one of their own articles, many of these articles addressing areas of national needs. These internship

opportunities allow students to put into practice their writing and oral skills.

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| **Table D.1: Detail of Undergraduate Certificate and Degree Program Requirements** | | | | |
| ***Program*** | ***Language*** | ***Course Work*** | ***Other reqs*** | ***Study Abroad*** |
| ***Current Offerings*** | | | | |
| BPhil Degree in Latin American Studies | 3 years of college- level instruction or equivalent | **48-52 credit hours**: 2 core courses and 8 courses in at least 2 different disciplines | Formal thesis and defense; minimum GPA of 3.25;  e-portfolio | Required |
| Certificate in Latin American Studies | 3 years of college-  level instruction or equivalent | **21 credit hours**: 2 courses  in the major; 5 courses in 2 or more other departments | e-portfolio | Required |
| Certificate in Afro-  Latin American/ Afro- Latinx Studies | 2 years of college-  level instruction or equivalent | **15 credits:** 1 course in the  major; 4 courses in 2 or more other departments | Capstone paper | Encouraged |
| Related concentration in Latin American Studies | 2 years of college- level instruction or equivalent | **15 credits:** 1 course in the  major; 4 courses in 2 or more other departments | e-portfolio | Encouraged |
| Global Distinction (easily tailored to Latin America, given significant curricular  options) | Optional (language courses can fulfill requirements) | **6 credits** international/area studies coursework | 24 Global campus events and 2 high- impact global experiences, complete  an e-portfolio reflection | Counts as a high-impact global experience |
| ***In development / Planned*** | | | | |
| Major in International Studies (Latin American track) – proposed as a co- major with other major in DSAS | 2-3 years of college-level instruction or equivalent | **25 credits** of coursework, from at least 3 different departments |  | Required |
| Certificate in Luso- Sphere Studies | 2 years of college- level instruction in Portuguese | **15 credits**: 1 course in the  major; 4 courses in 2 or more other departments | e-Portfolio | Strongly encouraged |
| Certificate in Latin American Social & Public Policy Studies | 2 years of college level instruction or equivalent | **15 credits**: 1 course in the  major; 4 courses in 2 or more other departments | e-portfolio | Strongly encouraged |
| Certificate in Amazonian Studies | 2 years of college level instruction or equivalent | **15 credits**: 1 course in the  major; 4 courses in 2 or more other departments | e-portfolio | Strongly encouraged |

Table D.1 summarizes undergraduate certificate/degree programs and their associated requirements, as well information for those programs in development or planned for implementation next academic year.

* 1. **GRADUATE TRAINING**: Students may complete one of two standard or advanced CLAS certificates. The specialized **Certificate in Latin American Social and Public Policy (LASPP)** is designed to train future leaders, public officials, scholars, and analysts capable of designing social and public programs in and for LAC. The requirements for the LASPP certificate are similar to those for the general graduate certificate, although required courses must focus on social and public policy. In 2020-21, 85 graduate students (48 doctoral; 37 masters)—in 10 academic departments and four professional schools—were pursuing multidisciplinary certificates in CLAS.

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| **Table D.2: Detail of Graduate Certificate and Degree Program Requirements** | | | | |
| ***Program*** | ***Language\**** | ***Course Work*** ± | ***Other reqs.*** | ***Research*** |
| ***Current Offerings*** | | | | |
| **Graduate Certificate in Latin American Studies** - Two tiers: Standard (S) and Advanced (A) | **S:** 2 years  **A:** 3 years | **S: 15** credit hours  **A: 18** credit hours | Research paper or e-portfolio | Research paper that reflects multidisciplinary competence |
| **Graduate Certificate in Latin American Social & Public**  **Policy Studies** - Two tiers: Standard (S) and Advanced (A) | **S:** 2 years  **A:** 3 years | **S: 15** credit hours  **A: 18** credit hours | Research paper or e-portfolio | Research paper that reflects multidisciplinary competence |
| ***In development / Planned*** | | | | |
| **Graduate Certificate in Luso- Sphere Studies** - Two tiers: Standard (S) and Advanced (A) | **S:** 2 years  **A:** 3 years | **S: 15** credit hours A: **18** credit hours | Research paper or e-portfolio | Research paper that reflects multidisciplinary competence |
| **Graduate Certificate in Afro- Latin American/Afro-Latinx Studies -** Two tiers: Standard (S) and Advanced (A) | **S:** 2 years  **A:** 3 years | **S: 15** credit hours  **A: 18** credit hours | Research paper or e-portfolio | Research paper that reflects multidisciplinary competence |
| **Graduate Certificate in**  **Amazonian Studies –** Two tiers: Standard (S) and Advanced (A) | **S:** 2 years  **A:** 3 years | **S: 15** credit hours  **A: 18** credit hours | Research paper or e-portfolio | Research paper that reflects  multidisciplinary competence |
| \*College-level instruction or equivalent | ± 6-9 outside major field | | | | |

To further diversify credential offerings for graduate students, CLAS is developing three new certificates (see Table D.2). In addition to outstanding faculty, courses, and library resources, graduate students have access to an array of scholarships, fellowships, research grants, travel support, and scholarly contacts in the region. In 2020-21, CLAS funded eight awards totaling

$15,741 for study, research, and travel for graduate students. The worldwide pandemic restricted typical travel, resulting in a comparatively small number of awards. For example, prior to the pandemic, CLAS provided funding of $37,000 for 35 students in 2018-19, and $36,000 for 31 students in 2019-20. CLAS resources for graduate students are substantial and routinely result in graduates who pursue careers in LAC and international fields, including those that address national needs, or continue in higher education. Table D.2 summarizes graduate certificate/degree programs and their associated requirements, as well information for those programs in development or planned for implementation next academic year.

* 1. **Academic and Career Advising:** CLAS students work closely with their major departmental advisor as well as the CLAS advisor. Advising through CLAS is broader in scope than that from a student’s departmental advisor; it provides students with options related to interdisciplinary area studies, as well as resources for cross-cultural development and travel related to their individual academic goals. Advising begins with discussion of the program requirements and goals of the student; continues with course selections, progress reviews, study abroad/research options, and guidance towards career goals throughout the academic life of the student. Graduate students are also mentored by CLAS-affiliated faculty who provide course selection guidance, serve on master’s or doctoral committees, advise on grant and dissertation proposals, and facilitate job placement networking. Career preparation and consideration of employment goals are central to the CLAS advising process. Beyond individual meetings, students regularly receive internship, training opportunities, and job listings and are encouraged to take advantage of the many resources of Pitt’s Career Services. A unique service in this regard is the International Toolkit and Career Initiative developed by UCIS. The Initiative provides students with access to significant resources related to research, education, and career opportunities. International Toolkit programs include

career counseling, professional development coursework, mentorship programs, networking, and a career-focused speaker series, complemented by panel sessions with Pitt alumni and other professionals in internationally focused careers. A one-credit course preparing seniors and juniors for their career after graduation and networking travel to visit relevant companies, federal agencies, and nonprofit organizations in Pittsburgh and Washington, DC are also part of the Initiative.

* 1. **Research and Study Abroad:** The worldwide pandemic was especially disruptive for student travel and research abroad, affecting all programs beginning in January 2020, when Pitt’s Study Abroad Office (SAO) halted all student travel programs. To adapt to the pandemic, SAO became the Global Experiences Office (PittGEO), with the mission to move from a transactionally driven focus on one-way international travel to embracing all forms of global learning—from local experiences (study abroad) to connecting virtually with others —with the understanding that the future of global learning requires reducing barriers by leveraging technology, innovation, and creativity. As international travel gradually returns to pre-pandemic levels, CLAS plans to re- emphasize its focus on field research and study in the LAC region, while also offering students the virtual opportunities afforded by PittGEO.

CLAS created its own research and study abroad program for undergraduate students 50 years ago. The CLAS Undergraduate Seminar/Field Trip (SFTP) involves a semester-long seminar on the country to be visited in which each student designs a research project. The seminar is followed by a six-week field trip to the country, where students live with local (non-English speaking) families and carry out their research in Spanish or Portuguese under the supervision of their Pitt instructor. Except for the cost of six credits summer tuition and fees, most of the program is subsidized by CLAS. More than 600 undergraduate students have participated in the program in

28 locations in 14 Latin American countries since 1972. Between 10 and 15 students are competitively selected to take part in SFTP each year.

