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# THE UNIVERSITY OF WISCONSIN CONSORTIUM

Proposal to

The U.S. Department of Education Office of Postsecondary Education

Catalog of Federal Assistance No. 84.015A and 84.015B for Funding of

A Comprehensive Center

For Latin American Language and Area Studies and

Latin American Language and Area Studies Fellowships at the University of Wisconsin Consortium

for the Period of August 15, 2022 to August 14, 2026

# Total Support Requested for Center Programs

August 15, 2022 to August 14, 2023: $270,000

August 15, 2023 to August 14, 2024: $270.000

August 15, 2024 to August 14, 2025: $270,000

August 15, 2025 to August 14, 2026: $270,000

# Total Support Requested for Fellowships

August 15, 2022 to August 14, 2023: $325,500

August 15, 2023 to August 14, 2024: $325,500

August 15, 2024 to August 14, 2025: $325,500

August 15, 2025 to August 14, 2026: $325,500

|  |  |
| --- | --- |
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# GLOSSARY OF ACRONYMS

**AADS** African and African Diaspora Studies (UW-Milwaukee) **ACTFL** American Council on the Teaching of Foreign Languages **AGSL** American Geographical Society Library

**ARL** Association of Research Libraries

**AY** Academic Year

**BYU** Brigham Young University

**CETL** Center for Excellence in Teaching & Learning (UW-Milwaukee)

**CIE** Center for International Education (UW-Milwaukee)

**CLACS** Center for Latin American and Caribbean Studies (UW-Milwaukee)

**CLASP** Consortium of Latin American Studies Programs

**CMN** College of the Menominee Nation

**CRL** Center for Research Libraries

**CUPH** Center for Urban Population Health (UW-Milwaukee)

**DEI** Diversity, Equity, and Inclusion

**DPI** Wisconsin Department of Public Instruction

**ED or US/ED** U.S. Department of Education

**EFC** Expected Family Contribution

**FAFSA** Free Application for Federal Student Aid

**FIG** Freshman Interest Group

**FIU** Florida International University

**FLAC** Foreign Language Training Across the Curriculum

**FLAS** Foreign Language and Area Studies

**GLOWS** Global Learning Outcomes at Wisconsin Survey

**HSI** Hispanic Serving Institution

**IAP** International Academic Programs (UW-Madison)

**IB** International Baccalaureate

**ICON** Impact of COVID-19 on NRC’s Study (UW-Madison)

**IRIS** Institute for Regional and International Studies (UW-Madison)

**IIP** International Internship Program (UW-Madison) **ILC** International Learning Community (UW-Madison) **IWA** Institute of World Affairs (UW-Milwaukee)

**LA** Latin America

**LAC/LACS** Latin American and Caribbean Studies

**LACIS** Latin American, Caribbean and Iberian Studies (UW-Madison) **LACUSL** Latin American, Caribbean, and U.S. Latinx Studies (UW-Milwaukee) **LAMP** Latin American Materials Project

**LARRP** Latin American Research Resources Project (Center for Research Libraries)

**LASA** Latin American Studies Association

**LCTL** Less Commonly Taught Languages

**LRC** Language Resource Center (UW-Milwaukee)

**L&S** College of Letters and Science (UW-Madison and UW-Milwaukee) **MALLT** Master of Arts in Language, Literature and Translation (UW-Milwaukee) **MATC** Milwaukee Area Technical College

**MCFR** Madison Committee on Foreign Relations

**MKE/UWM** UW-Milwaukee

**MLIS** Master of Library and Information Science (UW-Milwaukee) **MOLLAS** Midwest Organization of Libraries for Latin American Studies **MPS** Milwaukee Public Schools

**MSI** Minority Serving Institution

**MSN** UW-Madison

**MSP** Masters of Sustainable Peacebuilding (UW-Milwaukee)

**NCCLA** North Central Council of Latin Americanists

**NRC** National Resource Center

**OPI** Oral Proficiency Interview

**OUR** Office of Undergraduate Research (UW-Milwaukee)

**RFA** Regional Faculty Associates

**SALALM** Seminar on the Acquisition of Latin American Library Materials

**SIPI** Summer Intensive Portuguese Institute (UW-Madison)

**SLA** Second Language Acquisition (UW-Madison)

**SOE** School of Education (UW-Madison and UW-Milwaukee)

**S&P** Department of Spanish and Portuguese (UW-Madison and UW-Milwaukee) **SWEPT** Standardized Wisconsin Evaluation Program for Title VI (UW-Madison) **TA** Teaching Assistant

**TIS** Translation and Interpreting Studies (UW-Milwaukee)

**UCLA** University of California-Los Angeles

**UW** University of Wisconsin

**UWDC** University of Wisconsin Digitized Collections

**UWSC** University of Wisconsin Survey Center (UW-Madison)

**WI** Wisconsin

**WIRC** Wisconsin International Resource Consortium

University of Wisconsin Consortium Narrative

# Criterion A. Commitment to the Subject Area

**Introduction**

The Latin American, Caribbean & Iberian Studies Program (LACIS), University of Wisconsin- Madison (MSN) and the Center for Latin American and Caribbean Studies (CLACS), University of Wisconsin-Milwaukee (MKE) form a WI Consortium that is guided by our commitment to the “*Wisconsin Idea*,” first stated in 1904, to meld high quality research and teaching with public service to citizens of the state and nation, as well as to international partners. The Consortium, with its two campuses as the only public PhD-granting higher-education institutions in the state, reflects the collaborative nature of the University of Wisconsin (UW) System, using its distinctive strengths to infuse Title VI goals into K-12 and higher education in Wisconsin. Furthermore, the Consortium shares its expertise and resources with 11 UW System regional campuses and to other institutions of higher education in the Upper Midwest. MSN, located in the state capital, is home of the main UW campus and serves a student body of over 43,820 diverse students. It is ranked 12th in top public schools, and 14th in best undergraduate teaching (*U.S. News and World Report, 2022).* As one of the nation’s first land-grant universities, it maintains a strong research emphasis in agricultural and life sciences. Award-winning research spanning the academic disciplines, however, has earned Wisconsin a place among the world’s elite institutions of higher education (ranked 42nd in World Universities). MSN is the top producer nationwide for Peace Corps volunteers (2020) and 4th among U.S. universities for study abroad participation. MKE has a dual mission of advancing research and expanding access to higher education. The university has earned both a R1 Carnegie ranking and the Carnegie classification for Community Engagement. Located in the state’s industrial region, the university enrolls 24,029 students who reflect the diverse demographics of southeast Wisconsin, including the growing Hispanic population;

approximately 30% are students of color, 38% first-generation undergraduates, and 75% receive financial aid. MKE has received numerous awards and distinctions for inclusion of LGBTQ+ students and serves the largest student veteran population (1,016) in Wisconsin. Since 2018, an institutional merger with UW-Washington County and UW-Waukesha (both two-year colleges in the UW System) expanded Milwaukee's ability to serve students who normally select community colleges. Together, we are committed to activities that respond to the Absolute Priorities of this competition, by assuring diverse perspectives in our programming and supporting K-16 teacher training. Additionally, we are proud of the relationships we have built with Minority Serving Institutions (MSIs) and community colleges and will respond to the National Resource Center (NRC) Competitive Preference Priority with further collaborations. For languages, the Consortium will respond to both Foreign Language and Area Studies (FLAS) Competitive Preferences Priorities, awarding Fellowships to students who exhibit financial need and directing the majority of FLAS to priority less commonly taught languages (LCTLs) as identified by the Department of Education (ED). The Consortium offers Portuguese, Quichua, and Yucatec Maya, and relies on other universities for additional LCTLs.

Despite the challenges associated with the COVID-19 pandemic, The Consortium has proven to be operationally nimble, responding to changing needs of students, faculty, and the public-at-large. Virtual teaching, advising, and programming have extended the centers’ national and global audiences and forged new partnerships. **A.1. University Financial and Other Support. Operation of Program.** Table A.1 below shows UW support for the Consortium. Overall, UW supports 97% of Consortium operations. Its major contributions are salaries for administrative staff (99%), supplies, computers, and financial support for speakers and events. Non-monetary support is substantial, including language laboratories, and instructional resources

such as cartographic labs, academic computing centers, museums with Latin American collections, media, reading rooms for students, and conference facilities. **Teaching Staff**. UW provides 99% of the salaries and fringes for language teaching and 100% of the salaries and fringes for faculty in all other disciplines. **Title VI funds are essential for teaching LCTLs**, funding 100% of Quichua and Yucatec Maya instruction, and 80% of the intensive summer Portuguese program. **Library Resources.** 90% of the funding for library acquisitions and 100% of salaries of library personnel comes from the UW.

**Table A.1: UW-Madison, UW-Milwaukee, and Title VI NRC Support, 2020-21**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **UW**  **Consortium** |  | **Title VI -**  **NRC** |  |
|  | **Amount ($)** | **%** | **Amount ($)** | **%** |
| Salaries for Program Administration and Outreach Personnel | $618,315 | 95% | $29,691 | 5% |
| Salaries for Language Faculty (TAs, Lecturers, and Relevant Laboratory Staff) | $8,093,856 | 99% | $51,909 | 1% |
| Salaries for Faculty in all Other Disciplines | $10,026,029 | 100% | $0 | 0% |
| Salaries for Library Staff | $222,489 | 100% | $0 | 0% |
| Expenditures for Library Acquisitions | $157,414 | 90 % | $16,580 | 10% |
| Linkages with Institutions Abroad | $45,800 | 100% | $0 | 0% |
| Outreach (Conferences, workshops, teacher training) | $29,538 | 39% | $45,447 | 61% |
| Faculty Research Support | $2,252,959 | 99.8% | $5,000 | 0.2% |
| Student Financial Assistance and Research-Related Support (Excluding Language TAs) | $1,887,943 | 88% | $257,000 | 12% |
| **Total Contributions** | **$13,298,314** | **97%** | **$405,627** | **3%** |

**Linkages with Institutions Abroad**. UW supported 100% of linkages with Latin American (LA) institutions fostered by faculty setting up study abroad programs and student exchanges. **Outreach Activities**. 39% of outreach funding comes from the UW; Title VI funding is crucial for the Consortium’s outreach. **Students**. The Consortium’s institutional support of student tuition waivers, stipends, assistantships, and research grants totaled over $1.88 million in 2020-21.

# Criterion B: Quality of Language Instructional Program

* 1. **Course Offerings**. The Consortium offer performance-based language instruction to provide high-quality training for LA specialists. MSN currently offers Spanish and three LCTLs:

Portuguese, Quichua, and Yucatec Maya, while MKE teaches Spanish and Portuguese. MSN was #1 in the nation in the number of students who earned a bachelor’s degree in Spanish in 2018-19 (National Center for Education Statistics, IPEDS). MSN's Portuguese program is unique in the

U.S. in offering BA, MA, and Ph.D. degrees. In 2020-21, the two campuses offered 76 courses in Spanish language/literature (MSN 44; MKE 32) and 25 courses in Portuguese language/literature (MSN 14; MKE 11). MSN also offers Spanish for professional schools, particularly for Business and Health, including language classes for the certificate in International Business. MKE offers a Spanish BA, Spanish and Business Spanish minors, a Portuguese minor, a Spanish MA, and an online Spanish Translation and Interpreting Studies MA. There is also a 5-year Accelerated BA/MA program, combining the Latin American, Caribbean, and U.S. Latinx Studies (LACUSL) BA with an MA in Language, Literature, and Translation (MALLT). The Certificate in Spanish for Health Professionals was developed in collaboration with Nursing and Health Sciences.

**Student Enrollment.** Overall, student enrollment in courses and the various degree programs on both campuses is high (see Table B1. for a summary of major/minor information). In the 2020-21 academic year, 5,492 students (MSN, 3918 MKE 1,574) studied Spanish, while

**Table B.1: Language Majors/Minors by Program, 2020-21**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **BA/BS** | | **MA** | | **PhD** | |
| **Language** | **MSN** | **MKE** | **MSN** | **MKE** | **MSN** | **MKE** |
| Spanish Majors | 416 | 33 | 6 | 12 | 46 |  |
| Spanish Translation/Interpreting Online Graduate Program |  |  |  | 14 | 0 |  |
| Translation/Interpreting Online Graduate Certificate |  |  |  | 2 |  |  |
| Spanish Minors |  | 118 |  |  |  |  |
| Spanish in Professional Schools | 88 | 0 |  |  |  |  |
| Business Spanish Minor |  | 14 |  |  |  |  |
| Spanish Certificate for Business | 123 |  |  |  |  |  |
| Spanish Certificate for Health |  | 8 |  |  |  |  |
| Portuguese Majors | 9 |  | 1 |  | 3 |  |
| Portuguese Minors |  | 7 |  |  |  |  |
| **Total** | **636** | **180** | **7** | **28** | **49** | **0** |

297 students (MSN 179; MKE 118) studied Portuguese. MKE’s Portuguese enrollments have increased by 28% since 2016-17. In addition, 15 students studied Quichua at different levels (6 from MSN, 9 from Utah), through a course sharing arrangement via synchronic distance teaching, explained below. Also, in MSN 12 students studied Yucatec Maya.

* 1. **Level and Scope of Language Training**. Both campuses offer beginning, intermediate, and advanced Spanish, as well as beginning, intermediate, and advanced Portuguese. MSN has put special attention on LCTL teaching. Dr. Armando Muyolema, a native speaker from Ecuador with a Ph.D. in Hispanic Literature, teaches four semesters of Quichua. MSN collaborates with Utah to offer its Quichua classes synchronically, doubling the number of students at different levels. Muyolema travels to Utah once per semester to teach from there. This partnership has also extended to students from Ohio State, Texas – Austin, and Brigham Young University (BYU), who have taken Quichua courses from MSN. BYU Quichua linguist Janis Nuckolls, author of Amazonian Quichua grammar textbooks, contributes to the Andes and Amazon Field School Summer Intensive Institute in Ecuador. MSN also offers two-semesters of Yucatec Maya, offered by Jessica Hurley, also fluent in Lacandón Maya. MSN linguist Grant Armstrong, expert in Yucatec Maya, offers guidance and course enrichment. Summer Intensive Portuguese Institute (SIPI) serves FLAS fellows and students preparing for field research. SIPI offers introductory instruction in an 8-week session (160 contact hours) equivalent to a full academic year. For heritage speakers of Spanish, both campuses offer specialized courses. Milwaukee also offers accelerated Portuguese online. The online Spanish Translation and Interpreting Studies MA provides students with the expertise needed in business, health, and government positions.

**Availability of Area Courses in a Foreign Language.** MSN implements Foreign Language Training Across the Curriculum (FLAC) through sections of the *Interdisciplinary Latin*

*American Seminar* (982) and *Introduction to Latin America* (260) taught in Spanish. There are also discussion sections in Spanish and/or Portuguese as part of selected Freshman Interest Groups (FIG) cohorts. A FIG is a self-selected group of 20 first-year students who take three linked courses together during their first semester in college, exploring in depth a theme, building camaraderie and excellent relations with a faculty member who helps students make connections between the trio of courses. Often, a language course is offered as one of the courses. For the fall of 2021, Madison offered four FIGs related to the LAC region: *“Hispanic Literatures through the Perspective of Gender”* (Bilbija); *“Rainforests and Coral Reefs”* (Woodward) accompanied by a course in Spanish and a basic science course and a field trip to Ecuador; “*Sex, Drugs and Literature in Latin America”* (Botero), part of the Integrated Liberal Studies major with a course in Sociology; and “*Refugee Rights in a Bordered World”* which includes courses in both International Studies and Gender and Women Studies. In addition, MSN offers regularly *Introduction to Hispanic Cultures* (223) and an upper-level seminar on Hispanic Culture (468), both taught entirely in Spanish. MKE offers *Social and Historical Issues of the Hispanic World* (391), giving students the opportunity to explore topics in Spanish, with a changing focus every semester.

* 1. **Sufficiency of Language Faculty**. The Consortium has 26 tenured and tenure-track faculty as of 2021 (MSN 20; MKE 6). It also has 8 full-time lecturers (MSN 4; MKE 4). Madison also has the Language Institute, established in 2004, as a center for collaboration in education, research, advising and outreach related to the study of languages. It administers the interdisciplinary PhD program in Second Language Acquisition (SLA). **Language Training Pedagogy for Faculty and Teaching Assistants (TAs)**. MSN’s Director of the Spanish Language Program (Cerezo-Paredes), and one faculty (Sapega) have been trained as an American Council on the Teaching of Foreign Languages (ACTFL) oral proficiency interviewer (OPI). The Spanish Language Program has four

faculty involved in TA training—Cerezo-Paredes and coordinators Fondow, Rodríguez-Guridi, and Neumayer. One intermediate Spanish language practice course is also supervised by a coordinator (Pujol—Spanish 226). The two Portuguese faculty—Sanchez and Sapega—are involved in teacher supervision on a rotating basis (two per year).

The Department’s five pedagogy faculty provide Spanish and Portuguese (S&P) TAs with systematic exposure to current language pedagogy. New TAs in S&P and LCTL instructors are also required to take a semester-long graduate methods course and an intensive ten-day orientation training workshop to learn communicative teaching methodology and to practice in multi- language, micro-teaching groups. In addition, the Language Program and the Language Institute organize special pedagogical workshops for TAs and LCTL instructors. At MKE, the Spanish language program is coordinated by Dr. Allison Libbey; TA training includes an intensive four- day departmental orientation and campus-wide pedagogical skill training. TAs teaching introductory courses also must take a 16-week methodology course and a 1-credit practicum. Between 2018-21, over 23 faculty lecturers and TAs participated in American Council on the Teaching of Foreign Languages (ACTFL) 1-day workshops sponsored by CLACS w/S&P. In addition, two faculty members (Wheatley, Rei-Doval-Portuguese) and three senior lecturers (Méndez-Santalla, Sotomayor, Suárez-Felipe) have participated in ACTFL OPI tester training. MSN sends its Quichua and Yucatec Maya instructors to the pedagogy training, *Indigenous Languages of Latin America Workshop*, offered by Stanford, UCLA, and Utah. **B.4. Quality of Language Instruction. Performance-Based Instruction.** MSN’s Language Program has developed an assessment plan based on the nationally recognized ACTFL proficiency guidelines testing at all levels of instruction. Both campuses stress communicative language teaching and cultural competency; MKE has identified two goals/eight learning outcomes/eight measures for

Spanish majors, designed to respond to the national World Readiness Standards for Language Learning; the Spanish MA assessment is based on three goals/three outcomes/three measures. **Adequacy of Resources for Language Teaching and Practice.** The Consortium has many resources available to students, including state-of-the-art language laboratories, access to Spanish- language programming, media labs, several two-way video conferencing facilities, media materials in Spanish, Portuguese, and other LCTLs, and electronic access to authentic documents (MKE). MKE’s Language Resource Center (LRC), directed by Mingyu Sun (Appendix IV), designates six special purpose rooms: audio, video, testing, videoconferencing, gaming and a Language Oasis. There is also a newly renovated active learning classroom in addition to five Smart Classrooms. It should also be noted that the MKE LRC has been focusing on classroom- based research, involving both undergraduate and graduate students and creating open language learning and teaching resources for Spanish and Portuguese of different levels. The LRC also hosts workshops throughout the year, such as *Integrating SmartBoard Technology with Language Classes* and *Flipping your Language Classes*. The LRC employs Spanish and Portuguese graduate assistants to assist teaching resource creation and instructional technology integration into curriculum; approximately 546 Spanish and 83 Portuguese resources have been created to date. For Yucatec Maya instruction, MSN has acquired and uses materials developed by the University of North Carolina and the University of Chicago. Students also have attractive opportunities to practice language outside the classroom at both campuses. For over 30 years, Madison students have met weekly for informal Portuguese conversation at the popular *Bate-Papo* (chat) as well as Spanish Conversation Table. Also in MSN, the Spanish Immersion “Floor” at the Student Residences offers to its 20 freshman residents an additional opportunity to practice the language. Graduate Students provide programs, tutoring, course instruction, events, and cultural education.

MSN Associate Director Vargas teaches a 1 credit non-language seminar for International Learning Community (ILC) every semester using readings in Spanish. MKE students of Spanish participate in the conversation club, *Club Ñ,* which meets twice weekly (virtual), and Conversation Partners, a program led by the English Language Academy, that pairs a MKE student with an international student for an informal exchange of language and culture. Spanish students can also take advantage of the MKE Student Success Center for tutoring focused on the first four semester language courses. Other support services include a drop-in tutoring service offered twice weekly by S&P. Spanish majors with a 3.0 GPA or above are encouraged to apply to Sigma Delta Pi, the Hispanic Honor Society (advised by Prof. César Ferreira). Students of Portuguese meet for *O Clube Lusófono* (currently virtual) on a weekly basis to practice their conversation skills; one-on- one Portuguese tutoring from a former FLAS fellow, is also available. Undergraduate and graduate students of Portuguese can submit original creative writing pieces to *O Canto do Mar*, a journal created by Assistant Professor Susana Antunes and a former FLAS fellow. Graduate students of both Spanish and Portuguese also publish an online creative writing journal, *Luna creciente.*

**Language Proficiency Requirements and Assessment.** As of 2019, majors in Spanish at MSN must complete requisites (Span 223, 224, 225) before studying more advanced levels of literature, civilization, culture and linguistics. MSN’s Portuguese major consists of 25 credits beyond Portuguese 201 and must include eight credits in composition and conversation, as well as completion of two literature courses at or above the 400 level. Students majoring in Portuguese are required to present at least the equivalent of two university semesters of another Romance language, preferably Spanish, taken either in high school or college. The MSN Department’s Proficiency Exam Committee administers oral and other skill-level exams for BA and MA candidates, fellowship applicants (Fulbright, Rockefeller, SSRC), and departments requiring

language proficiency of doctoral students. For the assessment of undergraduate Spanish majors, the department uses a Canvas/AEFIS-based system to collect data for the assessment of the Spanish program learning outcomes (PLOs), while all Portuguese major assessments are based on three writing samples, they produce in 300-level classes or above. At MKE, a modified OPI is given at the end of each semester in the 4-semester Spanish sequence and in the third year Advanced Speaking and Listening courses (318, 319). The Spanish major’s assessment plan, based on ACTFL guidelines, includes both speaking and writing within the exit exam; the program also assesses listening and reading comprehension, metalinguistic understanding, cultural understanding, and real-life use of language. An additional survey is dedicated to assessment of the Spanish research requirement. For the previous three academic years (2018-21), 100% of undergraduate majors met the benchmarks of Intermediate High in oral proficiency and written proficiency. In the same years, 100% of MA students consistently met the benchmark of Advanced in speaking and writing. MKE’s S&P administers skill-level exams for the Latin American and Caribbean (LACS) Studies Certificate, for doctoral students with language proficiency requirements, and for study abroad.

# Criterion C. Quality of the Non-Language Instructional Program

* 1. **Disciplinary and Geographic Coverage of the Area**. The Consortium offers an extensive array of courses that provide comprehensive disciplinary and regional coverage of LAC. In 2020- 21, faculty taught 122 *non-language* courses with a minimum of 25% LA content (MSN 67; MKE 55) with a total enrollment of 14,361 (MSN 7,717; MKE 6,644). Table C.1 summarizes information from Appendix II and IV, which details the courses with a minimum of 25% LA content and faculty by region and discipline.

**Table C.1 Area Studies Courses\* and Faculty\*\* by Region and Discipline**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Number of Courses** | | | **Number of Faculty** | | |
| **Country/Region\*\*** | **MSN** | **MKE** | **Total** | **MSN** | **MKE** | **Total** |
| Andes | 1 | 0 | 1 | 13 | 5 | 18 |
| Brazil and Amazon | 4 | 3 | 7 | 5 | 8 | 13 |
| Caribbean | 3 | 5 | 8 | 6 | 9 | 15 |
| Central America | 1 | 1 | 2 | 4 | 8 | 12 |
| Mexico | 1 | 1 | 2 | 15 | 8 | 23 |
| Southern Cone | 0 | 0 | 0 | 6 | 4 | 10 |
| General Latin America | 57 | 45 | 102 | 20 | 13 | 33 |
| **Total** | **67** | **55** | **122** | **69** | **55** | **124** |
| **Discipline** |  |  |  |  |  |  |
| Arts and Humanities | 3 | 12 | 15 | 6 | 21 | 27 |
| Education | 3 | 3 | 6 | 8 | 1 | 9 |
| Health Sciences | 1 | 9 | 10 | 6 | 2 | 8 |
| Interdisciplinary Studies and Other | 13 | 18 | 31 | 1 | 0 | 1 |
| Natural Sciences, Biology, STEM | 11 | 2 | 13 | 14 | 6 | 20 |
| Other Professional Schools | 8 | 1 | 9 | 9 | 1 | 10 |
| Social Sciences (including History) | 28 | 10 | 38 | 25 | 12 | 37 |
| **Total** | **67** | **55** | **122** | **69** | **43** | **112** |

\* Information summarized from Appendix II; cross-listed courses counted only once in their home department

\*\* Faculty members are included in multiple regions where appropriate.

The courses were taught in 29 academic departments and seven professional schools at MSN, and in 35 academic departments and six professional schools at MKE. The Consortium offered 60 courses at the 100-299 level (MSN 13; MKE 47), 111 at the 300-699 level (MSN 51; MKE 60),

and 24 at the 700-999 level (MSN 6; MKE 18).

**Professional School Courses.** The depth of LA course offerings is commensurate to that of major research institutions where teaching and research are inextricably linked. Even when course titles indicate a general focus, instruction often concentrates on specific LA countries or regions reflecting faculty expertise (Table C.1). New and revised non-language course offerings over the last triennium total 24 (MSN 11; MKE 13). Professional programs at MSN with a specific LA intellectual focus include Business, Education, Journalism & Mass Communication, Law, and Medicine & Public Health; at MKE they include Architecture and Urban Planning, Arts, Business, Education, Freshwater Science, and Nursing. Nursing has shown notable development in LA

content with its Ecuador study abroad course, as well as its co-sponsorship of the Spanish for Health Professionals certificate. The Masters of Sustainable Peacebuilding (MSP) program continues to grow its partner organizations in Latin America for their required fieldwork component. The unique School of Freshwater Sciences, with its longstanding research in Laguna Bacalar, Mexico provides opportunities for students, including a Spring 2022 study abroad integrating Freshwater Science and sustainability in a rapidly changing ecological corridor. The program, funded by the National Science Foundation, is a partnership with the Freshwater Collaborative of Wisconsin. Additionally, MKE Business developed a new spring break study abroad, launching March 2022 entitled “Beyond a Canal: Panama means Business.” **C.2. Interdisciplinary Courses, Undergraduate and Graduate**. Interdisciplinary study takes two forms: interdisciplinary degrees (Criterion H) and interdisciplinary courses. Each academic year, MSN offers at least two LA interdisciplinary topics graduate seminars (*Interdepartmental Studies* 982), cross-listed in 10 departments. Each spring and summer, MSN offers the undergraduate course *Latin America: An Introduction*, cross-listed in seven departments, with enrollment of about 100 students. MKE faculty have particularly embraced the challenge of creating interdisciplinary courses taught abroad in short-term programs, with such offerings as *Mexico: Air Pollution and Ancient Cultures* (Art History/Atmospheric Science), *Understanding Latin American Urbanism in Havana* (Urban Studies/Urban Planning), and *Costa Rica: Language and Culture Immersion* (Criminal Justice/Social Work). LACS 101 average enrollment has increased significantly in the last three years, going from an average of 16 to 30 students. In 2020-21, 35 interdisciplinary courses were offered at MSN and 3 at MKE. Of those, 31 (MSN 29; MKE 2) were undergraduate, 4 (MSN 3; MKE 1) were undergraduate/graduate level, and 3 (MSN 3; MKE 0) were graduate seminars. MKE offered 3 distinct interdisciplinary courses, with the enrollments that totaled 139.

When MKE returns to a full study abroad schedule, we will again increase interdisciplinary offerings with thematic credit courses.

**C.3. Non-Language Faculty Availability**. At MSN, core departments (Agricultural and Applied Economics, Anthropology, Community and Environmental Sociology, Geography, History, Law, Political Science, and Sociology) each have between two and five LA specialists. At MKE, five core departments (African and African Diaspora Studies-AADS, Anthropology, Dance, English, and History) each have between three and six LA specialists each; there are also two or more LA faculty in Art History, Biological Sciences, French, Italian and Comparative Literature, Geosciences, Music, Nursing, Political Science, and Translation and Interpreting. At least 105 non-language faculty members (MSN 70; MKE 35) in 20 academic disciplines at MSN (including seven professional schools) and 18 disciplines (including four professional schools) at MKE devote 25% or more of their teaching and research time to LA (Appendix IV). In 2018-21, MSN hired six new area faculty (Enriquez, Goldstein, Hayes, Hennessy, Iber, Sarmiento), and MKE hired three new area faculty (Pacifico, Salto, Shumway).