Currently, PittGEO coordinates 26 Pitt-Recognized programs in 12 LAC countries, four of which focus on professional school students. Some examples of these overseas study programs include Pitt in Ecuador—an innovative program, combining language, culture, and fieldwork in a remote and seldom visited part of the world; Pitt in Cuba—based on the long-standing relationship between CLAS and the University of Havana; and Pitt in Bolivia—combining the study of Quechua with a focus on Andean cultures and including a recently reintroduced service-learning component. CLAS is also working with PittGEO and other partners to develop programs associated with its new initiatives on Luso-Sphere and Amazonian studies and to bolster its Afro- Latin American program.

Nearly all CLAS graduate students conduct research and study in the region. In the last non- pandemic, academic year (2018-19) more than 50 Pitt graduate students pursued research and study in 18 LAC countries. CLAS alone offers an average of 15 field research grants per year. Many units in the University also offer funding for graduate student field research, which is available to eligible CLAS students. In addition, graduate student field research in LAC is facilitated through 18 formal CLAS institutional partners in eight LAC countries, as well as the Center’s close collaboration with the Consortium of Latin American Studies Program (CLASP).

# Criterion E. Quality of Staff Resources

* 1. **Teaching Faculty Qualifications/Professional Development**: CLAS faculty

exhibit both depth and breadth in their disciplines (see Tables C.1 and C.2, Appendix 3) and in regional coverage of LAC (Table E.1). Of the 125 faculty, 57 are professors, 33 associate professors, 16 assistant professors, and 19 are lecturers/instructors. Seven of these faculty are

emeritus or retired faculty, who remain actively participating in the academic activities of the center. Of these, eight hold endowed chairs, eight are distinguished professors, one is a University Professor, two are vice-provosts, four are associate deans, and four are departmental chairs. Faculty affiliated with CLAS are categorized as Core or Related (Appendix 3). CLAS faculty represent 17 academic departments, and 40% are from eight professional schools as well as the Library System.

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| **Table E.1. Number of Core Faculty by Country/Region of Expertise, 2020-2021** | | | |
| Country | No. | Country | No |
| Argentina | 28 | Jamaica | 7 |
| Bahamas | 1 | Martinique | 1 |
| Barbados | 2 | Mexico | 40 |
| Bolivia | 13 | Nicaragua | 10 |
| Brazil | 27 | Panama | 6 |
| Chile | 14 | Paraguay | 4 |
| Colombia | 21 | Peru | 17 |
| Costa Rica | 9 | Puerto Rico | 13 |
| Cuba | 18 | Trinidad-Tobago | 5 |
| Dominican Rep. | 8 | Uruguay | 9 |
| Ecuador | 16 | Venezuela | 15 |
| El Salvador | 2 | Andes | 2 |
| Grenada | 2 | Latin@/Latinx/Hispanic | 8 |
| Guadeloupe | 2 | Latin America | 6 |
| Guatemala | 9 | The Caribbean | 4 |
| Guyana | 1 | Atlantic History | 2 |
| Curaçao | 1 | Central America | 2 |
| Haiti | 4 | Amazon | 1 |
| Honduras | 2 |  |  |
| **Note:** *Total of Faculty with country expertise exceeds the total number of CLAS Faculty (125) since most faculty members have*  *expertise in multiple countries.* | | | |

CLAS and Pitt provide significant professional development opportunities to faculty and staff. Pitt’s Office of Human Resources (OHR) offers a professional development program that includes workshops and certificates designed to target specific areas of education, skill-building, and performance improvement. CLAS supports the *Global Competence*

*Certificate Program*—an initiative from Global Affairs, UCIS, and OHR—that focuses on Pitt staff and faculty to build awareness and understanding of diverse cultures, while learning about university policies and resources that support the University’s strategic goal of embracing the world.

CLAS offers course development grants to assist faculty in adding LAC content to existing courses or to create new courses with Latin America, Caribbean, and/or Latinx topics. CLAS faculty are also eligible for professional development funding from their departments or schools,

UCIS, and the Office of the Provost. CLAS provides staff members with support for professional development in the form of release time and funding for travel to relevant events, such as the LASA conventions, National Council for Social Studies conferences, and NRC technical meetings. Staff members completing Pitt advanced degree programs receive University tuition benefits.

The participation of teaching faculty and other staff in teaching, supervising, and advising students has been addressed in Criterion D—Quality of Curriculum Design (pp. 16).

* 1. **CLAS STAFF QUALIFICATIONS/OVERSIGHT:** CLAS administrative staff consists of five full time employee (FTE) personnel (Director; Associate Director; Assistant Director for Academic Affairs/FLAS Coordinator; Assistant Director for Partnerships and Programming; and an Administrative and Program Assistant), as well as a Financial Manager (this position is shared with another area studies center), and a full-time librarian (Appendices 2 and 3).

CLAS Director, Keila Grinberg, originally from Brazil and a native Portuguese speaker, is a tenured Professor of History and an internationally recognized specialist on slavery and race in Latin America and the Atlantic World. Associate Director Manuel Roman-Lacayo, originally from Nicaragua and a native Spanish speaker, holds a PhD in Latin American Archaeology and a Certificate in Latin American Studies and is an adjunct faculty member in Anthropology. Both teach LAC courses and serve on thesis and dissertation committees. The Assistant Director for Academic Affairs/FLAS Coordinator holds a master’s degree in Public Policy Management and is currently a Doctoral Candidate in Education. The other two staff members hold BAs. Two of the staff have been at Pitt for 20 years or more, providing stability and continuity to CLAS's programs. All staff members are native or fluent speakers of Spanish and Portuguese.

The CLAS Assistant Director for Academic Affairs (ADAA) provides advising for all certificate students (graduate and undergraduate). Graduate students receive additional

disciplinary advising from CLAS teaching faculty, while undergraduates work with departmental advisors. The CLAS Director, Associate Director, and other staff also advise students in their thesis, applications or work as interns (with *Panoramas* or Ambassadors). CLAS staff regularly supervise and advise the Student Club Coalition of ten graduate and undergraduate student groups (Argentine Tango Club, Brazil Nuts, Latino Medical Student Association, Global Brigades, Latin American Graduate Organization of Students, Latinx Student Association, Pan-Caribbean Alliance, Pitt Spanish Club, Society for Advancement of Chicano/Hispanics and Native Americans in Science, Society of Hispanic Professional Engineers) which are financially supported by CLAS. The overall function of the Center is overseen by the Vice Provost for Global Affairs/Senior Director of UCIS to whom the CLAS Director reports. Additional oversight is provided by the CLAS Faculty Advisory Committee (eleven faculty members), the CLAS Student Advisory Committee (four undergraduate and four graduate students), and the Board of Advisors (BOA). The CLAS Board of Advisors (BOA) consists of distinguished individuals with Pitt connections, representing constituencies in business, media, non-profits, academia, and the broader public; thus, reflecting varied perspectives on LAC issues. These advisory bodies meet every semester, setting academic priorities and advancing the work of the Center across the University, and the local, regional, national, and global levels. The Advisory committees are the Center’s main policy- making bodies, and are charged with setting academic priorities and agendas, and assisting to advance the work of the Center across the University and the community in the region. The

Committees include the CLAS Director, the Librarian ex-officio, and the CLAS Staff.

Selection committees for all major grant and fellowship competitions administered by CLAS (e.g., FLAS, LASPP Fellowships, graduate student and faculty research grants) are composed of

at least three CLAS faculty—one from each of the major disciplinary divisions of the Center— with the chairs of the selection committees being members of the Advisory Committee.

* 1. **Nondiscriminatory Employment Practices**: The University of Pittsburgh complies with federal, state, and local requirements regarding nondiscrimination and actively promotes the rights of all individuals to equal opportunity in education and employment. As an educational institution and as an employer, Pitt does not discriminate based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity and expression in its programs and activities. This policy applies to admissions, employment, and access to and treatment in Pitt programs and activities. In hiring faculty members, Pitt’s Provost makes every attempt to identify qualified individuals from traditionally underrepresented groups, and CLAS strongly supports this commitment, by having a significant number of women, Latinx and African Americans among its faculty. CLAS staff includes four Hispanic/Latino/Latinx, and three female employees. Similarly, Pitt’s Provost set diversity and inclusion as key priorities for the University and implemented two faculty cluster hire and retention initiatives. The Latinx cluster hire initiative will add nine new faculty focused on Latinx issues. The Race and Social Determinants of Equity, Health and Well- Being cluster hire will augment Pitt’s expertise and research on related topics, increasing the diversity of our faculty. CLAS will participate in both initiatives to attract new faculty with LAC expertise.