**Instructional Assistant Pedagogy Training.** On both campuses, most departments train TAs in pedagogy, and all departments and colleges provide special training for international TAs. At MSN, that training is supplemented with annual Letters and Science (L&S) and cross-college TA training workshops. At MKE, the Center for Excellence in Teaching and Learning (CETL) provides a mandatory, one-day orientation for all new teaching assistants. All CETL pedagogy programs, including an annual teaching and learning symposium, an array of 35 diverse workshops and certificate programs (such as Teaching for Multicultural Inclusion and Equity), and opportunities for mentoring partnerships, are available to TAs. In addition, the Graduate School offers a one-credit course on teaching, designed to prepare future faculty and professionals.

**C.4. Specialized Course Coverage.** The Consortium offers a range of specialized courses related to Latin America. At MSN, History regularly offers seminars on the Caribbean, Mexico, and multi-racial societies in the region. MKE’s AADS and History departments offer several regional courses, while Anthropology teaches a wide array of courses on Mexico, South America, Middle America, and the Mayan and Aztec empires. Art History also offers specific courses on the art and architecture of Latin America as well as Incan art. (Appendix II).

# Criterion D. Quality of Curriculum Design

* 1. **Integration of LA Instruction into Baccalaureate and Graduate Degrees.**

**Quality of Undergraduate Training.** MSN’s LACIS BA/BS integrates the wide range of LA content courses by requiring students to take courses in several disciplines as well as interdisciplinary offerings (Table D.1). Currently, there are 19 LACIS majors. At MKE, the BA in LACUSL currently has 11 declared majors, and 19 certificate students. (Table D.1 lists additional degrees).

Most MSN undergraduates take courses in departments ranked in the top fifteen nationally. In 2020-21, MSN had 28 declared majors. Of these students, 92.85% pursued double disciplinary degrees and the average cumulative GPA of 3.7. MSN offers undergraduates a wealth of opportunities for collaborative research with faculty, such as Hilldale Undergraduate/Faculty Research Fellowships, and Holstrom Environmental Scholarships. In 2021, the LACUSL major was restructured to remove curricular bottlenecks that were barriers to completion. The streamlined major provides students with greater flexibility to demonstrate both depth and breadth, as well as tailor their course selections to their interests. A new e-portfolio requirement allows students to demonstrate their growth and communicate their skills to employers.

**Table D.1: Undergraduate Degrees and Certificates, Participation and Requirements**

|  |  |  |  |
| --- | --- | --- | --- |
| **Program** | **Enrolled (20-21)** | **Degrees (20-21)** | **Requirements** |
| **Madison** | | | |
| BA/BS in LACIS | 19 | 10 | * 9 Credits above 220 in Spanish / Portuguese * 3 credits Intro to Latin America (LACIS 260/1 or History 241/2) * 6 credits breath interdisciplinary requirement (courses with at least 25% LA Content) * 9 credits depth interdisciplinary requirement (Courses w/ 25% LA Content) * 3 credit LACIS seminar |
| BA in International Studies with LA Emphasis | 94 | 30 | * One Introductory course * 5th semester of a foreign language * Micro and Macro Economics * One area studies course * Two track core courses * 15 credits of “Issues” courses * 3-4 elective courses |
| Certificate in International Business | 25 | 7 | * 9 credits of International Business * 3 credit “Global Interdisciplinary Perspective” * 1 credit “International Business Study Abroad” |
| **Milwaukee** | | | |
| BA in LACUSL | 11 | 2 | * Intro to Latin American and Caribbean Studies * Intro to Latinx Studies * 24 Credits of Electives with Distribution Requirements * 3 Credit Research * E-Portfolio |
| Certificate in Latin American and Caribbean Studies | 19 | 4 | * Intro to Latin American and Caribbean Studies * 18 Credits (12 at 300-level or above) * World Language Proficiency (300-level or above) |
| BA in Global Studies with Latin American Emphasis | 10 | 4 | * 9 Credits Core Courses * 1 World Regions Course * 45-75 Credits related to Track * 6 Semesters of World Language * 1 Semester Study Abroad * International Internship * 3 Credits Capstone |
| BA in International Studies with Latin American Emphasis | 14 | 5 | * 4 Intro Courses * 14 Credits of World Language * 1 Analytical Techniques Course * 18 Credits of Track Specific Courses * 11-12 Electives from Approved List * 3 Credit Senior Seminar |

**Quality of Graduate Training**. The combination of extensive graduate course offerings, outstanding research and library facilities, and distinguished faculty, makes UW’s graduate programs among the world’s best. The latest rankings by *U.S. News & World Report* in 2022 rank several graduate departments and professional schools at MSN in the top tier nationally, including

Sociology (7th), History (14th in Latin American History), Education (4th), Curriculum and Instruction (4th), Elementary Teacher Education (4th), Secondary Teacher Education (2nd), Economics (12th), and Political Science (17th). Overall, MSN offers an MA, joint MA/JD, and PhD minor in Latin American studies, and numerous departments on campus offer MA/MS and PhD concentrations in the region (Table D.2). While MKE does not offer graduate LA degrees, the number of students pursuing a LA concentration within their discipline has increased by 63% since 2016-17, with 18 PhD students in 2020-21. Graduate students come from many disciplines, representing the School of Education (SOE), L&S, the Arts, College of Nursing, School of Architecture & Urban Planning, Freshwater Sciences, and Information Science.

**Table D.2: Graduate Degree Programs: Participation and Requirements, 2020-21**

|  |  |  |  |
| --- | --- | --- | --- |
| **Program** | **Enrolled (20-21)** | **Degrees (20-21)** | **Requirements** |
| **Madison** | | | |
| MA in LACIS | 6 | 1 | * 3 Credits in Interdisciplinary LACIS 982 Seminar * 27 Credits of Latin American Content (15 Credits in a Single Field, 6 Credits Seminars) * Certification of Proficiency in Spanish/Portuguese * Masters Oral Exam |
| JD/MA in LACIS | 3 | 1 | * Requirements for LACIS MA * 90 Credits from Law School (15 may be from LACIS) |
| MA/MS with Latin American Concentration | 28 | 3 | * Offered in 17 Departments |
| PhD Minor in LACIS | 20 | 5 | * 12 Credits of Latin American Content * Basic Proficiency in Spanish/ Portuguese * Approval of LACIS Program (MSN) |
| PhD with Latin American Concentration | 24 | 8 | * Offered in 17 Departments |
| **Milwaukee** | | | |
| Dual MA in MLIS/MALLT | 0 | 2 | * 30 Credits from MLIS * 21 Credits from MALLT |
| Dual MA in MLIS/TIS | 0 | 0 | * 30 Credits from MLIS * 21 Credits from Translation |
| Dual MBA/TIS | 0 | 0 | * 33 Credits from Business Administration * 21 Credits from Translation |
| MA/MS with Latin American Concentration | 36 | 14 | * Offered in 17 Departments |
| PhD with Latin American Concentration | 18 | 6 | * Offered in 16 Departments |

MSN 982 graduate interdisciplinary seminar introduces Latin American Studies through a focus on issues such as the environment, inequality, education, economy, and research approaches of various disciplines. This course benefits from guest lectures and discussions by affiliated faculty as well as by off-campus specialists via Zoom. During the 2020-2021 academic year, 35 students from 13 different departments were enrolled in the course.

* 1. **Academic and Career Advising**. Students pursuing LA degrees and certificates can access high-quality academic and career advising. MSN academic advisors are Sarah Ripp for undergraduates, Director Kata Beilin and Associate Director Alberto Vargas for graduate students. MSN undergraduate students are encouraged to meet one-on-one with their academic advisor at least annually to ensure they are meeting benchmarks and on track to graduate. In their final semester at MSN, students are sent an “Exit Survey” which ask questions about the quality of the advising received -- feedback from this survey assists us in continually improving the advising experience of our students. LACIS undergraduate advisor, Sarah Ripp, a *Global Career Development Facilitator,* offers career counseling services for students. In MKE, Alida Cardós Whaley serves as Senior Academic Programs Advisor; Director Natasha Borges Sugiyama advises graduate students. Assistant Director Aimee Orndorf, a LACUSL alumna, serves as the internship coordinator. In addition, Consortium faculty are active in career advising for students within their respective disciplines. Librarians train undergraduates and graduates in library use, providing course integrated instruction, research course guides, and individual research assistance upon request. The MKE advisor provides opportunities for students to engage with the program individually and in group advising sessions. In Fall 2020, CLACS established an on-campus partnership with the Center for International Education (CIE) and AADS to create virtual internship panels targeted toward students with globally focused academic interests. Collaborative

efforts continue between the LACUSL advisor and internship coordinator, the CIE and Global Studies advisor, and multicultural offices to assure that colleagues can effectively connect students to academic and career opportunities. At MSN, students are offered multiple opportunities to develop their career portfolio through targeted workshops, such as “*How to Highlight International Experiences on your Resume*.” In addition, MKE and MSN students can explore other career possibilities through workshops about the Peace Corps, Teach for America, and AmeriCorps.

* 1. **Study Abroad and Field Research Opportunities.** Due to the COVID-19 pandemic, the Consortium is reporting study abroad data from the 2018-21 academic years. The Consortium offers diverse overseas study programs that serve its own students, the UW System, the region, and the nation (Table D.3). The State of Wisconsin offers need-based grants for study abroad of up to $2000 per student per academic year for students on both campuses. From 2018-21, MKE awarded 52 grants worth $46,930. During the three-year period, 37 students were supported with the Wisconsin Study Abroad Grant ($33,680); 8 students were awarded the Provost’s Study Abroad Diversity Scholarship ($8,750); 2 students were awarded the Rita Mae Conway Memorial Fund Scholarship ($2,000); and 5 students were awarded CLACS’ Shea Study Abroad Scholarship ($2,500). In addition, MSN offers support for undergraduate students studying abroad through the International Academic Programs (IAP) and individual professional schools, while at MKE programs are administered by CIE. Between 2018 and 2021, MSN IAP awarded $201,300 in scholarship funds to students studying abroad in Latin America.

The MSN International Internship Program (IIP) serves the needs of undergraduate students and the wider university community through its collaborative efforts to establish and maintain value-added relationships with key internal partners, international organizations and alumni. In 2020-2021, 19 students participated in virtual, international internships in Argentina,

Chile, Costa Rica, Guatemala, and Uruguay. Of these 19 students, three were enrolled in professional schools (1 Business, 2 Engineering). MSN’s Law School has a well-established exchange program with three universities - Pontifícia Universidade Católica (Rio de Janeiro), Pontificia Universidad Católica del Perú (Lima), and the Universidad Diego Portales (Santiago).

**Table D.3: UW Study Abroad/Exchange Programs in Latin America, 2018-21**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACADEMIC YEAR** | | | | |
| **Location** | **Host Institution** | **MSN** | **MKE** | **Totals** |
| Argentina | IES Buenos Aires Latin American Societies and Cultures Instituto Tecnológico de Buenos Aires Engineering Exchange SIT Public Health in Urban Environments | 29 | 6 | 35 |
| Brazil | Pontifícia Universidade Católica do Rio de Janeiro | 3 | 1 | 4 |
| Chile | CIEE Liberal Arts in Santiago  SIT Public Health, Traditional Medicine, Community | 7 | 1 | 8 |
| Costa Rica | SFS Sustainable Development Studies  UW Banking Animal Biodiversity in Costa Rica | 21 | 2 | 23 |
| Cuba | IFSA-Butler Study Abroad at Universidad de La Habana | 2 | 0 | 2 |
| Ecuador | Ceiba Tropical Conservation: Galápagos, Andes and Amazon Universidad San Francisco de Quito | 20 | 1 | 21 |
| Mexico | Tecnológico de Monterrey | 0 | 3 | 3 |
| Panama | SFS Tropical Island Biodiversity & Conservation Studies | 5 | 0 | 5 |
| Peru | Pontificia Universidad Católica del Peru SFS Biodiversity & Development | 6 | 0 | 6 |
| Trinidad & Tobago | University of the West Indies Exchange | 1 | 0 | 1 |
| **Totals:** | | **94** | **14** | **108** |
| **SHORT-TERM (Various programs and host institutions)** | | | | |
| **Location** | **Number of Programs** | **MSN** | **MKE** | **Totals** |
| Caribbean | 1 | 0 | 16 | 16 |
| Central America | 11 | 128 | 26 | 154 |
| Mexico | 5 | 39 | 23 | 62 |
| South America | 19 | 114 | 27 | 141 |
| **Totals:** | | **281** | **92** | **373** |
| **GRAND TOTALS:** | | **375** | **106** | **481** |

Given MKE’s distinct student population, MKE places emphasis on interdisciplinary theme-based study abroad courses. Several regularly offered MKE faculty-led programs were developed by the professional schools: Freshwater Sciences-Mexico, Nursing-Ecuador, Dance- Brazil, Architecture/Urban Planning-Cuba, Business-Panama, and Social Welfare-Costa Rica. During 2018-21, 88 students participated in five short-term faculty-led courses offered through L&S and four professional schools (Nursing, Arts, Architecture, and Social Welfare); and four

UW-Milwaukee (UWM) students participated in 2 short-term non-UWM programs. Milwaukee has exchange agreements with universities in Brazil, Ecuador, Mexico, and Peru. In addition, the Office of Undergraduate Research (OUR) travel award program supporting overseas research and international internships is a critical resource for students.

MSN offers 36 different study abroad programs in 12 countries. In a non-pandemic year, Madison generally sends between 200 and 300 students abroad to Latin America. During the 2020- 2021 academic year 30 MSN students went abroad – and of these students, 15 participated in the Ceiba Coral Reef Ecology program in Belize, and 14 traveled to Costa Rica during the 2021 winter intersession. We fully expect study abroad participation rates to expand beyond pre-pandemic levels as students take advantage of both study abroad and international internship opportunities that have been out of their reach for over two years.

MSN administers the Tinker-Nave Field Research grant for graduate students and supported over 50 student projects in 2018-2021. Internal funding provided by MKE L&S supported 34 graduate student research projects in LA or conference presentations (Table D.4). The students came from twelve different majors, representing 4 different schools (L&S, Freshwater Sciences, Nursing, Arts). On average, MKE supports 14 students annually with the Ruggiero-Handelman Field Research Award and the Graduate Research-Conference Awards.

**Table D.4: Consortium Support for Graduate Student Field Research and Presentations, 2018-21**

|  |  |  |
| --- | --- | --- |
| **Destination** | **MSN** | **MKE** |
| Caribbean | 7 | 2 |
| Mexico | 7 | 4 |
| Central America | 6 | 7 |
| Andean Region | 16 | 5 |
| Brazil | 7 | 7 |
| Southern Cone | 11 | 0 |
| Domestic/Other/Virtual | 2 | 9 |
| **Totals:** | **56** | **34** |

**Student Access to Other Institutions.** In addition to the array of study abroad and summer language programs, the Consortium also actively encourages students to take advantage of other programs that may better fit their educational needs. MSN

encourages and support students to engage with partner universities and NGOs in Latin America

to do research or conduct internships, particularly in Mexico, Colombia, Argentina, Chile, Ecuador, Peru, and Uruguay. At MKE during 2018-21, 8 students studied in Argentina, Brazil, Chile, Costa Rica, and Ecuador on non-UW programs. Consortium UW FLAS recipients have enrolled in summer language programs in several countries (Brazil, Ecuador, Mexico, Peru). Undergraduates studying abroad can enroll in any program of the 13 UW-system campuses. Outside of MSN and MKE, the other 11 campuses offer over 70 programs to 16 different LA countries, with offerings not found at the two flagship campuses.

# Criterion E. Quality of Staff Resources

* 1. **Qualifications of Faculty and Professional Staff for Activities and Training**. Faculty qualifications and the time they dedicate to LA studies are shown in Appendix IV. At MSN, 101 faculty and lecturers (86 of which are tenured or tenure track) in 20 departments and seven professional schools devote 25% or more of their teaching and research time to Latin America. Significantly, about 10 are in the junior faculty ranks—a sign that the MSN faculty is undergoing generational renewal. At MKE, 45 faculty and selected lecturers (37 of which are tenured or tenure-track) in 20 departments and four professional schools devote 25% or more of their professional work to LA. Furthermore, there is depth to this disciplinary strength; at MSN, seven departments have at least two core faculty. At MKE, five departments, outside of language, have at least three core faculty. Regional expertise is also well balanced (Table E.1). Courses pertain to all significant areas of Latin America (Table E.1) and the depth of many departments allows for the offering of specialized courses (Criterion C.4). In addition, MSN manages the Tinker Visiting Professorship program to host every year two or three distinguished professors from the region. For the academic year (AY) 2022 and 2023 MSN will host scholars from Brazil and Mexico. **Professional Development Opportunities.** MSN’s Nave Endowment regularly supports

opportunities for faculty and staff to conduct research, subsidize publications, and assist with conference participation. On average, MKE awards grants for research, conference travel, and course development to 14 faculty in L&S and professional schools, and 11 Regional Faculty Associates (RFAs) each year. Additional support for faculty research/professional development comes from the respective Graduate Schools, CIE (MKE), and MSN International Division.

**Faculty Commitment to Teaching, Supervising, and Advising Students.** MSN faculty’s commitment to graduate students is indicated by the high number of Latin Americanist MA and PhD candidates they train (Table D.2). Furthermore, Consortium Directors and professional staff are dedicated advisors for undergraduate and graduate students. At MKE, undergraduates frequently engage in research through the OUR which pairs leading academic researchers with undergraduates. Between Fall 2020 and Fall 2021, 7 MKE faculty worked with 22 students on 24 different research projects.

* 1. **Composition of Oversight Bodies**. At MSN, the Director is elected every three years by LACIS faculty, and six standing committees govern policy, admissions, and fellowships, including FLAS awards (Table E.1). The committees include 24 faculty representing 17 departments and programs, including 3 professional schools (Education, Journalism and Law). Two key committees for governance, the Steering Committee overseeing program direction and the Tinker-Nave Committee, overseeing the program's Endowments, meet twice per year. MKE, administered within L&S, has 6 standing committees governing administrative and program policy, funding, and travel. The committees include 18 different faculty representing 12 departments, three professional schools (Arts, Education and Nursing), and 2 campus units (Roberto Hernández Center, L&S Governance). The Director serves a minimum of 5 years. The Consortium is not under an oversight body, but the professional staff meets frequently to plan.

**Table E.1: Program Oversight, 2020-21**

|  |  |
| --- | --- |
| **Madison Committees** | **Milwaukee Committees** |
| **Steering (8)**  2 Language, 5 Area, 1 Program Staff | **Advisory (10)**  2 Language, 4 Area, 2 Professional, 2 Program Staff |
| **Visiting Lecturers, Scholars, and Artists (3)**  1 Language, 1 Area, 1 Program Staff | **Major & Certificate Program (9)** 1 Language, 4 Area, 2 Campus Staff, 2 Program Staff |
| **Graduate Admissions (5)**  2 Language, 1 Area, 2 Program Staff | **Faculty Travel Grants (4)**  1 Language, 2 Area, 1 Professional |
| **Tinker / Nave Summer Field Research (4)**  3 Area, 1 Program Staff | **FLAS Fellowships (5)**  2 Language, 2 Area, 1 Program Staff |
| **Fellowship and Scholarships (4)**  2 Language, 1 Area, 1 Program Staff | **Scholarships/Student Travel Grants (4)**  1 Language, 2 Area, 1 Program Staff |
| **Tinker / Nave (7)**  Dean of International Division, 4 Language & Area, 2 Program Staff | **Regional Faculty Travel Grants (3)**  2 Area, 1 Program Staff |

**Staffing and Oversight of Administration and Outreach.** Professors Kata Beilin (MSN, Spanish and Portuguese) and Natasha Borges Sugiyama (MKE, Political Science), respectively, play an active role in international education on their respective campuses. In addition to Center work, Beilin (elected 2019) teaches three courses per year in her department. She is supported by Associate Director Vargas, who, in addition to working in Center administration, teaches 3 courses per year. Vargas received the 2021 Chancellor’s Award for Excellence in Service to the University, for his cross-campus work. He is also affiliated to the Gaylord Nelson Institute for Environmental Studies, Agroecology Program, and the Culture, History and Environment program. MSN staff also includes Undergraduate Advisor and Outreach Coordinator Sarah Ripp, and one student program assistant. Additionally, MSN receives specific support from staff at the Institute for Regional and International Studies (IRIS) (See Appendix III). At MKE, Professor Sugiyama is on the advisory committees of several programs and degree/certificate programs and teaches 3 classes annually in Political Science. She is supported by two full-time professional staff members: Julie Kline, Distinguished Associate Director, responsible for administration, public engagement, outreach, and K-16 professional development programming, and Aimee Orndorf, Assistant

Director, responsible for financial management, faculty/student awards, and internships; MKE staff also includes one 50% Academic Advisor, Alida Cardós Whaley; one 25% social media specialist and one 25% public engagement specialist (Appendix III, IV).

Consortium staff have an active presence at the national level. MSN Director Beilin is Co- Chair of the 2022 Congress of the Latin American Studies Association (LASA). Vargas serves as Vice President of the Consortium of Latin American Studies Programs (CLASP) and is a member of its Language committee. Kline currently serves on the CLASP Publications Committee and previously was a member of the Executive Committee, Publications Chair and Américas Award Coordinator. MKE Director Sugiyama served as a Secretary for the LASA Directors Section. Orndorf, regularly co-organizes meetings with FLAS coordinators across the U.S. to build community, establish best practices, and have regular communication with national colleagues.

* 1. **Non-Discriminatory Employment Practices.** The Consortium is committed to diversity and equal opportunity in employment. In compliance with Section 427 (GEPA) (see also Criterion G.3), it practices affirmative action to employ and advance minorities, women, persons with disabilities, and veterans. At MSN and MKE, Equity and Diversity committees exist in all schools, colleges, and administrative divisions. Vargas is a member of the Equity and Diversity Committee of the International Division. They identify, track, and lead diversity efforts, particularly for faculty and staff. Faculty and staff are recruited and hired in accordance with non-discriminatory professional standards, and in all cases a special effort is made to encourage applications from traditionally underrepresented groups. The Consortium practices aggressive, holistic recruitment strategies designed to increase diversity among applicant pools. It utilizes a variety of online outlets and communication to professional organizations geared to women and minorities. Efforts to successfully hire have included offers with competitive salaries, course load reductions, moving

expenses, travel funds, alternative work schedules, and support for research. MKE just launched a multi-year Strategic Faculty Hiring Fund as integral to its DEI efforts. Of 6 new hires at MSN since 2018, 4 have been women; of the last 3 MKE-affiliated faculty hires, 1 is a woman, and 1 is a person of color. Overall, Consortium faculty and staff are more diverse than many other units on campus.

# Criterion F. Strength of Library

**F.1a. Strength of Holdings**. The libraries of the UW campuses are a premier national resource in the comprehensiveness and accessibility of the general and specialized Latin American collections. MSN’s library system is the 9th largest research library in North America with total holdings in 2020 (the latest year for which rankings are available) of 11.9 million volumes in 33 specialized libraries. In 2020, the Library ranked 25th overall by the Association of Research Libraries (ARL) Investment Index with more than $40,388,800 in annual expenditures on collections and staffing. The ARL Investment Index is the measure by which research libraries are ranked and evaluated. In an era where electronic resources are increasingly important, spending and annual investment are robust measures of relative strength and institutional support, along with collection size. MKE has the second largest academic library in Wisconsin, holding over 5.5 million volumes, plus 1.1 electronic titles. Together the MSN and MKE libraries hold over 17.4 million volumes. The UW Library Consortium allows for access to an additional 565,590 purchased electronic titles and 320,100 open access electronic titles shared within the UW System. In addition, the MSN system holds more than 638,360 serial titles in print and electronic, over 458,530 microform items, and hundreds of thousands of government documents, maps, musical scores, and media materials. MKE has access to 104,149 government documents, over 196,571 serial titles (physical and electronic), and an additional 25,221 shared electronic serials.

Memorial Library, the main library in the MSN system, holds one of the top LA Collections in the US with more than 400,300 titles in Spanish, Portuguese, English, French, German, Italian and indigenous languages, such as Aymara, Mayan, Nahuatl, and Quichua. The collection is extraordinarily strong in Latin American serials, from the colonial period to 21st century of Mexico, Chile, Argentina, and the Andean countries, as well as Brazilian literature and history, and Latin American independent presses. MKE’s LA collection, which contains more than 70,552 titles, is particularly strong in geography, foreign affairs, and development. The LA collections of the Consortium total nearly 471,000 volumes supported by staff and materials expenditures of

$440,697 (Tables F.1 and F.2). The doctoral campus libraries, as well as those of UW System campuses, are linked through online catalogues and inter-library loan.

**Table F.1: Latin American Collections, 2020-21**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **MSN** | **MKE** | **Total** |
| Total Number of Volumes for Monographs in Spanish, Portuguese, English and Other | 400,365 | 70,552 | 470,917 |
| Current Serials (titles in print or electronic) | 690 | 3,413 | 4,103 |
| Maps/Landsat Images | 1,656 | 150,000 | 151,656 |
| Films/Videos/Microfilms (titles) | 4,868 | 228 | 5,096 |
| Sound Recordings (titles) | 1,546 | 412 | 1,958 |
| CD-ROMs (Data) | 80 | 44 | 124 |
| Full Text Electronic Databases for LA Studies | 30 | 15 | 45 |

**Table F.2: Institutional Expenditures\* for Latin American Library Materials and Staff (2020-21)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **MSN** | **MKE** | **Total** |
| Acquisitions | $133,713 | $23,701 | $157,414 |
| Full-Time Personnel | $197,500 | $95,783 | $293,283 |
| **Totals:** | **$321,213** | **$119,484** | **$440,697** |

Specific collections relating to LA, not included in the above data, are the Wisconsin Historical Society Library (MSN) with an additional 9,000 serial subscriptions and 650,000 monographs and government documents, many with a focus on US foreign policy; and the Land Tenure Center collection (MSN) includes 25,000 titles in the areas of land and natural resource tenure, land reform, land use and policy, and agricultural and rural development in Latin America. It also has access to the Commonwealth Agricultural Bureau International (CABI) Abstracts,

which indexes more than 6,000 academic journals and 3,500 other documents from 1910 to present, many of which are hard-to-find documents. The MKE American Geographical Society Library (AGSL) contains more than 1.5 million items, including over 590,000 maps; 20% of its material relates to LA. Its special holdings include the 1507 *Cosmographiae Introductio* containing the Voyages of Vespucci, and the *Tira de Santa Catarina de Ixtapeji*, a late 17th century painting on cloth, documenting property rights in an Oaxaca community. The AGSL also features Digital Photo Collections, with three LA collections (30,252 records).

Particular strengths of MSN’s LA collection include the most comprehensive *cartonera* collection in the world with over 2,000 volumes from more than 160 different publishers, an online research guide, and a database of digitized *cartonera* book covers and interviews. The Latin American *Cartonera* Publishers Collection is part of the Arts Collection in UW’s Digital Collections, which registers in its usage statistics over 130,240 media interactions in just the last two years. The *Cartonera* collection’s holdings continue growing at a fast pace. MSN has also continued the development of the Brazilian collection of *cordel* chapbooks by adding 100 chapbooks annually by participating in a nationwide collaborative collection effort led by the Library of Congress; MSN's collection currently holds 2,100 chapbooks. Its Special Collections include one of just 25 copies in the world of the complete 12-volume *Brasil, nunca mais* report, works by the “Escola do Recife” intellectuals of Brazil, and the “Maximilian Collection” of pamphlets of 19th Century Mexico. The collection also contains ephemera materials on the topic of human rights and social movements, such as 80 unique objects from social protests caused by the forced disappearance of the 43 students from Ayotzinapa, Guerrero and over 100 unique objects from Unidad Popular government in Chile. More recently, the collection diversified their Private Press Collection with limited edition and artisanal publications from Mexico, including

those from Taller Gráfica de Comala, Taller Martín Pescador, and Taller Leñateros, an indigenous women’s collective from Chiapas. Strategic acquisitions have also been made to strengthen collections in Latin American theatre (drama and criticism); Afro-Brazilian culture; Puerto Rican and Cuban history; Mayan languages, literatures and cultures; and Zapotec languages. In addition to print materials, the librarian leads digitization projects for the UW Digitized Collections (UWDC), including for the Ibero-American E-Texts Series, for which usage statistics register over 280,660 sessions over the last four years. Particular strengths of MKE’s LA collection include a series of Cuban Artists’ Books; the Jewish Latin America Collection, a joint Library and community initiative, and the Américas Award Research Collection, approximately 500 children’s and young adult books treating the region.

**Institutional Financial Support for Acquisitions and Staff.** MSN’s Memorial Library collection is the product of substantial long-term institutional support. At MSN, full-time bibliographer Laura Martin is responsible for the LA and Caribbean collections. At MKE, Susan Foran is responsible for collection and resource management, including the LA collection; Marcy Bidney is the AGSL curator, and Max Yela oversees Special Collections (Appendix IV).