# Criterion F. Strength of Library

* 1. **Strength of Holdings and Institutional Support:** The University of Pittsburgh is a member of the Association of Research Libraries (ARL), which consists of over 100 libraries and archives in major public and private universities, federal government agencies, and large public

institutions in North America. Pitt’s University Library System (ULS) ranked 31st (out of 116 research libraries) on the ARL Investment Ranking for FY19. The ULS also belongs to the Center for Research Libraries (CRL), the Northeast Research Libraries Consortium (NERL), and the Partnership for Academic Library Collaboration and Innovation. (PALCI). ULS partners with HathiTrust and the Eastern Academic Scholars’ Trust (EAST) in striving to preserve and provide access to shared content in both print and digital formats. ULS houses the Eduardo Lozano Latin American Library Collection, one of the best worldwide, consisting of approximately 1.5 million volumes and over 15,000 periodical titles as well as newspapers, microforms, maps, and electronic resources (Table F.1). In FY 2020, ULS provided an acquisitions budget to the collection of

$130,852. The Lozano collection is internationally recognized for its extensive holdings on Bolivia, Cuba, Argentina, and Brazil. *The Bolivian Collection* is one of the most comprehensive in the world, with nearly 10,000 volumes, over 200 serial titles, and 1,200 pamphlets (more than 2,300 of these documents

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| **Table F.1: Eduardo Lozano Latin American Library Collection, 2020-21** | | | |
| **Total Number of Volumes** | 1,511,911 | **Number of Daily Newspapers Received** | 194 |
| In Spanish | 229,251 | **Web Resources** | 14,744 |
| In Portuguese | 22,788 | **Maps** | 3,466 |
| In English & other languages | 1,259,872 | **Videotapes and Films** | 8,220 |
| **Total Number of Periodical Titles** | 16,854 | **Audio Tapes & Records** | 14,266 |
| In Spanish | 9,001 | **Government Documents** | 35,455 |
| In Portuguese | 2,120 | **Databases** | 18 |
| In English & other languages | 5,733 | **Acquisitions Budget** | **$231,618** |

have been preserved on microfilm). Donated by the Center for Social Research of the Vice Presidency of the Plurinational State of

Bolivia, ULS is one of the few libraries having the 200 volumes of the *Biblioteca del Bicentenario* (Bicentennial Library), which contains representative books on Bolivian history. State of Bolivia, ULS is one of the few libraries having the 200 volumes of the *Biblioteca del Bicentenario* (Bicentennial Library), which contains representative books on Bolivian history. *The Cuban Collection* is exceptional in books, periodicals, newspapers, microfilms, films, and recordings,

with over 9,000 volumes, 520 periodical titles, and 3 newspapers (complete runs and currently received). *The Afro-Brazilian Cultural Heritage Special Collection* is the product of a new partnership with Universidade Federal Fluminense and the Samba Museum in Rio de Janeiro. It consists of over 500 videos and interviews on Afro-Brazilian history and culture.

The Latin American library collection staff consists of the LAC librarian (who also co-edits the Bolivian Studies Journal), a full-time librarian in Technical Services, a full-time paraprofessional copy cataloger, and a half-time library technical assistant for ordering and receipt of materials. ULS provided $173,030 to support the salaries of these staff members (Table A.1, pp. 1). The collection also receives assistance from librarians in the areas of Scholarly Communications, Data Management, Assessment and Quality Assurance, Communications, and Web Services.

* 1. **Open Access Publishing/Reciprocal Access to Information**: The ULS publishing

program has been driven by a strong and enduring institutional commitment to Open Access (OA) of scholarly information. ULS is a major development partner and leader in the governance of the Public Knowledge Project (PKP), a founding member of the Library Publishing Coalition, a signatory to the Compact for OA Publishing Equity, and the first library in North America to join the Open Access Scholarly Publishing Association. In 2007, it began its e-journal publishing program, which, in ten years, has grown to publish more than 40 scholarly, peer-reviewed Open Access online journals with partners from the Pitt community as well as scholars from around the world. ULS D-Scribe Digital Publishing program holds over 200,000 digital objects in over 100 thematic digital collections including photographs; manuscripts; maps; books; journal articles; electronic theses and dissertations; government documents. Nearly all are offered via Open Access to the global research community. Through inter-institutional agreements, students from local and

regional colleges can borrow ULS materials. ULS subscribes to more than 627 databases, and it continues strengthening its print and online resources. The Lozano Collection participates in consortia and cooperative agreements, including The Latin America Northeast Libraries Consortium (LANE); The Latin American Microform Project (LAMP), within the Global Resources Program of the Center for Research Libraries (CRL); Latin Americanist Research Resources Project (LARRP), part of consortium of research libraries increasing free and open access to information in support of learning and scholarship in LAC Studies.

# Criterion G. Impact and Evaluation

* 1. **CLAS’ Impact on the University, the Community, and the Nation:** CLAS is robustly

positioned within Pitt, with 125 affiliated faculty, 6,411 students enrolled (4,564 in area studies and 1,847 in LAC languages), and 310 LAC-focused language and area studies courses, in 2020-

21. Approximately 30% of enrollments in LAC languages at Pitt (Spanish, Portuguese Quechua, and Haitian Creole) were above the intermediate level. There were also 147 students officially enrolled in CLAS certificate programs (62 undergraduate and 85 graduate students). In March 2020, CLAS adapted all its programming for virtual settings—including lectures, presentations, cultural events, conferences, game nights, and language workshops--to maintain as much continuity as was possible for students, faculty, community, and staff. Participation rates in these virtual events for 2020-21 included over 200,000 individuals (table H.1, p. 33).

* 1. **Post-Graduate Placements/Addressing national needs:** CLAS’ activities and

training programs continue to make significant contributions to meeting the national needs of an improved supply of LAC specialists, with both regional expertise and language abilities (particularly in the priority languages of Portuguese, Quechua, and Haitian Creole). A vast majority of CLAS certificate recipients continue their studies or work in academic, government,

and private settings—either in the U.S. or in Latin America—where they have a substantial impact on national and international academic and policy arenas (Table G.1).

Data available from 2019-21 for 73 students indicate that 34% are employed in higher education, 5% work in elementary or secondary education, 11% work for federal or state government, 14% are in the for-profit private sector, 23% work in the non-profit sector, 4% work for international or foreign organizations, and 4% are currently pursuing advanced studies (Table G.1). CLAS Students regularly win prestigious post-graduate awards, including 21 US Fulbright and three Boren Fellowships in Latin

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| **Table G.1 Impact through Placement of Degree Recipients 2020-2021** | | | |
| **Placement** | **2019** | **2020** | **2021** |
| **Higher Education** | 7 | 10 | 8 |
| **Elem/Secondary Education** | - | 3 | 1 |
| **Federal Government** | 2 | 1 | 5 |
| **State/Local Government** | - | - | - |
| **Private-For Profit** | 3 | 4 | 3 |
| **Private-Not for Profit** | 7 | 5 | 5 |
| **Intl. Org. outside the U.S.** | 1 | - | 1 |
| **Foreign Government** | - | 2 | - |
| **Graduate Study** | 1 | 1 | 1 |
| **Unemployed** | 1 | - | 1 |
| **Total** | **22** | **26** | **25** |

America since 2012.

CLAS will increase placements in areas of national need through closer collaboration with Pitt’s Office of Career Development and Placement Assistance to provide enhanced

advising, information sessions and experiences such as the International Career Toolkit series, as well as making resources and opportunities available online and in print.

# Activities Addressing National Needs/Dissemination to the Public: To meet the

national need to disseminate information on the LAC region to students and scholars from other US universities, colleges, and K-16 schools and to the public, CLAS programs a wide range of events (including conferences, lectures, films, concerts, etc.) that are free and open to all. Despite the pandemic’s impact on in-person gatherings starting in March 2020, CLAS has effectively implemented nearly all its diverse programming—lectures, conferences, workshops, film festivals, and other cultural and community events—for the University community, K-16 educators and

students, and the public using virtual, hybrid, or in-person modes, depending on size, current conditions, and event objectives and methodology.