**F.1b. Accessibility.** Outreach and accessibility to citizens within the state of Wisconsin and beyond have been primary goals: in 2020, the ARL ranked the MSN Libraries in 3rd place for number of items lent to other libraries (70,440) and 2nd in items borrowed (85,813). Library instruction programs continue to be key research and intellectual learning support that the library provides to faculty and students. In the past four years, 3,600 bibliographic instruction sessions have been taught campus-wide, reaching over 72,300 learners. For over 14 years, both campuses have been using *Libguides* software to create online research guides open and free to the public and, therefore increasing accessibility to our library resources. Usage statistics for the nine guides

created specifically for MSN Latin American Studies topics total 92,681 views over the last four years. MKE filled nearly 14,150 interlibrary loan requests in 2020-21 while more than 12,3399 students, faculty and community patrons attended library workshops and instructional programs. UW Libraries are committed to the “one system, one library” concept for more efficient purchasing. With Universal Borrowing available to all universities in the system, a book can be requested and delivered to any campus within 1-5 days. For that reason, libraries check any new purchase request against existing UW System holdings, while being conscious of the need to maintain research collection integrity at the two doctoral campuses. Both campuses engage in further resource sharing through the Big Ten Academic Alliance, whose member libraries have a “seamless interface” for their on-line catalogs and are committed to free and low-cost resource sharing, priority service, rapid interlibrary loan delivery through a contracted courier, and cooperative purchasing of full-text electronic resources.

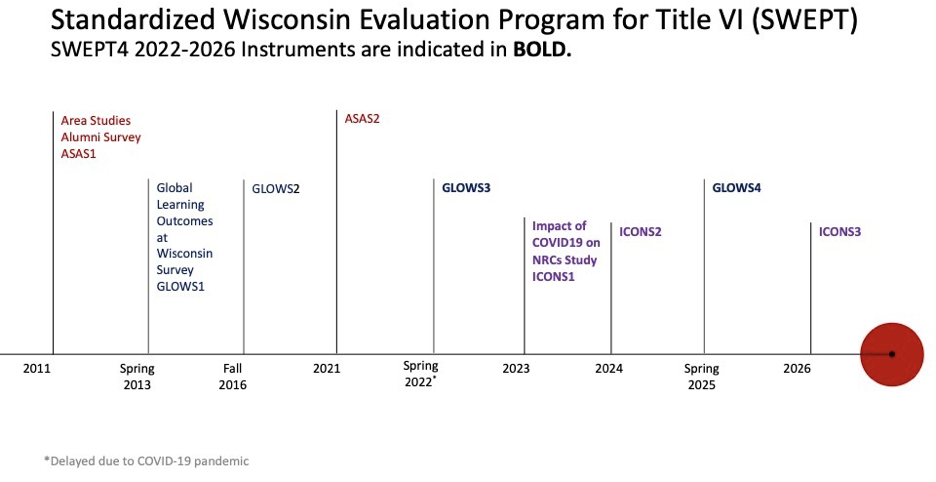
**Cooperative Arrangements.** The UW Madison Library System is a participating member of the Center for Research Libraries (CRL), the Seminar on the Acquisition of Latin American Library Materials (SALALM), CRL’s Latin American Research Resources Project (LARRP) and Latin American Materials Project (LAMP), and Midwest Organization of Libraries for Latin American Studies (MOLLAS). SALALM and MOLLAS promote member Latin American Studies resources through collaborative projects in the areas of collection development, preservation, and access. Full-time librarian Laura Martin is a member of SALALM and MOLLAS and has previously consulted for the CRL/East View Global Press Archive on Latin American newspaper selection. She is also an active member of the Archives, Libraries, and Digital Scholarship section of LASA and a volunteer indexer for the Hispanic American Periodicals Index (HAPI).

As state institutions, MSN and MKE libraries maintain open access to the public. A cooperative arrangement has made UW System libraries a single user community, thereby improving access for state users and sharing across institutions. Cooperative arrangements with UW System libraries and the Wisconsin Department of Public Instruction provide access to thousands of electronic journals and databases through BadgerCat. MKE cooperates with libraries in the metro region, sharing resources through the Library Council of Southeastern Wisconsin and the Cooperative Access Program (w/Medical College of Wisconsin and Marquette University). Faculty can also use the Reciprocal Faculty Borrowing Program, a reciprocal arrangement with over 200 libraries throughout the U.S. and Canada.

# Criterion G. Impact and Evaluation

**G.1 / 2. Impact on the University, Community, Region, and Country**. The Consortium gauges its impact through comprehensive, long-running evaluation that leverages expertise at both campuses. Using internal surveys, we assess student perceptions of the effectiveness of our centers and student placements upon graduation. In addition, surveys, usage tracking, and other feedback assess the respective trainings each campus offers for teachers and the outreach programs the Consortium has developed for other constituents, such as business and the general public. Each center independently evaluates its program; MSN participates in surveys created for all UW area studies centers. Since 2010 MSN has utilized a robust impact and evaluation methodology, the *Standardized Wisconsin Evaluation Program for Title VI* (SWEPT). (Figure G.1) SWEPT comprises 1) *The Area Studies Alumni Survey* sent at 10-year intervals to all alumni affiliated with an NRC to assess the effectiveness of NRC activities, perceptions of quality, and impact — including effectiveness at providing experiences, contacts, and skills in their subsequent work careers, and use of such skills and current placement; 2) The *Global Learning Outcomes at*

**Figure G.1. Timeline of Standardized Wisconsin Evaluation Program for Title VI (SWEPT) Survey Instruments from 2010 Through Proposed Grant.**



*Wisconsin Survey (GLOWS)* surveys sent every three years to all sophomores and seniors currently enrolled at MSN to measure the on-campus impact of LACIS programming; and 3) *The Impact of COVID19 on NRCs Study (ICONS)* — an introduction to this iteration of SWEPT4. ICONS will consist of small-scale surveys of attendees in all NRC-related activities, to be conducted in spring semesters of 2023, 2024, and 2026 and will focus on how pandemic-related shifts in programming and modes of instruction have affected participant experiences in NRC programs. SWEPT4 instruments to be implemented during this grant proposal will include GLOWS3 and GLOWS4 as well as ICONS1, ICONS2, and ICONS3.

The Consortium’s impact is demonstrated through its outstanding record in teaching and research in language and area studies, and in local, regional, and national outreach. In 2020-21, undergraduate enrollments for LA language and area courses totaled 14,655 (MSN 8,432, MKE 6,223). For graduate students, the total was 739 (MSN 318, MKE 268). In 2020-21, the two

universities awarded 47 (25 MSN, MKE 22) BA/S degrees; 35 (MSN 19, MKE 16) MA/S degrees;

and 35 (MSN 29, MKE 6) PhD. degrees.

Placement results show that graduates find jobs in the education, non-profit, or government sectors, as well as in the private sector, confirming that we are supplying a cadre of specialists with language and area studies skills in areas of national need and that alumni credit their degree programs in helping them secure these positions. From the most recent 2021 SWEPT survey sent to 300 MSN alumni who graduated from 2001-2021. Of the 163 respondents, 92% reported they were in professional positions, 3% held clerical positions, 2% were in managerial positions, and another 2% were in either manual or entrepreneurial positions. Further, 68% reported their sector as being in education, 14% in business, 12% in social services, 5% in government and the military.

In the same 2021 SWEPT survey of those who took more than 15 credits in language or area studies courses in any region of the world, with an effective response rate of 54%, 163 respondents (140 graduates, 11 undergraduates, and 12 “other” at the time) were considered “potential affiliates” to MSN (those who were aware “at least a little” about us). Out of this total of potential affiliates, 81% were considered “affiliates” (defined as participated “sometimes,” “often” or “very often” in MSN activities, or have received a FLAS), and the remaining 19% were treated as a control group. Overall placement results from SWEPT show a long-term trend to find work in the education or non-profit sectors. More importantly, SWEPT results also showed that among affiliates, 79.3% found work where they used their language skills; 87.1% used their area expertise in their job, 67.9% dealt with foreign clients or collaborators and 53.6% traveled abroad as part of their work. The level of satisfaction with MSN among our affiliates was very high, as 96% rated the quality of our programs as “good,” “very good” or “excellent.”

MKE works with evaluation staff based at the Center for Urban Population Health (CUPH). According to the 2010-2021 survey of major/certificate and undergraduate/graduate FLAS alumni

(N=22), 50% of graduates reported they work in education (36% in higher education and 14% in K-12), 23% in business, 18% in non-profits, 18% in government. One respondent (5%) was engaged in graduate studies. With a sample size of 123 and a 25% response rate, 81.8% of alumni responded that they “frequently” or “always” use world language in their graduate study or professional employment, and 63.6% use the knowledge and skills gained in areas studies. Further, 100% said they are very committed or somewhat committed to a career that emphasizes global competence. The survey’s ten-year data provide additional insight into the impact of language and area studies training on professional and graduate study placement.

Our impact is also demonstrated by the indicators of usage of Consortium resources and participation in our activities in the last three years. (Table G.2).

**Table G.2: Consortium Combined Usage of Center Resources, 2018-21**

|  |  |  |
| --- | --- | --- |
| **Resource** | **Time Frame** | **Combined Usage Number** |
| Website visitor sessions | triennium | 61,320 |
| Individuals on email and mailing lists | triennium | 4,873 |
| Weekly classroom resources and monthly (streaming resources) newsletter | triennium | 331 |
| Social Media (LinkedIn, Facebook, Twitter, YouTube, Vimeo, Blog, MailChimp) | triennium | 7,092 Followers / 53,158 YouTube/Vimeo plays |
| K-16 educators participating in teacher training/professional development programs | triennium | 2,538 |
| Attendance at program-sponsored public events | triennium | 58,795 |

**G.3. Equal Access for Students from Traditionally Underrepresented Groups**. MSN and MKE have comprehensive policies and procedures to ensure full access for groups traditionally under-represented in higher education, including racial and ethnic minorities, women, the elderly, and persons with disabilities; both campuses are in full compliance with Section 427 (GEPA). Efforts to expand opportunities include special financial aid and remedial programs and comprehensive Student Accessibility Programs. Commitment to affirmative action is evident in Consortium-sponsored activities, such as outreach programs that partner with groups serving large numbers of minorities, such as the MSN and Milwaukee public school (MPS) districts, other urban

southeastern Wisconsin school districts, and with Wisconsin MSIs, technical and community colleges. Both centers have also formalized relationships with underrepresented groups for joint programming. For example, a 2021 program with Hispanic serving institution (HSI) Alverno College to support graduating Latina new bilingual teachers connected those students to practical pedagogy about using cultural content picture books in their classrooms. Further, the Consortium commits to funding students of color for study abroad programs, field research, and employment (Criteria D, E). MKE regular awards Diversity Scholarships to under-represented study abroad participants; in 2021 the university received a U.S. State Department IDEAS grant, specifically targeted at diversifying education abroad. Madison offers one Advanced Opportunity Fellowship per year to outstanding, meritorious underrepresented students who enroll in the MA program. MSN’s Associate Director works actively in recruiting qualified applicants. At Milwaukee, 23.5% of students are enrolled part-time, and many work full-time to support their studies. The MKE Chancellor has committed to supporting DEI, including a stated goal of attaining HSI status. Approximately 86% of enrolled students in MKE’s LACUSL major are first generation students who identify as Hispanic/Latinx or African American. MKE’s LACS certificate also has diverse enrolled students (85% are women, 80% identify as persons of color, and 85% are first generation).

**G.4. Evaluation Plan**. The Consortium is committed to a rigorous and meaningful formative and summative evaluation for the 2022-26 cycle that: documents the successes and challenges of this grant; provides timely feedback so that maximum institutional use is made of evaluation findings; offers information to the Consortium in order to improve outcomes for each of the goals; and contributes to knowledge about effective ways to 1) strengthen K-16 teacher training, 2) collaborate with minority-serving institutions; 3) support student education and career placement, and 4) support language and area studies both within and beyond campus. Both **process**

**evaluation** (documenting fidelity to the program throughout the grant cycle) and **outcome evaluation** instruments (documenting the program’s results) are included in the plan. (Table G.3.) **Table G.3. Evaluation Plan with selected metrics, instruments and data sources**

|  |  |  |
| --- | --- | --- |
| Goal | Outputs and Instruments (Qualitative and Quantitative) | Baseline Data Source and Date |
| 1 - Strengthen K-16 Teacher Training and Educational Outreach  Opportunities and Access. (AP2) | **Process:** Number of Trainings; Participant Number and Demographic Information; Number and Characteristics of Collaborations  **Outcome:** Post Training Participant Surveys; Bi-annual Participant Focus Group by independent evaluation team. | Spring 2021 survey (CLACS & CUPH); Current status of collaborative initiatives |
| 2 - Collaborate with Minority Institutions and Community Colleges in Support of Latin American Studies Initiatives. (CPP1) | **Process:** Review of the current state; establish context, what is desired from collaboration and mechanisms the centers will develop to foster these outcomes.  **Outcome:** Annual Key Informant Interviews to understand the nature of collaboration, evidence for strengthened relationships by independent evaluation team. | Current status of international content on courses and curricula at partner institutions, and status of collaborative initiatives |
| 3 - Improve Undergraduate and Graduate Education and Career/Placement Training. | **Process:** Enrollments in LCTL courses at all levels at Consortium and other partner institutions; Collaborative initiatives with other LCTL venues at other universities with LAC NRCs; development/participation in academic, internship and career advising opportunities; alumni placement | Current enrollments; number of courses at various levels; status of collaborative initiatives; current career training/placement support |
|  | **Outcome:** GLOWS4 in year 3 (2025); ICONS in 2023, 2024, and 2026; Longitudinal CUPH Surveys - MKE student careers, satisfaction.  Biannual Focus groups with FLAS recipients to deepen understanding of educational goals and prospective career pathways by independent evaluation team. | SWEPT (2021)  GLOWS II (2016)  MKE-CUPH alumni survey (2021) |
|  | Biannual Key Informant Interviews NRC Directors, Coordinators, others to understand the role of centers for students by independent evaluation team. |  |
| 4 - Strengthen LA Language and Area Studies at and beyond the University. | **Process:** Internal program evaluation at each Center. Various tracking mechanisms to capture library usage/access, and public event participation  **Outcome:** Internal program evaluation at each Center to gauge satisfaction and impact of programming. | Current baseline from Consortium resource usage, satisfaction and impact of programming.  May 2021 MKE public events survey |

Table G.3 describes how we will keep track of progress in our activities to reach outcomes related to each of our four goals. Goal 1, in response to the Absolute Priority, is an expansion of our

current activities in teacher training and educational outreach, with an emphasis on broadening content/delivery options and increasing participation and access. To evaluate our progress towards such goals we propose a variety of quantitative and qualitative instruments as presented in Table G.3. Baseline data can be drawn from two educator surveys conducted during the previous grant cycle. Goal 2 responds to CP-1, building upon our relationships with MSIs (College of Menominee Nation-CMN, Alverno College) and campuses in the WI Technical College System, primarily Madison College and Milwaukee Area Technical College (MATC). As several of these activities are new, the baseline is the current status of collaborations and curricular programs in each of our campuses and partner institutions. Goal 2 has also been part of our activities in the past, but for the next cycle we are proposing to develop new MSI/CC collaborative initiatives to increase enrollments, enhance sharing of teaching resources, and increase opportunities. Goal 3, focusing on undergraduate and graduate training, career advising and placement, includes LCTL learning; area studies course enhancement/expansion, and career advising that better accompanies students throughout their academic studies. We also have baseline data about placement and global competency of our students. Goal 4 has also been part of our activities in the past, and for the new cycle, we have the advantage of baseline data about awareness, participation, subjective assessment of the quality of our resources, and global competency of our constituents. We will use the baseline data to target improvements in this goal.

# Development of Consortium Evaluation Resources and Availability of Baseline Data.

A strength of the Consortium's evaluation has been the past relationship with several key partners--evaluation specialists on each campus whose combined efforts have helped to develop a comprehensive Evaluation Plan. MKE partners with evaluators based at the CUPH, an independent applied research organization located at MKE with extensive experience in conducting program

evaluation research. David Frazer and Elizabeth Duthie, who continue as evaluation experts (Appendix IV), have over 19 years of combined experience conducting applied research in the MKE area. MSN partnered with the University of Wisconsin Survey Center (UWSC) (an independent entity with expertise on longitudinal and/or nationwide surveys), and with Professor Ted Gerber (an expert in demographics and statistical analysis) to implement comprehensive surveys of alumni and the current student body. UWSC and CUPH are independent entities within the University with no connections to any Title VI programs. MKE and MSN program staff worked with UWSC and a previous evaluation team of researchers to develop logic models (specific to faculty, students and alumni, and outreach constituents) that identify short, intermediate, and long- term outcomes for Consortium program components. Results from these efforts have yielded baseline data to be used in the next cycle. To report these efforts collectively for the Consortium and to complement existing methods and instruments with rich qualitative data, we will add an external evaluation consultant, **Rekha Shukla**, (Appendix IV) who has more than 20 years of evaluation experience, including several federally-funded educational projects.

**Use of previous evaluations.** MKE’s outreach survey in Spring 2021 focused on educational outreach outcomes identified in our logic models. Previous surveys (used for comparison) were conducted in 2013 and 2018. The 2021 survey was sent to 190 K-16 educators who participated in the four-teacher training/professional development opportunities offered during 2020-21. With a 23.5% response rate, 88% of educators strongly agree that as a result of MKE teacher training, they incorporated new LACS content or strategies into their classrooms. (For comparison, the 2018 results demonstrated that 57.4% of respondents strongly agreed regarding incorporation of new content/strategies.) Though pleased with the impact in classrooms, the results encourage MKE to redouble efforts to reach educators of diverse backgrounds and those who work with

underrepresented student populations through our publicity and partnerships.

MSN has also used the results from the alumni survey (SWEPT - 2011) and the student body survey (GLOWS – 2013, n= 3130; and 2016, n=2115). GLOWS (2013), an on-line survey of sophomores and seniors, also focused on assessing the global competence of our students, which include five dimensions: cultural competence, global knowledge, personal flexibility, cultural sensitivity, and geography knowledge. With a response rate of 22.3% and using state-of-the-art, rigorous statistical techniques (such as propensity score matching to control for the factors that jointly influence the decision to participate in an NRC) data suggest that LACIS participants have significantly higher mean scores on all five dimensions of global competence. Comparing results from GLOWS 2013-2016, LACIS shows stability, and high levels and growth in terms of quality ratings of its activities by students. In addition, 52% of students considered that LACIS was “very” or “extremely effective” at “providing an intellectual home” for them at the University of Wisconsin. Something remarkable and that makes us proud is the *statistically significant* increase in awareness of Career Day and Professionalization workshops among Sophomores (+11.9%) in the 3-year period from 2013 to 2016. We expect that for GLOWS III (2022 survey) we will have increased the overall familiarity with and participation in LACIS activities by 10% with respect to 2016, through: (1) enhanced social media presence; (2) radio podcasts; (3) new courses and visits to classes; (4) enhanced website; (5) general information sessions; (6) creation of material for incoming classes; and, (7) devising career activities for MSN with the College of Letters and Sciences. In addition, we expect to raise awareness of and participation in specific MSN activities (study abroad; grants and fellowships; brown bags; film series; cultural events; and career days, among others). We will use this benchmark data to assess changes we expect when the results of GLOWS III (2022), GLOWS IV (2025), and ICONS in 2023, 2024 and 2026 become available.

**G. 5 / 6. FLAS and NRCs Training, Placement and Supply of Specialists.** Enrollments in language courses (Criteria B, C) and placement data (Table G.1) show that our programs are contributing to a supply of specialists in language and area studies for the LACS region. Through proposed activities (Criterion I) we aim to increase the number of such placements.

**G.7. FLAS and National Need.** In the last four years, MSN awarded 32 AY FLAS (50% Portuguese, 22% Quichua, and 12% Yucatec Maya, Cakchiquel and others), and 25 Summer FLAS (28% Portuguese, 40% Quichua, 32% Yucatec Maya and others). MKE awarded 8 AY FLAS (100% Portuguese), and 8 Summer FLAS (50% Portuguese, 25% Quichua, 12.5% Mixtec, and 12.5% Zapotec). The Consortium is thus fulfilling the objective of training specialists in addressing national needs by targeting less-commonly taught languages identified by ED and federal agencies. MSN allocated 78% of FLAS to the priority languages (Portuguese, Quichua, Cakchiquel and Haitian Creole) and Milwaukee allocated 87% of FLAS to Portuguese and Quichua.

# Criterion H. Outreach Activities

**H.1. Impact and Participation**. The Consortium has a longstanding national reputation for its demonstrable commitment to outreach and public engagement. The program values collaboration with individual centers nationally, with Wisconsin area and international studies centers, with CLASP, and with local campus and community partners. Despite the challenges of the pandemic, virtual programming has offered the opportunity to explore new collaborations and to expand both access and the reach of our programming. As one example, a six-part virtual series, *Latin American Children’s Book Creators*, originally developed with U.S. teachers and librarians as the target audience, attracted 478 registrants from over 35 countries. Virtual programming has also allowed us to better represent voices and perspectives from Latin America and the Caribbean. In addition to center staff who manage public engagement projects, the outreach program also

benefits immensely from initiatives put forth by our faculty and the professional schools. In 2018- 21, MSN collaborated with faculty and staff from the Schools of Business, Journalism, Law, Education, and Medicine, as well as the College of Agricultural & Life Sciences, and the Nelson Institute for Environmental Studies on a number of initiatives, including 6 film festivals, 2 alumni- in-residence programs, 4 art exhibitions, and 14 arts outreach programs. During 2018-21, the MKE Schools/Colleges of Arts, Education, Letters and Science, and Nursing were directly involved in 1 city cultural festival, 2 film series, 4 K-16 teacher programs, 1 student event and numerous public lectures and community programs. In one example, SOE instructors partnered with MKE to incorporate LAC content into multiple sections of an introductory children’s literature required course. In addition to developing most lectures and conferences, MKE faculty worked with 4 K- 16 teacher workshops, 2 film series, 5 cultural events, and 5 regional programs.

**Elementary and Secondary Schools.** The Consortium offer effective teacher training, resources, and other K-12 outreach programming, building upon innovative partnerships (Table H.1).

**Table H.1: K-12 Sample Outreach Activities, 2018-21**

|  |  |  |  |
| --- | --- | --- | --- |
| **K-12 TEACHER TRAINING** | **Date/**  **Location/ Impact** | **Participants** | **Partners** |
| Consortium Summer Institute: Under- reported Stories from Latin America | June-July 2020 Milwaukee/ National | 132 | Pulitzer Center for Crisis Reporting, FIU |
| IB Educator Professional Development Workshop | September 2019 Milwaukee/National | 36 | Fairfax County Public Schools (VA) |
| K-16 Educator Workshop “The Dark Side of Sugar: Slavery, Indentured Labor, and Race Relations” | July 2019 Madison/Local | 15 | Madison College, International Programs, South Asian Studies |
| **SCHOOL-BASED PROGRAMS**  **(Student Audiences)** |  |  |  |
| Proyecto Bembé: Afro-Caribbean Youth Drumming & Performance Group/Music Residency | ongoing) Milwaukee/Local (in-person and  virtual) | 505 (during  2019-20) | Bruce Guadalupe School; Milwaukee Rec (MPS) |
| World Appreciation Day | Nov 2018/2019  In person/Madison | 800 | Language Institute, other UW NRCs |
| **CLASSROOM RESOURCES** |  |  |  |
| (LAAS-EN) Educator Workshop | February 2020 | lessons plans +  networking |  |
| Latin American Children’s Book  Creators | 2021  International | recordings | International Youth  Library (Germany) |

MSN not only draws from its extensive area studies expertise, as it also partners with the other area studies centers. This provides the opportunity to bring K-12 students to campus for thematic international experiences and to partner on teacher training opportunities locally and statewide. In late 2019, MSN outreach staff convened the Latin American-Area Studies Educator’s Network (LAAS-EN) for local K-12 educators. Over the last two years, MSN has developed several opportunities for members such as a virtual tour of Mexico City, and curated web content.

MKE expands Consortium K-12 outreach with teacher training and resource offerings. The three-day summer institute (also open to post-secondary educators) draws a gratifying mix of institute alumni and new educators to explore a topic with scholars, practitioners, and peers. Recent institutes include *Society and Politics in Contemporary Central America* and *Underreported Stories from Latin America* (with the Pulitzer Center for Crisis Reporting). Approximately 225 educators from 36 states, Washington, DC, Puerto Rico and approximately eight countries participated in the three 2018-21 institutes (two virtual) (Figure H.1). Institute resources are made available online. In addition to the summer institutes, MKE organizes and co- sponsors a diverse mix of educator professional development to serve teachers across subject areas.

**Figure H.1 Map, 3 U.S. Summer Institutes Participation, 2019-21**



With ongoing MKE co-sponsorship, an alumna and arts professional began an Afro-Caribbean drumming group at a local elementary school; designed as a

music residency program (for public schools with limited arts curriculum or physical education), the program has grown exponentially, expanding to more schools and integrating senior citizens. **Postsecondary Institutions.** Through its RFAs, the Consortium offers professional development/research and program support to over 120 faculty at 40 UW System campuses and private colleges throughout Wisconsin, Iowa, Nebraska, and Minnesota. This network contributes to a recognizable regional strength in Latin American studies and allows for greater sharing of resources. MKE supports annual regional faculty workshops with the North Central Council of Latin Americanists (NCCLA) and CLASP, including 3 between 2018-21, drawing faculty from 18 institutions (Figure H.1). Also, by serving as the NCCLA Secretariat, MKE promotes scholarship at regional universities via the annual conference which rotates throughout the region.

The Consortium has forged strong relationships with MSIs and community colleges. Activities included joint educator workshops with Alverno College, a HSI (Global Girlhoods, 2020; Global Perspectives on Freedom of Speech, 2021). MKE also collaborated with Alverno and Milwaukee Area Technical College on a graduating teacher celebration, featuring children’s author/illustrator Duncan Tonatiuh and a presentation on incorporating his books into the bilingual classroom. (See Criterion I for new initiatives.)

**Table H.2: Post-secondary Sample Outreach Activities, 2018-21**

|  |  |  |  |
| --- | --- | --- | --- |
| **TEACHER TRAINING** | **Date/**  **Location/ Impact** | **Participants** | **Partners** |
| ACTFL Workshop: Inclusivity in the World Language Classroom | Nov 2019  Virtual/National | 34 | ACTFL, S&P, LRC |
| Teaching Latin Online: Course Design and Best Practices | February 2021  Virtual/Regional | 15 | NCCLA, CLASP |
| “The Growing Crisis of Refugees and Statelessness: Workshop for Community College Educators” | October 2020 Virtual/Regional | 25 | UW NRCs, Madison College |
| **CLASSROOM RESOURCES** |  | **Outcome** |  |
| The Sidewalk School with Felicia Rangel-Samponaro | 2020 | YouTube video (40 views/243 impressions | Institute of World Affairs (CIE) |
| El Futuro Maya II website | ongoing | Website with video modules  (2,088 plays to date) | Virginia Commonwealth U; Tulane; Vanderbilt |

**Business, Media and the General Public.** The Consortium develops business and media outreach, particularly through joint programming with the Madison International Trade Association (MITA), Madison Committee on Foreign Relations (MCFR), WEDC, and the Institute of World Affairs (IWA). MSN often provides speakers for events of the MCFR, including a talk by the former Secretary of the Treasury in Mexico. The media exposure generated by Wisconsin outreach includes national, state, and local radio, print media, and commercial and public television. As part of its annual *Festival de Cine*, MSN reaches several hundred individuals from the university and the surrounding community to educate them about the region. MKE annual free film series, in collaboration with the Chicago Latino Film Festival, attracted 900 campus and community members in 2019; the 2021 series, offered fully virtual, registered 300 individuals over a week of screenings. Through its collaborative community partners, Milwaukee offers frequent public programming off campus to increase attendance.

**Table H.3: Business, Media, General Public Sample Outreach Activities, 2018-21**

|  |  |  |  |
| --- | --- | --- | --- |
| **BUSINESS** | **Date/**  **Location/ Impact** | **Participants** | **Partners** |
| Speakers for the Madison Council on Foreign Relations | Misc. 2018-2021  Madison/Regional | 200 | Madison Council on  Foreign Relations, UNA- USA Dane County |
| **MEDIA** |  |  |  |
| Article: “We’ve All Lost Somebody: Community Altar Project Invites  Madisonians to Celebrate their Dead” | October 2021 Madison/Regional | 8,000 | Capital Times |
| TV Interview (International Focus):  Trump of the Tropics, Jair Bolsonaro | Nov 2018  Milwaukee/Regional | 5,000 | Milwaukee Public Television |
| **GENERAL PUBLIC** |  |  |  |
| Community Altar Project | Oct-Nov 2020/2021  Madison/Local | 2,000 | Art, Madison Children’s  and Chazen Museums |
| Música del Lago  summer Latin music series | June-Aug 2019  Milwaukee/ Local | 1,675 | Colectivo Coffee |
| Migration Webinar Series: Latin America and the U.S. | Sep-Nov 2020  Consortium/ International | 696 | LACIS, CLACS |

Overall attendance at outreach events illustrates the cumulative impact of the Consortium’s outreach programming (Table H.4). See Criterion I for future outreach plans.