CLAS also established new programming during the Covid-19 pandemic, including: the *Charlemos* Series (created in partnership with LAPIS, the Political Institutions and Processes Section of LASA) a platform for scholars to discuss critical social and political challenges facing Latin America today; and the *Cultura Negra no Atlantico* (CULTNA) series (developed in partnership with the Universidade Federal Fluminense and the Universidade Federal de Juiz de For a in Brazil) where scholars discuss, in Portuguese, relevant topics related to African Cultures in the Atlantic World. Impact is also reflected by attendance at conferences, such as the LASPP Student Conference, which draws presenters from a wide range of US and international institutions. CLAS also offers professional development programs for faculty from secondary and postsecondary institutions in the region. Participants serve as more impactful multipliers, capable of more effectively engaging students and colleagues, using curricular resources developed through CLAS programs and lesson plans (also found in the CLAS website), to promote learning on topics and issues relevant to LAC.

CLAS routinely receives requests to respond to community needs. For example, in partnership with the Colombia en Pittsburgh group, CLAS held *Observatorio Latinoamericano: Colombia*, a panel discussion dealing with the protests of May 2021 in Colombia. CLAS was part of the organizing committee for the Latinx Connect Conference that brought together 2,542 participants during the third annual celebration of Latinx and Hispanic Heritage Month in 2021. The conference convened presenters and participants from across the Western hemisphere, thanks to an organizing committee representing all area universities and community colleges (CCs).

CLAS collaborates with other Pitt academic units to disseminate information on LAC beyond the academic and education realms, contributing to the local community’s awareness and understanding of LAC-focused issues. In 2020-21, CLAS hosted several community-centered events, such as *Estrategia de apoyo a pequeños negocios en el sur oeste de Pennsylvania* and *Invisible in the Time of COVID-19: What We All Can Do to Help the Latino Community* in conjunction with Pitt experts from the Small Business Development Center and the School of Medicine.

CLAS collaborations with multiple NRCs in CLASP effectively reach regional and national audiences, especially in LAC priority language-training and outreach initiatives. CLAS is partnering with the Center for Latin American and Caribbean Studies at the University of Michigan to strengthen and diversify the *Translating the Americas* digital platform, to publish open-access translations of important articles and book chapters from Portuguese and Spanish into English and vice versa. CLAS has also partnered in a two-day Global Studies Symposium designed for NRCs’ Title III and Title V partner faculty in all World Regions. The symposium provides a professional development and networking forum led by and for CC and Minority Serving Institution (MSI) faculty who present, discuss, and facilitate strategic plans related to joint NRC-CC-MSI programming.

CLAS maintains an active social media presence, focused on programming and opportunities through regularly updated Facebook, Instagram, Twitter, and YouTube accounts, which predate the pandemic. There is also a weekly digest and a monthly newsletter that is sent to students, faculty, and community members who subscribe. CLAS plays a significant role in the Western PA region by collaborating with immigrant groups from Latin America, and organizations like Casa

San José, the Latino Community Center, the City of Pittsburgh Mayor’s Office, and the Pittsburgh Hispanic Development Corporation (PHDC).

* 1. **Evaluation and Assessment:** CLAS continuously assesses and evaluates its programs.

The intensity and frequency of virtual programming has allowed for further reflection in terms of the effectiveness of different programming aims and goals. For the 2022-26 cycle, the Center has established six related priorities: (1) increase the number of students with international/area studies competencies and prepare them to enter LAC-related careers and/or advanced degree programs:

(2) increase the number of students with intermediate or advanced level competency in the priority languages—Portuguese, Quechua, and Haitian Creole; (3) increase international competencies of K-16 students; (4) increase international competencies of K-16 faculty, especially in under- resourced schools, MSIs, and CCs; (5) increase LAC knowledge among regional business and professional sectors, media, government, and the public; and (6) solidify or establish sustainable partnerships with LAC institutions, integrating critical aspects of the Pitt community.

CLAS tracks data through COMPASS (Competency and Program Assessment), a set of learner-centered, competency-based assessment tools that includes Global Learning and Engagement Rubric, articulated with PittGlobal to collect and analyze data that measure certificate student learning outcomes and help to assess how well CLAS meets its goal of preparing globally capable and career-ready students. COMPASS features a variety of tools to track curricular, co- curricular, and extracurricular global learning experiences (Table G.2) in combination with an electronic portfolio system to curate students’ self-reflections on their learning.

UCIS regularly arranges for Pitt’s Center for Teaching and Learning to conduct focus groups with students from CLAS and other area studies certificate programs. Online interviews and surveys are administered to samples of students each year. To gauge faculty engagement,

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|  | **Table G.2: PittGlobal COMPASS Tools and Timeline\*** | | | | |
| ***Target*** | ***Tool*** | ***Specific targets*** | ***Administration*** | ***Collection method*** | ***Expected outcomes*** |
| Program Assessment | e-Portfolio Assessment | Student-centered assessments | 2022 | External Consultant (AAC&U) | Unbiased assessment of current e-Portfolio  design, presentation, and assessment methods and enhancements to e-Portfolio (2.0) |
| Program evaluation | Academic and outreach programs | 2023 (outreach)  2025 (academic programs) | External Evaluator reports | Unbiased review of current assessment tools/methods and impact of programs related to outreach to MSIs/CCs and campus  academics. |
| Faculty | Faculty impact survey | Affiliated faculty | Spring, odd years | Qualtrics, on-line | Better understanding of the needs of faculty and impact of Center resources on teaching,  research |
| Faculty data survey | Affiliated faculty | Annually, Fall | On-line | Updated data about faculty publications, teaching, and research. |
| Students (NRC and FLAS) | Student  Learning Outcomes | Enrolled students (certificates) | Ongoing | Certificate student  pre/post surveys and e- Portfolio reviewer evals | Quantitative analysis of student self-  assessments re: cultural competency, area knowledge, language prof. |
| Suitable Scorecard | Enrolled students (Global Distinction) | Ongoing | On-line platform with web and app interfaces | Enhance integration of curricular, co- curricular experiences; assess student competencies, engagement. |
| Certificate student pre/post  survey | Undergraduate Students | Pre-requisite for registration  and graduation | On-line (via my PittGlobal) | Analysis of the impact that progs. have on student lang. proficiency and international  competencies |
| e-Portfolios (including version 2.0) | Undergraduate certificate students | Final semester | On-line | Revised e-Portfolios. Blending formative and summative assessment, directed student-self-  reflection. **Program faculty review a sampling.** |
| OPI testing\* | FLAS  recipients and  Certificate students | At completion of FLAS term or at  graduation (certificate) | Phone or in-person interview | Assessment of language proficiency for all FLAS fellows and for a random sample of cert. students. |
| Satisfaction survey (student) | All students | At graduation | On-line, request sent out via email. | Program assessment, particularly regarding advising, DEI goals, and career preparation |
| Focus groups | Undergraduate, graduate students | 2024 and 2026 | Focus group administered by CTL | Specific SLOs annually. Understanding effectiveness and relevance of offerings. |
| K-16 educators | Focus groups | K-16 educators | 2025 | Focus group administered by CTL | Understanding effectiveness and relevance of program offerings. |
| Participant survey (Events) | All K-12 and MSI/CC  Educators | At and after each event | Qualtrics | Identify impact of lectures, study tours, pedagogy workshops, and summer institute. |
| Resources feedback | Users of on-line teaching resources | Ongoing | Qualtrics survey (link provided on videos and relevant web pages) | Understanding of who is using resources, how, and reflections of usefulness/impact. |
| General Public | Participant survey (Events) | All event participants | At end of event and (for  conferences) 1 year after | Paper, Qualtrics | Identify impact and criteria related to DEI goals for lectures, conferences, institutes, and pedagogy workshops. |
| Alumni  (FLAS/NRC) | Alumni surveys | All Center alumni | 5 years, 10 years | Qualtrics | Most up-to-date data on graduate placement and demographic info. |
| FLAS surveys | All FLAS  recipients | One year after completion of FLAS AY | Qualtrics | Understanding of FLAS impact over long- term; placement. |

surveys are administered regularly to evaluate the value and quality of UCIS and CLAS

programming, and to discern possible areas for improvement or growth. The UCIS assessment committee collects and analyzes survey and interview data to inform programming decisions and examine whether outreach activities with K-12 students and teachers, higher education communities, MSIs and CCs, business and professional sectors, and the broader community.

**External Evaluation**: A comprehensive evaluation of CLAS programming and activities is carried out every four years by an external consultant with recognized expertise in Title VI-funded LAC studies centers. In November 2021, CLAS engaged the services of Dr. Sueann Caulfield, Professor of History and former Director of the Center for Latin American and Caribbean Studies at the University of Michigan to undertake a comprehensive evaluation. Dr. Caulfield’s report was based on a two-day campus visit, interviews with over forty faculty, staff, and students associated with CLAS and other UCIS Centers. She pointed out that, despite the challenges presented by the pandemic, CLAS is embarking on a phase of renewed growth, expressed in the new programs and plans developed in the past two years.