**Table H.4: Outreach, Cumulative Impact, 2018-21**

|  |  |  |  |
| --- | --- | --- | --- |
| **PARTICIPANTS** | **MSN** | **MKE** | **Total** |
| K-12 Teachers | 442 | 1,871 | 2,313 |
| Post-Secondary | 125 | 180 | 305 |
| K-16 Students | 1,772 | 563 | 2,335 |
| Business / Media | 20,000 | 5,000 | 25,000 |
| Public | 10,690 | 8,237 | 18,927 |
| Lectures/Conferences | 8,540 | 3,426 | 11,966 |
| **TOTALS:** | **41,569** | **19,277** | **60,846** |
| **ACTIVITIES** | **MSN** | **MKE** | **Total** |
| Local | 122 | 64 | 186 |
| Regional | 46 | 22 | 68 |
| National | 45 | 43 | 88 |
| International | 4 | 6 | 10 |
| **TOTALS:** | **217** | **135** | **352** |

# Criterion I. Program Planning and Budget

**I.1 / 2. Quality and Purpose of Activities, Timeline, and Use of Personnel and Resources**

Our program plan conforms to the purpose of Title VI: to strengthen nationally recognized centers of excellence in foreign

language and area studies and to assist students undergoing training in foreign languages and area studies. The extensive collaborations and broader support we have developed allows us to successfully execute an ambitious plan. Moreover, we are energized by the many new and creative initiatives. We propose the following activities grouped under four distinct goals, as presented in Appendix I.

# Goal 1: Strengthen K-16 Teacher Training (AP) and Educational Outreach Opportunities and Access.

**Teacher Training.** The Consortium (with cosponsor Florida International University-FIU)

requests funds for three-day ***Teacher Training Summer Institutes*** (all yrs), designed to reach educators of diverse subjects. The 2022-26 series will be built on collaborations with Latin American museums, drawing upon their collections and specialists. For yr 1, we have confirmed a partnership with the Museo de Ciencias Ambientales , Universidad de Guadalajara (Appendix V). Potential partners for subsequent years include: Le Centre d’Art (Haiti); Museo de la Inmigración (Argentina); and Museo Larco (Pre-Columbian Collection, Peru). The institute draws both K-12 and post-secondary participants, including community and technical college

participants. Funding will also support the ***Institute Faculty Coordinator***; Latin American historian Seth Meisel, (Northwestern University).

In partnership with the Wisconsin Department of Public Instruction, CIE, and UW- Madison IRISNRC, MKE plans a ***Wisconsin Public Schools Career and Technical Education***

***(CTE) Initiative*** (all yrs). The project will contribute to the state Common Career Technical Standards revision and support professional development for CTE educators and guidance counselors (Appendix V). This initiative will support all Wisconsin schools, including rural schools, in which about 44% of Wisconsin public school students are enrolled.

In collaboration with MPS, MKE proposes ***Diversifying MPS Classroom and Library***

***Collections through Américas Award Books*** (all yrs). MKE will offer one-week summer stipends to up to five MPS educators annually (reading, bilingual education, library media, any level) to immerse themselves in the Américas Award Collection housed in UWM Libraries and explore connecting the books to their classrooms/libraries. Fellows will produce a deliverable that fits their own teaching needs.

Collaborations between LAC centers contribute to our national impact. The Consortium

will partner in an FIU-proposed program, the ***CLASP Master Teacher Training Institute*** (yr 2). CLASP K-12 Teaching Award winners will deliver a program for fellow teachers. The Institute also provides applied training on effective pedagogy strategies, new opportunities to incorporate innovative teaching materials in the classroom and leadership. In addition, we will collaborate on Vanderbilt’s proposed ***Contemporary Issues in Latin America series for educators*** (all yrs), with UT-Austin as the third partner. Wisconsin will host one virtual program annually.

To strengthen language instruction, The Consortium proposes ***ACTFL Workshops*** (all yrs)

for Spanish & LCTL faculty/staff and open to regional language educators. The workshops also

complement methods-training for new teaching assistants. A recent TA orientation identified needs, including level-appropriate authentic materials; creative incorporation of technology; teaching the diversity of cultures; and skills-focused training. The Consortium continues to

support ***NCCLA Teaching & Learning Workshops*** (all yrs), offered at different regional campuses, to strengthen the Latin American Studies network in the upper Midwest.

MKE will offer virtual ***Digital Humanities Workshops*** (all yrs), with UWM Libraries and

with new partner, Tulane. With the availability of free authoring tools, educators can create multimedia classroom resources. Educators will explore the remarkable range of digital Latin Americanist collections and may contribute to a shared repository of digital classroom resources. **Additional K-12 and Post-Secondary Educational Outreach.** The Consortium regularly

supports ***CLASP collaborations* (**all yrs**),** including the Américas Award (Library of Congress presentation and accompanying teacher workshop), Global Reads, and joint exhibit booths at conferences such as the annual National Council of Social Studies (NCSS).

Together with UWM Libraries, CIE, and the International Youth Library (Munich), MKE

will co-organize ***International Children’s and Young Adult Literature Collection Programming*** (all yrs), to accompany the newly initiated International CYAL Collection, offering virtual programming highlighting new children’s book creators, as well as global children’s literature specialists. The potential audience includes educators, librarians, and those seeking authentic text. MKE will join CIE with the Pulitzer Center for Crisis Reporting, ***Connecting the Global***

***and the Local through Journalism Skills and Media Literacy***. Focusing on storytelling and digital literacy, the project will give a small group of teachers and their students a sustained opportunity to pair with local/global journalists. Classrooms will be introduced to underreported stories, practice a journalism skill, and have student work reviewed by the professional contact.

Working with other Title VI centers at UW-Madison, MSN will participate in the

***Wisconsin International Resource Consortium (WIRC)***, a cross-regional collaboration among nine area studies centers, planning joint programming such as: professional development on a global theme that alternates between a focus on the needs of K-12 and MSI educators; a biannual Global Learning Summit, and a new Global Children's Literature Celebration. MKE will continue

supporting the ***RFAs*** network (all yrs) of over 120 faculty at UW System campuses and private colleges in the upper Midwest with funding for research-travel and programming.

# Goal 2: Collaborate with Minority Institutions and Community Colleges in Support of Latin American Studies Initiatives (CPP-1)

The Consortium anticipates further flexible ***Collaboration with CMN, Alverno College***

***and the WI Technical College System*** (all yrs), offering academic program support, collaborative educator workshops, student teacher programming, instructor professional development opportunities and work with individual faculty with specific LACS project proposals (Appendix V). The long-established collaboration with CMN aim to incorporate international and intercultural dimensions into CNM curriculum, participate in international indigenous fora, enrich their library, develop webinars, and design study abroad opportunities for faculty and students. Specific Consortium projects include: ***Hospitality and Tourism Management Foodways and***

***Ritual in Latin America: International Training Program for MSI/CC Pre-Professionals*** (yrs 2, 4), proposed by FIU and in partnership with MATC and Madison College. This bilingual, for- credit field study program exposes pre-professional participants to foodways in Peru (yr 2) and Mexico (yr 4). Designed to meet apprenticeship requirements of participating institutions, the program supports efforts to internationalize curricula and strengthen access equity among diverse pre-professional students.

The Consortium also will participate in the ***MSI/CC Global Studies Symposium*** (yr 2),

organized by FIU and Vanderbilt with CLASP. The symposium provides a professional development and networking forum led by CC/MSI faculty. Content areas may include: building degree programs; developing and funding study abroad; creating summer institutes; and designing impactful outreach. In the last cycle the Consortium supported a delegation from the College of Menominee Nation to share our collaboration among NRCs and the tribal college.

Lastly, within this goal, the Consortium plans a ***World Languages and Careers***

***Exploration for Milwaukee Public Schools Students*** (yr 1)**,** with Alverno College, MATC, CIE, and with corresponding departments at all three institutions. To showcase career opportunities for MPS heritage and second language learners, partner institutions will provide programming focused on three professional tracks (teaching, translation and interpretation, and health care), with practicing professionals and current university students in each field sharing their experience.

**Goal 3: Improve Undergraduate and Graduate Education and Career/Placement Training LCTL Language Instruction.** The Consortium actively contributes to LCTL instruction for both undergraduates and graduates. In Portuguese, this includes the **Summer Intensive Portuguese Institute (SIPI)** for which MSN requests a lump sum to hire a ***Director for Cultural Events*** (all

yrs). The Director will also oversee the Teaching Assistant during the 8-week session. With institutional resources, MSN promote SIPI regionally and nationally to increase enrollments. FLAS fellowships are critical to attract top applicants. Title VI funding will also support a ***SIPI Instructor*** (all years), a 100% TA for 10 weeks to help teach the institute. MKE plans further

Portuguese Course Development/Teaching (all yrs) to expand course offerings, enrollments and audiences. This includes ***Development of Portuguese-English Track for the Online Translation***

***and Interpreting MA program*** (all yrs). According to the U.S. Bureau of Labor Statistics, translation and interpreting employment is anticipated to grow by 24% between 2020-30. In addition to the Translation and Interpreting (TIS) courses, MKE continues support for ***Summer Intensive Portuguese*** (all yrs).

MSN request funds for 50% of the academic year salary of a ***Quichua Instructor***

(Muyolema, all yrs) to teach four levels of the language, from beginning to advanced. By partnering with the University of Utah, additional salary will be added to supervise students from other universities, multiplying the enrollment. Travel Funding (all yrs) will support travel to participate in indigenous language pedagogy workshops convened by other centers nationally.

Quichua will be further advanced with ***Summer Intensive Quichua Institute in Ecuador* (**all yrs). MSN request funds for two-month’s summer salary of Muyolema to teach the Institute as part of the Andes and Amazon Field School in Ecuador, co-sponsored by FIU and Pittsburgh. In a unique project, MSN seeks support for ***Publishing Quichua Storybooks for Children*** (yrs 2,

4), to produce, edit, illustrate, and publish two children’s books, created by students in the four- semester sequence of Quichua classes. The books will serve as resources for the Ecuador Summer Institute. MSN will also allocate funds to enrich Quichua instruction by partnering with the Kichwa Institute of Science, Technology and Humanities (KISTH), an Ecuadorian national organization composed of members who are currently pursuing undergraduate or graduate studies both in US and in Ecuador. MSN faculty, Diego Roman, (C&I) is an advisor of that organization.

In support of Yucatec Maya, MSN requests funds for the ***Yucatec Maya Instructor*** (all

years, at 50% of the salary of instructor (Hurley) to teach two levels of the language. MSN linguist Grant Armstrong enriches the curriculum and promotes language practice and connections with native speakers in Yucatán, Mexico.

Finally, MSN, in collaboration with SDSU, plans a ***Mazatec Demand Study, Curriculum***

***Development and Pilot Teaching*** (all yrs). MSN will conduct a needs assessment and rationale in yr 1 to develop teaching of Mazatec language from Oaxaca, Mexico. If demand is identified, a pilot Summer Institute is proposed for Summer 2024; funds are requested for professional development for indigenous language instructors. Why Mazatec? The prestige variety of Huautla, spoken by about 50,000 people, is receiving attention due to the renewed interest in the cultural aspects of the use of sacred medicinal plants for healing and to cure mental health disorders. MSN recently created the Transdisciplinary Center for Research in Psychoactive Substances (TCRPS), in collaboration with the School of Pharmacy and historian Lucas Richert. MSN Vargas is a member of the Executive Committee of TCRPS and works to enhance historical and cultural aspects of indigenous use of such substances. SDSU convenes the Bi-annual Coloquio de Lenguas Otomangues in collaboration with the Centro Cultural San Pablo and will help to consult with the Mazatec language project. MSN linguist Grant Armstrong will also offer guidance and expertise. **Area Studies and Professional School Instruction.** MSN requests minimal funds for the salary

(2.46%) of a ***Teaching Assistant, Introduction to Latin America*** to help teach one discussion session in Spanish or Portuguese for our main gateway interdisciplinary course “Introduction to Latin America,” usually with enrollment over 100 students every Spring. This constitutes one of our efforts to implement the FLAC strategic goal.

***Visit. Assoc. Prof. "Health Issues in Rural Ecuador".*** Lump sum to contribute to the summer salary of Prof. Frank Hutchins, an anthropologist trained at UW and member of the faculty at Bellarmine U. in Louisville, KY to lead the annual 20-day Global Health Field Work in Ecuador. During the Spring Semester, course Population and Health Sciences PHS 645, Global Health Field Study in Ecuador, is taught as a prerequisite to the summer course PHS 644 Interdisciplinary

Perspectives on Global Health and Disease: Ecuador. Madison faculty Vargas and Muyolema provide language, history and culture lectures in the Spring prerequisite preparatory course. About 12 MSN students from different health related fields participate in this course. Now that COVID restrictions are eased, the plan is to offer the course every year. At MKE, funding will support

design/delivery of a new ***Collaborative Lab History Course*** (yrs 2,3) that immerses students in the rich Latin Americanist primary resources of the American Geographical Society Library (AGSL). Students will work as a team, in collaboration with the course instructor and AGSL staff, to develop public-facing projects focused on Latin American holdings. More generally, the Consortium includes a line item for ***Area Studies/Professional Schools Course Development*** (all

yrs) to encourage development of new short-term study abroad, STEM or professional school courses, particularly in those disciplines that bring new students into area studies training. This line item will also support course “enhancement” in which non-area studies courses gain LAC content through new readings, course assignments or case studies. Vargas will develop the new course Environment, History and Culture in Latin America, to be offered in Spring 2023, and other courses as needed in subsequent years. MSN also will support additional new course development

projects (Beilin) in partnerships with the Intercultural University (Quintana Roo, Mexico), the Universidad Autónoma de Yucatán (Mérida, Mexico), and the CATIE Foundation (Costa Rica).

MKE continues modest salary support for the L&S ***Instructional Technologist*** (all yrs)**,** a staff position focused on online teaching and learning so that the position commits time specifically to LACS online course development and e-Portfolio support.

MSN continues to contribute to the ***First-Year Interest Group with the School of***

***Education*** (all yrs) with TA salary support for the course, Globalizing Education, offered by Prof. Maggy Hawkins and to a ***Guest Speaker for FIG Courses*** (all yrs).

MKE supports ***Spanish/Portuguese Customized Language Modules for Students in***

***Professional Schools & Sciences*** (all yrs) for students to gain basic language skills for study abroad or fieldwork to enhance their experience. An Atmospheric Sciences Mexico study abroad has benefitted from the training to date. In addition, the Consortium’s ***Freshwater Sciences***

***Collaboration*** (all yrs) allows us to partner with MKE Freshwater Sciences to support the ongoing Laguna Bacalar Mexico Freshwater project with training opportunities for student researchers, guest speakers, and curriculum development. (See Criterion C).

MKE also requests funds for ***Program Development, Integration of Spanish for Health***

***Professionals certificate students into the College of Nursing Simulation Lab*** (yr 1). In this new initiative (based on a previous model of incorporating American Sign Language students into the Nursing Simulation setting), SHP students (as interpreters) and Nursing students will gain experience working together in a clinical setting.

**Career Training and Placement.** In response to student feedback, the Consortium will

proactively expand its student support with additional programming, including the ***FLAS Career Series*** (all yrs). In collaboration with Utah, we will co-organize one virtual FLAS-related career preparation panel each spring, open to Latin American FLAS recipients across the U.S. and featuring former recipients. Current students will learn more about career opportunities, network with current and former awardees, and gain professional development experience.

***MSN Student Career Coaching*.** MSN undergraduate advisor, Sarah Ripp will prepare

several workshops in collaboration with SuccessWorks, a campus wide program to connect with and learn from employers and alumni professionals in LAC field, build skills and experiences while on campus, and get jobs and internships. Funds are requested for honoraria and scholarships for students to secure internships in the region. MKE also requests funds for ***Internship and***

***Career Preparation*** (all yrs), co-organized with CIE and AADS, including fall one- day **Internship Bootcamps**, for students interested in internationalizing their academic and career paths. Each spring, MKE will collaboratively organize a virtual **Internship Panel** (featuring both student interns and internship site representatives). Panels will be shared via social media.

**FLAS.** A primary purpose of the Consortium is to educate students as LA specialists for careers

in academia, government, and the private sector, particularly in priority languages such as Portuguese, Quichua, and Yucatec Maya. To support that mission, MSN requests 6 AY graduate

FLAS awards/yr; 1 AY undergraduate FLAS/yr; 4 summer awards/yr (graduate or undergraduate) and MKE requests 2 AY undergraduate FLAS/yr and 3 summer graduate awards/yr (See Budget).

**Goal 4: Expand Latin American Language and Area Studies at and beyond the University Library.** Both campuses request Title VI funds for ***Collection Development*** (all yrs)

including electronic resources. MSN plans to enrich the **Cartonera** collection, the largest in the world, by convening workshops, public presentations and interviews. MKE will focus in particular

on the AGSL, the Jewish Latin American Collection, the Américas Award Collection; and the new International Children’s and Young Adult Literature Collection (with CIE). In addition, MSN

seeks partial support for ***Library Participation in International Book Fairs*** to acquire materials and promote Consortium collections: Santiago (yr 1); Bogotá and Guadalajara (yr 2); Buenos Aires (yr 3); and Guadalajara (yr 4). Institutional funding will be allocated to supplement Title VI funds. MSN will also partially fund travel for ***SALALM, MOLLAS, and Other Annual Library***

***Organizations Conferences*** (all yrs). SALALM and MOLLAS promote and develop member LACS resources through collaborative projects in collection development, preservation, and access.

**Conferences/Symposia/Speakers.** MSN requests partial support for the conference ***Seed***

***Sovereignty for All: Mutual Learning for the Defense and Culturally Acceptable Use of Indigenous Biodiversity Summit*** (yr 1) to be organized by with Horticulture, CMN, and Madison College. In yr 2, ***Promoting Engagement among the Un-polarized*** will be organized with Journalism and Mass Communications (Hernando Rojas). The conference will bring together Latin American scholars to consider how to engage centrists in the region. Yr 3 will focus on ***China and Resource Extraction and Conservation in Amazonia***, with the Centro de Pensamiento Amazonias, Universidad Nacional de Colombia and affiliated faculty (Naughton, Gibbs), and yr 4 on ***Western and Indigenous Approaches to Healing***.

The Consortium will develop a virtual speaker series on ***Asia and Latin America*** (yr 1)**,** in

collaboration with the UW-Madison Center for East Asian Studies. Topics will explore the historical and contemporary relationship between the regions. Potential topics include indentured Chinese labor in Cuba; Japanese immigration to Brazil in the early 20th century; and Chinese investment in Latin America in the 21st century. MSN also plans an annual workshop and webinar series (yrs 2 to 4) on the topic China-Mexico-Latin America relations in collaboration with the Centro de Estudios China–Mexico of UNAM (National Autonomous University of Mexico).

The Consortium’s ***Brazil Initiative*** (all yrs) serves as an upper Midwest network of

researchers, and teachers with interest in Brazilian Studies. Annual workshop sessions, open to the public, will include presentations on working papers related to research and/or teaching. The Initiative will be enriched by MSN hosting Visiting Prof. Glauco Arbix (University of São Paulo) to teach the course, Challenges for Science and Technology Policy in Latin America (yr 1).

**Faculty Support Programming.** Modest S&E support will make possible ***MKE Faculty Fellows***

(all yrs). Three annual faculty fellows will receive S&E support for their research projects, join

cohort meetings periodically, and plan a public engagement program with MKE staff. Anticipated annual themes will focus on health and community; democratic values and practice; sustainability, climate and the natural world; and Latin America in a global society.

The Consortium ***Shared Speaker Series*** (all yrs) will feature RFAs, Tinker Visiting

Professors at Madison and Chicago, and scholars invited by Center faculty.

**Business/Media Outreach.** The Consortium will collaborate with the Wisconsin Economic

Development Corporation (WEDC), Madison International Trade Association (MITA) and Madison Committee on Foreign Relations (MCFR) to provide speakers and enhance programming related to business in Latin America. MSN will work with the School of Business in their ***Certificate of International Business Programming*** (all yrs) to provide speakers, enrich course development, and support study abroad business opportunities for students. MKE in collaboration

with the Lubar Entrepreneurship Center and CIE**,** will contribute to an ongoing series, ***Social Innovation and Entrepreneurship Programming*** (all yrs), connecting the campus and broader community to innovative global ideas and individuals creating change around the world. The series includes dialogues to foster entrepreneurial thinking and global-to-local application of ideas to address community challenges.

**Public Engagement and Community Partnerships.** Funding for professional services will make possible ***Community Arts Programming*** (yrs 1, 2) organized by the MKE Peck School of the Arts

and planned for two city galleries that draw different audiences. “Between Tradition and Modernity” features the work of community artists from Tamulté de las Sabanas, Tabasco (Mexico). The second exhibit features the work of the Hoja Santa Taller, a women’s printmaking studio in Oaxaca (Mexico). Both exhibits will serve as resources for after-school classes.

The Consortium requests partial support for MSN and MKE ***Latin American Film Series***

(all yrs). MKE seeks funding to continue its ***Community Partnerships*** (all yrs), working with key

organizations such as Fiesta Mexicana, Colectivo Coffee, Milwaukee Film, Milwaukee Public Library, and Proyecto Bembé. Projects range from the Música del Lago serie--one of Milwaukee’s premier summer concert series--to Afro-Caribbean youth drumming and performance. Co- sponsorship of live cultural performances and exhibits with these partners during 2018-21 attracted 5,566 people. MSN has a strong collaboration with Cinematheque, showcasing the best in international cinema history and fine films which would otherwise never reach Madison screens. Every year the Cinematheque, working with affiliated faculty, curates a Film Festival with 4 weekly films in February. About 100 people attend each screening and often a faculty member or an invited director participates in Q&A or discussion with the audience.

**Additional Staff, Travel, S&E.** The Consortium requests funding for ***Program***

***Administration***, including salary for a financial specialist (12%), student assistants (10 hrs/wk), an event and travel coordinator (8%), educational/public engagement outreach (2 @ 10 hrs/wk) and S&E and for administrative travel to build partnerships and for program dissemination.

**Program Evaluation** (all yrs)**.** The Consortium will continue working on regular program

evaluation, including surveys and performance reviews/refinement with an Evaluation Consultant, Rekha Shukla, the MKE CUPH, the Madison-based *Standardized Wisconsin Evaluation Program for Title VI* (SWEPT), and *Global Learning Outcomes on Wisconsin Survey* (GLOWS). (See Criterion G).

* 1. **Cost Effectiveness**. Previous NRC funding has been crucial for leveraging institutional support, and both centers enjoy excellent collaborative relationships with their respective campus administrative units. In addition, most of the Consortium’s activities have a cost-sharing

component, as seen in the Timeline (Appendix I) which demonstrates how Title VI funds are efficiently used in conjunction with funding from co-sponsors, allowing the Consortium to engage in more activities with greater impact and at less cost.

* 1. **Long-term Impact on Undergraduate, Graduate, and Professional Training**. The Consortium’s proposed activities and their anticipated outcomes are designed to maximize the dissemination of knowledge and use of Latin American languages and area studies. Ongoing evaluation (Criterion G) assures that funds will be used for high impact activities.

# Criterion J. Competitive Priorities

**J.1a. NRC Competitive Preference Priority 1.** To address the NRC Competitive Preference Priority 1, the Consortium is working in collaboration with two MSIs (College of Menominee Nation - CMN, Alverno College) and two technical/community colleges (Madison College, Milwaukee Area Technical College) to develop international, intercultural and global dimensions of their curricula. We continue to support the CMN to internationalize their curriculum, participate in international indigenous fora, and enrich their library; continued collaboration with Alverno in support of pre-service teacher education (MKE) and outreach programming (MKE); a world languages career exploration program for MPS students in partnership with MATC and Alverno (MKE); and an innovative training/study abroad program for Hospitality and Tourism Management students, in collaboration with FIU, MATC, and Madison College (MSN/MKE). We will also support partner participation in the national MSI/CC/NRC networking symposium scheduled for two of the next four years (MSN/MKE). We aim to develop two-way, sustainable collaborative initiatives for the benefit of our students and our partners’ students and faculty.

**J.2a. FLAS Competitive Preference Priority 1.** To address the priority, preference will be given to quality applicants who demonstrate financial need as indicated by the students’ expected family

contribution. The Consortium partners are well-positioned to work with financial aid and registrars’ offices, as well as with offices serving under-represented students, to identify applicants and develop a fair application and selection process.

**J.2b. FLAS Competitive Preference Priority 2.** The Consortium aims to fulfill the second FLAS competitive priority to award at least 25% of AY fellowships in modern languages other than French, German, and Spanish. The Consortium is committed to student learning of Portuguese, Quichua, and Yucatec Maya, and occasionally supports Haitian Creole, Cakchiquel, and others.

# FLAS Awardee Selection Procedures

Our FLAS process is designed to ensure selection of future leaders in government, business, the professions, and academia, focusing on Portuguese, Quichua, and Yucatec Maya. Students interested in any other LCTL can also apply and our program requests special permission. **FLAS Selection Plan. Advertising Awards/Timeline.** During the fall semester, each campus broadly advertises the FLAS fellowship competition and sends application guidelines directly to all graduate students, faculty, departments, and professional programs affiliated with the Consortium. Announcements are posted on both Centers’ websites and around campus in advising offices, the Multicultural Centers and campus diversity offices, as well as Milwaukee’s regional faculty network of 40 public and private institutions throughout the Midwest, of which include technical/community colleges, and MSI's. MKE holds information sessions, conducts class visits, and promotes on-campus tabling events. MKE also emails eligible students, keeps in close contact with faculty and the Graduate School to promote the awards. Both campuses invite successful alumni of the FLAS program to speak to potential applicants who may find the motivation to follow a career path that includes acquiring language skills at an advanced level. Profiles from previous FLAS fellows who have benefited professionally from the program will also be available on the website and through social media. To summarize, the application deadline is February 14 (MSN)/March 15 (MKE), with committee decisions within a month and award notifications by

April 1 (MSN)/April 4 (MKE). Requests for any program approvals or travel are completed in late spring, with student performance reports scheduled to meet interim and final FLAS reporting.

**National Need and Priorities.** In 2022, the Secretary of Education received feedback from federal agencies about their priorities with respect to world regions and language expertise. Portuguese was listed as a priority language by 5 out of 6 agencies consulted. Transportation noted Brazil as a focus for that sector, and the Agency for International Development indicated Haitian Creole and Quichua as critical need languages, State also indicated Haitian Creole has a critical need in their operations, and the Western Hemisphere was identified as a priority region for U.S. interests. Spanish was listed as a language in demand by 5 out of 6 agencies. Spanish is not eligible for the FLAS we offer; however, advanced Spanish speakers are encouraged to apply to study Brazilian Portuguese or other LCTLs according to their academic and career interests.

MSN requests 6 AY graduate, 1 AY UG, and 4 Summer FLAS and aims to award at least 60% of awards to those studying Portuguese and Quichua. With five requested total fellowships (two for academic year undergraduate; three for summer graduate students), MKE continues to promote its growing Portuguese program, and at 100% compliance for the AY fellowships, routinely exceeds the Competitive Preference Priority 2 established threshold. (Criterion J).

**How Students Apply for Awards.** MSN and MKE use a coordinated online FLAS system portal that streamlines applications, references, screening, award management, and record keeping. This system has greatly increased the visibility of the FLAS Fellowship on campus. Thanks to the centralized portal, individual departments, including professional schools, can add the link to their own programs’ funding resource pages; MSN’s broad interdisciplinary strength and the excellence of its language programs assure a large pool of academically gifted applicants in the process. The online application is secure and confidential; records are accessible only by the FLAS Coordinator, the relevant selection committee, and the financial staff who implement the awards. Applications include, among other information, academic record, academic and career goals, need for language study, and references who can judge the student’s academic performance and professional promise. MSN and MKE also require an evaluation of language competency in the language

proposed for study or in previous languages studied, as well as encouraging students to meet with the FLAS Coordinator before submitting their application. MSN Associate Director meets at least twice with the cohort of FLAS fellows during the fellowship period leading to a sense of community, and MKE Assistant Director organizes semesterly virtual meetings with the FLAS for the same purpose. Language program directors meet three times during the Fall semester and twice during the Spring semester with the instructors and the fellows to highlight the distinction and responsibility that being a FLAS fellow represent, get feedback on their progress, and share learning and pedagogical experiences. We are confident that this level of interaction among fellows makes them more engaged and enthusiastic during the post-fellowship stage, to share contacts and resources, and to strengthen the on-going tracking process.

**Who Selects.** The selection process is coordinated at MSN with other NRCs to standardize timing and procedures; MKE conducts a separate process. Interdisciplinary committees, including up to two senior language faculty members, other area and professional school faculty, and the Center Directors on each campus, make FLAS selection decisions. (Table E.1)

**Selection Criteria.** The Consortium will continue to award fellowships to students who have proven their ability to benefit from intensive language instruction and who demonstrate commitment to use their language proficiency for national need. To assess the financial need of an applicant and therefore respond to the **FLAS Competitive Preference Priority 1**, the combined online application will request each student’s expected family contribution (EFC) as determined by the Free Application for Federal Student Aid (FAFSA). Applicants are encouraged to complete the online FAFSA to get their EFC number in time for the FLAS application deadline. FLAS coordinators will later obtain confirmation of the EFC from the University’s Office of Student Financial Aid. Once financial need is determined, the FLAS coordinator will consult with the selection committee to create a finalized ranked list of awardees and alternates. Additionally, grade point averages are considered by reviewing the transcript.

Thank you for reviewing the Wisconsin Consortium Title VI application.