**Using Assessment Data for Positive Change:** CLAS carefully reviews assessment data to continually improve programs as a teaching organization. As most of the students enrolled in the certificate are Juniors and Seniors from the DSAS, CLAS has redoubled efforts to recruit students in first-year classes and to attract students from STEM and health related fields. CLAS is narrowing the extensive list of activities to better prioritize themes and programs that contribute most to its mission, embracing the recommendation made by external reviewer Dr. Sueann Caulfield.

CLAS identified strategic thematic areas of opportunity that work to the Center’s strengths as part of its continuous evaluation and assessment process. One evident result is the creation of three initiatives: the Amazonian Studies Program, the Luso-Sphere Studies Program, and the Afro-Latin

America Studies Program in collaboration with partner entities within Pitt and institutions beyond. CLAS also identified strategic opportunities to expand existing programs that enhance the Center's local, national, and international impact.

* 1. **Equal Access for Students from Underrepresented Groups:** CLAS enthusiastically

abides by Pitt’s policy prohibiting discrimination based on “race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other protected class” in admissions, employment, access to and treatment in all University programs and activities. Women represent 60% of CLAS certificate students, while close to half of the students are members of a racial or ethnic minority group. CLAS outreach programs are developed to be appropriate and welcoming for as diverse an audience as may be represented, including children, disabled and elderly individuals, members of various local ethnic communities, and persons of varied socioeconomic status, heritage, and ability. In addition, CLAS participates in UCIS-wide efforts to promote international studies among underrepresented groups. This is reflected in its outreach to schools that serve minority populations, as well as MSIs and CCs. PittGEO and the Cross-Cultural and Leadership Development Center promote study abroad for underrepresented populations—including LGBTQIA, racial minorities and persons with disabilities.

# Criterion H: Outreach Activities

**Regional and National Impact/ Faculty and Professional School Involvement in**

**Engagement:** CLAS conducts an innovative outreach program with significant impact for elementary, secondary, and postsecondary educators, business professionals, and the public, impacting more than 200,000 individuals yearly (Table H.1). CLAS disseminates information about available curricular resources and upcoming programs through the CLAS and UCIS

engagement e-newsletters, and among partner networks—reaching 1,200 K-12 educators in Western Pennsylvania and beyond. Engagement activities are overseen by CLAS staff with more than 40 years of combined teaching and administrative experience. Pitt faculty, students, and staff (including the professional schools and regional campuses), and the community at large are fully involved in engagement activities. They serve as presenters and collaborators on curriculum and project and program development to support timely, effective, and relevant in-person and online initiatives in each area of the Center’s mission.

* 1. **Elementary and Secondary Schools**: CLAS provides exceptionally impactful internationalization opportunities and educational enrichment about LAC directly to K-12 students and teachers. Using NRC funding, CLAS created a successful program in 2011 working with local school teachers to train them in the pedagogy of teaching Portuguese, by Fall 2021, four Pittsburgh Public High Schools were offering at least two levels of Portuguese as a result. CLAS collaborated with Pitt’s European, African, and Global Studies Centers to sponsor three Portuguese language teachers for a summer language pedagogy program in Lisbon, Portugal. In 2019, CLAS was awarded a National Security Agency funded STARTALK grant, to fund a summer Portuguese institute for students from the Pittsburgh

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| **Table H.1 2020-2021 Outreach Statistics** | |
|  | Impact |
| Elementary, Middle, and HS Students Indirect \* | 8,520 |
| K-12 Teachers and Administrators | 142 |
| Faculty, Students, Business Prof., and General Public\*\* | 15,493 |
| Newsletter Distribution | 1,199 |
| Panoramas web portal (2020-2021) 16,844 average readers/ monthly. | 200,508 |
| Social Media (# of members/followers for Facebook, Instagram, LinkedIn Twitter, and YouTube) | 6,660 |
| **TOTALS** | **232,522** |
| \*142 participants in teacher-training workshops interacted with at least 60 different students during the school year  \*\*The total includes audience participating in workshops, exhibits, festivals, films, lecture series, and conferences. | |

Public Schools (PPS), to increase the number of US citizens learning, speaking, and teaching critical need foreign languages.

CLAS provides K-12 educators with a variety of LAC-focused development

opportunities and workshops including *Alebrijes* (brightly colored, Mexican folk art copal wood

sculptures of mythical creatures), the Global Educators Summer Institute, *Day of the Dead and All Saints Day in Latin America*, and the *Cartonera* publishing Workshops. In close collaboration with other Pitt area studies centers and PittGlobal’s Global Hub, CLAS routinely offers K-12 teacher training opportunities. Some examples of these collaborations are *What’s in a Name*, a series designed to explore identity; the *Rice and…* series uses culinary traditions to have conversations about history and heritage; the *Cartonera* publishing workshop (in partnership with ULS and the Global Studies Center), using recycled materials to foster small-scale publishing. Over the last 25 years, CLAS has been part of Model United Nations as a joint project for various UCIS units. More than 30 high schools and more than 450 students take part annually, with Pitt faculty, students, staff, and teachers contributing to the MUN engagement framework to bring thoughtful consideration of global and transregional issues. CLAS also collaborates with the Global Studies Center in the *Teacher in Residency* Program and joins the European Studies Center in the *Classroom 360* project to train college students to create augmented/virtual reality images with interactive information for K-12 audiences.

The Center’s signature School Visit Internship Program is designed to prepare undergraduate interns to present K-12 school lessons under the supervision of a graduate student throughout the academic year, including areas of national needs (AP2). CLAS is a Pennsylvania Department of Education-designated Act 48 provider, allowing K-12 educators in Pennsylvania to receive continuing education credit for attending CLAS-sponsored teacher-training and professional development workshops, as well as events tailored for educators. A new resource is the *Pantera* database that will be available online making digital materials, lesson plans, and multimedia presentations available to K-12 educators nation-wide. *Pantera* will also house the

catalog search for the CLAS lending library providing K-12 educators resources beyond the resources and formality of accessing Pitt’s ULS.

CLAS is part of a larger collaboration with Center for the Study of Slavery and Justice at Brown University, and the Center for the Study of Global Slavery at Smithsonian National Museum of African American History and Culture to launch the traveling international exhibit *In Slavery's Wake*. CLAS will organize pre-visit activities for educators and students in the DC and Pittsburgh region before the traveling exhibit opens in 2024. In 2021, as part of its *Crimes Against Humanity Series,* CLAS started a collaboration with *Leadership through Innovation in Genocide and Human rights Teaching (LIGHT) Education Initiative* that delves into historical events to inspire, prepare, and empower students for leadership roles, and to develop workshops and presentations, facilitating tools for educators to include these topics in curricula. CLAS will refine and expand the K-12 outreach program, using both digital tools and hands-on programming (i.e., arts, cuisine, language) to foster learning and appreciation for the culture and history of LAC among Pittsburgh’s school-aged students.

* 1. **Postsecondary Institutions, MSIs and CCs**: CLAS offers its activities free and open to the public. Currently most CLAS events and activities are accessible virtually, and as the campus opens further, most events and activities will be presented in a hybrid format. CLAS makes library access to Pitt’s extensive LAC library resources available to faculty members from regional two and four-year institutions. This effort has resulted in very productive partnerships with CCs and MSIs throughout the country, CLAS is partnering with the College of Southern Nevada (CSN), New Jersey City University (NJCU) and the International Studies Consortium of Georgia (ISCOG). Since 2012, CLAS has worked with Pitt’s area studies centers and ISCOG to offer full- day faculty development workshops on internationalizing curricula. This collaboration covers

topics such as International Perspectives on Energy, Human Rights and Cultural Diversity, and most recently, Best Practices in Globalization across the Curriculum.

Since 2018, CLAS joins other Pitt area studies centers to conduct professional development seminars for faculty at the CCs of Allegheny, Beaver, and Westmoreland Counties. CLAS has hosted several events at Pitt such as a symposium for K-16 Teachers of the Portuguese Language and led international curriculum development trips for educators to Latin America. In 2021, CLAS joined other Pitt area studies and global centers in hosting the Summer Institute for Global Educators, in which in-service and pre-service secondary educators developed syllabi and lesson plans with enhanced global and regional studies content.

As part of this proposal, CLAS plans to continue these successful programs and expand connections and partnerships with CCs, MSIs and HBCUs. CLAS will offer mobility and travel grants for faculty from those institutions to participate in workshops and curriculum development opportunities at Pitt. CLAS will also expand its online offerings to make them increasingly accessible for those who may be geographically distant.

* 1. **Business/Media Professionals and the General Public:** CLAS works to promote a

deeper understanding of LAC among constituents and stakeholders beyond academia. CLAS regularly connects Pittsburgh-area businesses, nonprofits, and local government offices with faculty experts and visitors from the Center’s overseas research collaborators and partner institutions. In early 2020, CLAS joined the City of Pittsburgh’s Mayor’s office *Welcoming Pittsburgh* working group, which is a coalition of local immigrant-focused organizations, non- profit public service entities, county and city personnel, and statewide agencies that pool resources and coordinate programming to better serve the immigrant and international community. CLAS offers a 3-credit, undergraduate internship for students to work in and with the Latinx community

in Southwestern Pennsylvania and leverage the skills and language acquired during their course of studies at Pitt (pp. 7, 13).

Since 2018, CLAS hosts and provides programming for academic and professional delegations from Colombia, Chile, and Brazil. In 2019, CLAS organized a delegation from Pittsburgh to Bucaramanga, Colombia, including representatives from the City of Pittsburgh Mayor’s Office and the Pittsburgh business community. Collaborations connect Pitt faculty, staff and students to local, national, and international colleagues and potential employers in the U.S. and abroad, establishing common interests and opportunities for interinstitutional and international collaboration and impact.

CLAS offers numerous series, lectures and workshops that are available to the general public. Along with *Charlemos, CULTNA, What’s in a Name?, Rice and...* (G.3, pp. 26-21), the *Vistas Series* is an informal, 30-minute conversations between an audience in Pittsburgh, and a relator or group of hosts throughout Latin American during important cultural or social occasions. CLAS Cinema Latin American film series, including five to six curated films per academic year, featuring a discussant involved with the film.

CLAS hosts The Latin American and Caribbean Festival, the largest community-serving celebration of Latin American culture in the region attracts thousands of participants. The Festival is an annual, signature cultural celebration held each year since 1979, featuring dozens of musical, cultural and dance groups, regional cuisine, arts, crafts and information about community organizations and services.

# Criterion I. Program Planning and Budget

* 1. **Development Plan and Timeline of Activities**: For almost six decades, CLAS has been dedicated to the study of Latin America's continuing challenges and developments. Our proposed

theme for the 2022-2026 cycle is *Contemporary Challenges in Latin America and the Caribbean.* We have planned programming along two fundamental axes: collective attitudes and movements, particularly relevant in LAC since the 2010s; and the struggle for rights, a basic principle for the exercise of citizenship and democracy (abstract). CLAS will examine these issues through three perspectives: *Rights to the past*, addressing the heritages of colonialism and the history and memory of Afro and Indigenous Latin American populations; *Rights to the Present*, addressing topics in public health, urbanization, migrations, and democracy; and *Rights to the Future*, looking at the environment, education, and the perspectives for the area. CLAS will support Pitt faculty, students, and staff, domestic and international partners, to develop curricular, strategic and outreach efforts to reflect upon and discuss how the struggle to secure rights remain a fundamental challenge throughout LAC, with global consequences, especially in the post-pandemic context.

Appendix 5 illustrates the proposed timeline and corresponding development stage for ancillary activities addressing DOE priorities for comprehensive NRC and FLAS Fellowships as outlined in the and detailed budget. All CLAS programs are aimed at fostering diverse viewpoints, in conjunction with language training and career counseling, to encourage students to pursue careers in areas of national need, as identified by the Secretary for NRC (AP1). NRC absolute and competitive preference priorities are indicated below, and on the included budget, as AP1 and AP2, NRC Competitive Preference Priority (CPP), and FLAS Competitive Priorities (FLAS CPP 1, FLAS CPP 2).

**PERSONNEL AND FRINGE BENEFITS (55% of NRC Budget) (AP1, AP2, CPP): *Administrative***

***Personnel*** - CLAS requests funding for partial (50% or less) salary/fringe support for administrative personnel who work directly with activities related to the NRC grant. These include three 50% effort Graduate Student Assistants (GSA): *Academic Programs Assistant* who will work

in support of academic programs and special projects like *Translating the Americas* (p. 28); *Outreach/School Visit Assistant*, to support the CLAS outreach programs and the School Visit program, including K-12 institution outreach and supporting work with affiliated CCs and MSIs (p. 34) (AP1, CPP); and, a *Panoramas Coordinator* to oversee collaboration with partner CCs and MSIs over the next four years (pp. 13, 32) (AP1, CPP). CLAS requests five additional student worker positions: *Program/Technology Administrator* - to support CLAS technological needs in programming and program development; two *CLAS Undergraduate Student Ambassadors*, to work on student recruitment for CLAS certificate programs, and to undertake related special projects; and, two *Panoramas Undergraduate Student Interns*, writing academic articles relevant to LAC, to run discussion roundtables and to collaborate projects with students from CCs and MSIs (AP1, CPP)*.* The proposed budget also includes a faculty position for an affiliated CLAS faculty member to serve as the *Amazonian Studies Faculty Coordinator*, in charge of coordination with partner CCs, MSIs and international institutions, and program development related to Amazonian Studies (AP1, AP2, CPP). One more, staff position, *Coordinator for Diversity, Equity, and Inclusion Initiatives* is cost-shared with other Pitt Area Studies centers, to work exclusively for the university’s internationally focused units, in coordination with Pitt’s Office of Equity, Diversity, and Inclusion, to ensure alignment across the entire system. (AP1).

***Language Courses/Activities* (AP1, AP2, FLAS CPP 2)**: CLAS requests support for its FLAC program through salary-related positions promoting FLAS Fellowships and NRC-related activities to meet crucial language needs. CLAS requests partial salary for a half-time FLAC coordinator shared amongst Pitt’s area studies centers, to conduct pedagogy workshops for instructors, support non-language LAC faculty in developing Spanish, Portuguese, and Quechua FLAC courses, discussion sections, and other opportunities (AP1, AP2, FLAS CPP). FLAC program support

includes funding for a language trailer for area study classes covering any of the CLAS target languages (Spanish, Portuguese, Quechua, and Haitian Creole). To support the expansion of the course offerings in Haitian Creole beginning in Y2, CLAS proposes to collaborate with Pitt’s Global Studies Center to increase capacity until the language is picked up by Pitt, as happened with Quechua (AP1, FLAS CPP). NRC funding will allow CLAS to further enhance Less and Least Commonly Taught and priority language training by underwriting two *Foreign Language Teaching Assistant (FLTA)* to teach Portuguese and/or Quechua beginning Y2. FLTAs will conduct conversation groups, support teaching, and organize other language-focused activities for Pitt, CC and MSI students (AP 1, AP 2, CPP/FLAS CPP2).

***Non-Language Courses and Activities*:** CLAS requests funds for five innovative, interdisciplinary courses, critical for the development of proposed initiatives and programs. The courses, which will address areas of national needs (AP1, AP2), are: *Latin America and the Caribbean* – an introductory undergraduate core course on the LAC region; *Latin American Social and Public Policy –* a newly redesigned core course analyzing social and public policy in LAC, for both graduate and undergraduate students; *Sustainability in Latin America* – designed for graduate and undergraduate students, bridging STEM fields and social sciences in LAC (listed in Bioethics at Pitt and expecting to be cross listed with Engineering). *Core Course in Luso-Sphere Studies –* core course for graduate and undergraduate students for the certificate program launching Y1; *Amazonian Studies Core Course* – Developed for graduate and undergraduate students, co-taught by Pitt faculty and a partner institution’s faculty member, starting Spring 2022 semester. The course will incorporate study abroad in future iterations.

**TRAVEL (7.4% of NRC Budget) (AP2, CPP)**: ***Domestic travel***: CLAS requests funding for

*Faculty Travel to Professional Meetings* - for faculty to attend professional meetings to stay

abreast of LAC developments in their fields, engage diverse viewpoints, and share the results of their research; *CC and MSI Faculty Travel Awards* – funding for partner institution faculty to travel to meetings to Pittsburgh and/or meetings for related joint activities (CPP); *FLAC and DEI Coordinator Travel to Professional Meetings*; *CLAS Staff Travel to Professional Meetings* - for staff to travel to NRC-related meetings, workshops, the annual NRC Outreach symposium associated with the National Council on Teaching Social Studies (NCSS) Conference, and NRC, CC and MSI events sponsored by CLASP. ***International Travel*:** CLAS requests support for the *Lozano Collection Librarian to travel* to book fairs and exchange trips with partner institutions in *Latin America*, to bolster the collection with titles not available in the US. CLAS request funding for two *International Faculty Travel Awards for Partner CCs and MSIs* to better address absolute and competitive priorities, funding faculty travel from partner institutions to participate in workshops and curriculum development opportunities (AP2 and CPP). CLAS also requests funds for staff to travel to establish and consolidate institutional linkages and international program development.

**Supplies/Equipment (3.9% of NRC Budget)**: CLAS requests funds for Library acquisitions, especially special collections and materials related to CLAS/NRC priorities, and funding for NRC- related activity publicity, related to printing promotional materials, conference programs, and costs related to digital distribution for the NRC/FLAS programs.

**OTHER (26% of NRC Budget) (AP1, AP2, FLAS CPP2)**: ***Teacher Training/Faculty Development*:** CLAS will conduct four teacher professional development workshops per year, accessible for educators, including development support for pre-service teachers, who may not have participated in CLAS programs. CLAS requests funds to organize LAC studies-based conferences, workshops, and ancillary activities to internationalize MSI and CC curricula. CLAS

will also collaborate with Pitt area studies centers to provide lectures, workshops, and symposia for campus internationalization at regional MSIs and CCs.

CLAS requests funds to foster LAC languages instructors to continually improve their teaching skills through pedagogical support activities workshops, meetings and participation in ACTFL, STLILLA. CLAS seeks funds for *FLAC Language Pedagogy Workshops* to support faculty training and preparation workshops for FLAC course development and implementation. CLAS will jointly sponsor the *ACTFUL Certification Workshop* with other Pitt area studies centers in Year 3. CLAS will share the cost of the *LCTL Open Educational Resource (OER) program* with Pitt’s area studies centers to fund a Graduate Student supporting the development of new LCTL classes and programming. CLAS will continue to support the LCTL OER program during the summer period, in collaboration with Pitt’s area studies centers, creating a *Summer Internship for the LCTL OER Project.* Funding for *Faculty Development Seminars and Workshops* will support faculty teaching non-language courses, especially those connected to Afro-Latin America, Amazonian, and Luso-Sphere Studies programs (AP1, FLAS CPP2).

***Outreach*:** CLAS proposes to use NRC funding to increase activities necessary to provide a full understanding of LAC issues to K-16 teachers and students, business and professional sectors, and the public. For *The School Visit Program*, CLAS requests funds for the CLAS K-16 School Visit Internship Program transportation (AP 1, CPP). The *Collaborative Outreach Activities funding will* support collaborative, Pitt area studies centers activities for K-16 students, including the annual Pitt High School Model UN and the Pennsylvania Governor's School for Global and International Studies. CLAS will contribute to joint UCIS outreach programs, including the Classroom 360 Initiative, the Interdisciplinary Global Educators Group, Educators Advisory Board, and the Summer Global Institute for Pennsylvania Teachers (AP1, CPP).

NRC support for the *Latin American and Caribbean Festival* will allow CLAS to continue the tradition of organizing its annual LAC Festival, the largest such celebration in the region, as it moves towards a self-sustaining financial model (AP1). *CLAS Cinema* will continue building on its LAC Film Series connecting and complementing the Afro-Latin America Studies, Amazonian Studies, and Luso-Sphere Studies initiatives. Funding for the *Business and Professional Community Engagement Activities will* sponsor a series of public events directed toward the business and professional communities in collaboration with internal and external partners addressing themes of world, regional, cross-regional, international, or global importance relevant to LAC and its diasporic communities (AP1).

***Academic Programming*:** To support its academic programs, CLAS requests funding for *International Conferences* for one major cross-disciplinary conference for each year of the grant cycle. Center staff in collaboration with its faculty will coordinate these conferences to focus on its theme, as it relates to their interests and research, with special focus on the Afro-Latin American Studies, Amazonian Studies, and Luso-Sphere Studies initiatives. *Lecture Series* funding will sponsor lecture and event series and ancillary activities including discussion groups, seminars and roundtables presenting diverse perspectives on LAC issues. The *Student Career Toolkit activities* budget line will assist students pursuing international LAC-focused careers, especially in areas of national need. *Course Development of Themed Courses* funding will encourage multidisciplinary, cross-cultural, and inter-regional thematic studies, enhance existing courses with at least 25% LAC content matching existing programs and new CLAS initiatives on Afro-Latin America, Amazonian, and Luso-Sphere Studies (pp. 10, 13, and 32).

***Assessment and Evaluation*:** CLAS proposes funding to collect and analyze data, continue assessing all academic and outreach programs, student learning outcomes and certificate language

competency. In addition, we request a one-time payment for an external evaluator for Center assessment in AY 2024-25.

* 1. **Quality of Activities and Relation to Purpose of NRC Program:** The CLAS proposal

for the 2022‐2026 grant cycle enhances and strengthens existing programming (table I.1 demonstrate some of the key resources and status indicators) while developing and implementing new programs to meet objectives in line with priorities (AP1&2, CPP) for a Comprehensive NRC in LAC Studies. For this grant cycle CLAS will 1) strengthen existing collaborations with CCs and MSIs through ISCOG, CCBC, CSN and as NJCU, a regionally proximate MSI, bolsters their Center for Latin American Studies (AP 2 and CPP);

2) increase the international competitiveness and cultural competency of Pitt students (AP1); 3) increase the number of graduates prepared to enter community‐engaged and internationally‐focused careers and graduate study (including in areas of national need) related to LAC (AP1); 4) internationalize K‐12 curricula in our region and nationally through high‐impact teacher development workshops and student‐created augmented reality presentations (AP2); 5) broaden access to LAC courses, activities, and resources for higher education students enrolled at Pitt’s regional campuses, partner community colleges, and other minority‐serving institutions through faculty professional development programming (AP2, CPP); and 6) increase opportunities for Latin American and Caribbean area and language studies among K‐12 students, especially at schools serving underserved student populations (CPP). Appendix 5 illustrates the quality and connection to the priorities set by the NRC and FLAS funding in more detail.

* 1. **Cost Effectiveness:** CLAS allocates 55% of DOE requested funding for personnel salaries, while the rest supports programming, consistent with significant efforts and investment to anchor growth and development in priority areas and national needs. Moreover, assessment data indicates that CLAS has consistently multiplied funding by effectively sharing costs, leveraging institutional and external support, and launching high-quality, innovative programs that are subsequently

incorporated into operating budgets. CLAS aligned with both the Plan for Pitt and the Global Plan to leverage insitutional budget funds and other internal and external support, including a Pitt Seed Grant from the Office of the Chancellor, to develop the Luso-Sphere Program in collaboration with ESC (Criterion A, p. 2). CLAS is one of two

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| **Table I.1 Summary of Key CLAS Resources and NRC Status Indicators: 2020-2021** | | | |
| **Faculty and Courses** | | | |
| Total Faculty 125 | Arts and Sciences | | 140 |
| Professional Schools | | 42 |
| Total Courses 323 | Area Studies (Prof. Schools) | | 195 (42\*) |
| Language | | 128 |
| Course Enrollments | | | 6,411 |
| Enrollment in Certificate/ Concentration Programs | | | 147 |
| \*Included in the Area Studies Courses | | | |
| **Events and Activities** | | | |
| Lecture Series | | 33 | |
| Major Cultural Events (Festivals, Film Series, concerts and committees) | | 26 | |
| Teacher-Training Workshops | | 3 | |
| Conferences, Symposia and Workshops | | 9 | |
| Persons Impacted by Outreach Activities (Direct and indirect impact) | | 73,727 | |
| **Resources and Staff** | | | |
| Library Volumes | | 1,511,911 | |
| Library Staff (FTE) | | 5 | |
| Pitt Press LAC Volumes | | 152 | |
| Center Staff (FTE) | | 4 | |
| CLAS Endowment Income | | $366,387 | |
| University Financial Support | | $13,801,295 | |

institutions in the US to secure a Brazilian Ministry of Culture-funded two-year, *Leitorado visiting* professor. CLAS complements the *Leitorado by* leveraging Portuguese language support, sharing costs with Pitt’s DSAS and UCIS. The *Leitora* is teaching classes in Portuguese and area studies under HLL. NRC funding for LASPP courses will be supplemented through Pitt support for the annual student LASPP symposium, providing important opportunities for students to present research. The success of the previously NRC- funded Quechua language program resulting in the Linguistics Department hiring of a full-time

Quechua instructor, and the creation of a Quechua Minor, with all costs fully absorbed by DSAS. NRC funding for teaching Portuguese to K-12 teachers resulted in PPS absorbing the Portuguese program, including salary and materials for teachers in three schools.

* 1. **Long-Term Impact:** The activities proposed for the NRC grant period will significantly enhance the Center’s long-term impact on its constituencies, locally and nationally. The requested funding will have notably enhanced the Center’s ability to provide high quality, LAC-focused

training programs producing graduates with a profound interdisciplinary understanding of LAC societies, advanced competency in Spanish and LAC priority languages, pursuing fields that address national need. The NRC-funding supported initiatives proposed will strengthen the Center’s long-term engagement with relevant global issues as they become permanent and sustainable over time through careful financial stewardship robust strategic partnerships, and institutionally mainstreaming program funding over time.

# Criterion J. FLASF Selection Procedures

* 1. **Announcement/Scheduling/Priorities:** Advertising and applications for the requested FLAS Fellowships (FLASF) are coordinated among all the FLAS-granting UCIS centers to increase efficiency and magnify impact. The University has adopted a common application for AY FLASF applicants, facilitating post-award follow-up and cooperation among centers. CLAS will prepare a FLASF competition announcement detailing purpose, eligibility requirements, DOE competitive priorities, application and selection procedures, deadlines, and award benefits early in the Fall semester. CLAS will advertise FLASF using email, the CLAS website, newsletters and digests, the Center’s social media outlets (Facebook, Instagram, and LinkedIn), and partner institution channels to reach the widest possible student pool. CLAS student ambassadors regularly visit at least 60 LAC-focused classes per semester to promote CLAS certificates and activities, will include information on FLASF as well. The announcement will appear in publications and brochures sent to current and prospective students and given to visitors, and CLAS will send information to affiliated faculty, university-wide advisors, department chairs, and deans. CLAS will also post materials in different departments and offices, including the Pitt Global Hub, a centrally located university-wide student resource, advising, and engagement center. Early in Spring semester, the CLAS ADAA will offer a series of FLASF information sessions targeted at

LAC studies students. AY FLASF applications will be usually due in February and announcements of awards will be announced by mid-March (the first-year timeline will depend on the NRC/FLAS announcement by DOE).

* 1. **SUMMER FLASFS:** Summer FLASF follow a similar calendar and promotion plan as the AY FLASF for Pitt students, with an early March deadline. However, invitations and competition will be sent to students in any undergraduate and graduate LAC study programs nationwide to apply through Pitt (or other FLASF centers). The CLAS announcement will be sent to all FLASF granting institutions and LAC studies centers in the U.S. and will be published and announced through the CLASP Consortium. Targeted invitations will be sent in January to all NRCs and other LAC studies programs to distribute to their students. Summer FLASF awardees will be notified of awards by the end of March (first year timeline will depend on the NRC/FLAS announcement by DOE).
  2. **FLASF Competitive Preference Priorities**: Per FCPP 1, CLAS will include instructions for completing the Free Application for Federal Student Aid (FAFSA) for all undergraduate and graduate applicants. It will evaluate the applications for demonstrated financial need as indicated by the students’ expected family contribution is given additional weight in the evaluation criteria for awarding FLASFs. The selection committee will carefully evaluate applicants to select from among that show the most potential for high academic achievement. This need determination will be based on the students’ financial circumstances and not on other aid. Per FCPP 2, CLAS will follow DOE guidelines regarding national need for expertise in foreign languages and world regions, especially in Portuguese, Quechua and Haitian Creole. These priorities will be clearly articulated in the competition announcements and to the selection committees. They are also

reiterated at the selection committee meetings for both AY and summer FLASF. ***Application:*** FLASF applications will consist of 1) a completed application form; 2) a CV (résumé for undergraduates); 3) transcripts; 4) a two-page personal statement of academic intent; 5) a two- page study plan that indicates how study of the language or area fits into academic and career objectives; and 6) recommendations from two faculty, one of whom must be a language instructor. Students applying for the AY competition will present the fellowship materials to their departments for consideration. The departments will then nominate the candidates (with a limit of four per department). Students applying for the summer competition will send materials directly to CLAS, who will then verify the applicants’ eligibility, complete documentation, and institutional language eligibility before presenting them to the selection committee. ***Selection Criteria*** will include: 1) the applicant’s potential for high academic achievement; 2) relevance of the study plan to the need to study a language critical to the area; 3) level of advanced-language proficiency; 4) DOE priority languages; 5) DOE needs-based priority (undergraduates only) and

6) financial need. Outstanding scholars who intend to study priority languages, meeting DOE priorities, and especially those who demonstrate financial need, will be given special consideration. ***Selection Committees*:** The FLASF coordinator will appoint selection committees for the AY graduate and undergraduate FLASF applicants, and the summer FLASF for a term of two years from among the CLAS-affiliated tenure stream faculty. Committees will include three faculty (representing the social sciences, humanities/languages, and professional schools). When the AY FLASF committees convene in February to rank the candidates, the FLASF coordinator will serve as a non-voting moderator to emphasize DOE competitive priorities and clarify DOE and CLAS requirements (e.g., CLAS does not allow FLASF for dissertation research or writing).

All committee members will receive a rubric with evaluation criteria, including consideration of financial need. Committee members will rank all eligible applicants and determine outcomes.

# Criterion K. Competitive Preference Priority

* 1. **NRC Competitive Preference Priority**: This proposal addresses several key activities to be implemented in partnership with CCs (particularly CCBC, CSN), MSIs (particularly the regional campuses of the University of Pittsburgh, NJCU, and several colleges associated with ISCOG), and HBCUs (particularly those that are in ISCOG). CLAS will partner with other NRCs at Pitt to support a 3-credit course taught annually and create a Global Distinction certificate that CCBC students can earn. CLAS will also begin offering its credentials to the three regional campuses (two of which are Title III/V eligible institutions). Faculty Development Workshops for faculty at ISCOG schools will focus on Historical contexts, Ethics, Languages, Media Literacy, and Social Science Methodologies (HELMS) and thematic issues related to Latin American and Caribbean studies in alternating semesters, and expanding access to include more MSIs and HBCUs, as all HELMS workshops will be virtual (p. 35, 42). Faculty Pedagogy Workshops in LAC will be open to faculty from any partner university, including CCs, MSIs, and HBCUs (p. 39). CLAS will reserve (45%) of its faculty mobility funding for Title III/V-eligible schools and CCs from across the country, with one spot per year exclusively reserved for an ISCOG member (p. 40).

CLAS has experience sustaining and developing significant relationships with CCs and MSIs, offering various and diverse opportunities to internationalize curricula at CCBC, NJCU and CSN, as well as ISCOG. The Center has made funding available to students from these institutions to study abroad; sponsored or co-sponsored seminars, symposia, workshops, and study abroad for faculty; funded the attendance of faculty members at major LAC conferences on Pitt’s campus and

beyond; and, supplied funding for faculty to develop new courses or incorporate international content into existing ones. CLAS has effectively mainstreamed sustainable collaborations that were initially leveraged through grant funding (such as NRC) to draw from more predictable and stable funding sources over time. CLAS will continue to build upon this experience for strategic priorities in the future. CLAS will also continue its work with ISCOG to develop global curriculum with our partners in participating CCs, MSIs and HBCUs. CLAS is partnering with NJCU, a regionally proximate MSI, as they bolster their Center for Latin American Studies, and is re- engaging CSN to support additional opportunities and professionalization, leveraging standing relationships and mutual familiarity.

* 1. **FLAS Competitive Preference Priority: *Competitive Preference Priority 1 -*** CLAS will include instructions for completing the FAFSA for all undergraduate and graduate applicants. It will work with Pitt’s Office of Financial Aid (OFA) to ensure that demonstrated financial need, as indicated by the students’ expected family contribution, is given additional weight in the evaluation criteria for awarding FLASFs. After, the selection committee will carefully evaluate applicants favoring those who show the most potential for high academic achievement. This need determination will be based on the students’ financial circumstances and not on other aid. ***FLAS Competitive Preference Priority 2*** - CLAS will follow DOE guidelines regarding the national need for expertise in foreign languages and world regions. All FLASFs awarded by CLAS will be in Portuguese, Quechua and Haitian Creole. These priorities will be clearly articulated in the competition announcements and to the selection committees. They will also be reiterated at the selection committee meetings for both AY and summer FLASF (pp. 46-47).