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# Criterion A: UF Commitment to Latin American Studies

1. ***Overview:*** The University of Florida’s Latin American Studies program was founded in 1931 and has been a Title VI NRC since 1961. Ranked #5 among public universities in *US News and World Report* in 2021, UF is one of the largest and most comprehensive universities in the country, and the only UAA

|  |  |
| --- | --- |
| **Table A.1 UF Institutional Support Summary, 2020-21** | |
| **Financial Support** | |
| **CLAS Operations** |  |
| Administrative personnel | $746,439 |
| Operating funds | $3,161,734 |
| Contracts, grants, gifts, endowment income | $2,812,104 |
| **LAC Faculty Salaries1** |  |
| Center-based faculty | $2,160,687 |
| Other Area studies faculty | $7,909,412 |
| **Library Resources** |  |
| Library acquisitions (Table F.1) | $135,375 |
| Library staff salaries (Table F.2) | $842,350 |
| **Financial Support to Students** |  |
| Graduate student stipends, tuition, & research grants | $1,024,220 |
| **Total Institutional Financial Support** | **$18,792,322** |
|  | |
| **Other Key Support Areas** | |
| **# International Linkage Agreements** | 110 |
| **Outreach Activities2** (Table H.1) |  |
| Total # of outreach events | 94 |
| Number of outreach participants | 83,943 |
| **Students in CLAS-Related Fields** (Table H.1) |  |
| Total # of graduates with at least 15 LAS credits | 1424 |
| LAC & language course enrollments (C.1, Appendix B) | 17,439 |
| **# Graduate Students Receiving CLAS Financial Support** | 91 |
| **# Faculty Receiving CLAS Professional Dev Support2** | 45 |

member and land grant university in Florida. UF continues to provide extensive financial and other support to the Center for Latin American Studies (CLAS) (Table A.1),

considered by the Provost in his letter (Appendix D) as one of “the university’s gems.”

With an enrollment of over 55,800 students and

1Faculty salary calculated: %FTE on LAC x (faculty salary + fringe)

2Figures from 2018-19 (the last year not impacted by COVID)

a total of 194 Latinamericanist faculty, CLAS has an outstanding record in educating specialists on the region. As an independent unit reporting directly to the Provost, CLAS has a distinct advantage in creating cross-campus initiatives and linkages among UF’s 16 colleges and professional schools, exemplified by its renowned Tropical Conservation and Development (TCD) program and the joint LAS/Law degree.

* 1. ***Institutional Support for LAS and Operation of the Center*:** CLAS is organized around a core of 23 Center-based faculty and 13 highly qualified staff members (Table E.1). Latin American Studies (LAS) at UF is well-funded (Table A.1) with $18.8 million in total financial support. CLAS faculty lines are allocated directly to the Center, allowing it to negotiate joint appointments in colleges that best advance Center priorities. Since 2019, the Center has made one new joint appointment and three full-time CLAS appointments. These hires were complemented by successful searches in other colleges for faculty members whose research and teaching focus on Latin America.

Teaching Staff Support: With 194 area and language specialists supported by over $10 million in

salary and fringe benefits (Table A.1), CLAS’s faculty offers in-depth regional coverage and high-quality instruction (Tables B.1, C.2, and Appendix C). A high degree of labor stability is enjoyed by 23 Center-based faculty, as 65% are tenured and an additional 9% hold tenure-track positions.

Library Support: UF hosts one of the oldest and largest Latin American and Caribbean

collections in the U.S. and is a leader in the LAS professional library community. With $978,725 dedicated to LAS-related library staff and acquisitions annually (Table F.2), UF’s Latin American and Caribbean Collection (LACC) is also exceptionally well-supported (Criterion F). International Linkages: UF collaborates with an impressive array of international partners to

support study abroad, international student exchanges, and student and faculty research activities, including 110 linkage agreements with Latin American institutions. The UF International Center (UFIC) assists in the negotiation, drafting, legal review, and execution of formal international agreements. UF has active research and education collaborations in 19 countries in the region, the majority in Brazil, Colombia, Ecuador, and Peru.

Outreach Activities: A large percentage of the Center’s operating funding is devoted to outreach

activities, led by a CLAS-funded full-time director. As a result, CLAS offers one of the largest Latin American and Caribbean (LAC)-related outreach programs in the U.S. in terms of the number of events and number of participants (Table H.1.).

Qualified Students in Related Fields: In 2020-21, 1424 UF students who pursued degree

programs outside of the Center graduated with 15 or more LAS content credits, while thousands more took some LAC content courses (Table G.1., Appendix B). The quality of LAS students at UF is reflected in the external grants and fellowships they have received in recent years from the National Science Foundation (NSF), Fulbright – Hays, Fulbright – LASPAU, and the American Philosophical Society, among others.

Financial Support to Students: University financial support to LAS graduate students totaled over

$1,024,220. UF provides CLAS with eight graduate assistantships (including out-of-state tuition waivers) annually. In support of this proposal, the UF Vice President for Research and the Provost have pledged matching support of $70,000/year, much of which will be used as stipend supplements for AY FLAS Fellowships. In 2020-21, 91 fellowships or assistantships were provided to Latinamericanist graduate students by participating departments, including 34 fellowships or assistantships awarded by CLAS with state funds, external grants, or endowment income. UF provides out-of-state tuition waivers to all assistantships and fellowships funded with external monies, including FLAS fellowships. By reducing the per-student cost, the waivers increase the number of fellowships awarded.

# Criterion B. Quality of the LAS Language Instructional Program

* 1. ***Languages and Student Enrollments*:** UF has strong programs in Spanish, Portuguese, and Haitian Creole, summarized in Tables B.1 and B.2, and the Department of Spanish and

Portuguese Studies (SPS) offers a special undergraduate Spanish Heritage Language Program. In 2020-21, UF offered over 300 course sections in these languages, enrolling 4120 students. In 2022, CLAS will begin a 2-year pilot program in Ecuadorian Quechua (Kichwa) (Budget A2), a priority language of the Department of Education and USAID **(Absolute Priority 1.2)**. A CLAS graduate student who is a native speaker and experienced instructor will teach introductory level courses, supporting the Center’s broad efforts to include diverse perspectives on world regions **(Absolute Priority 1.1)**. Students can continue in a summer language program at the Andes and Amazon Field School in Ecuador, where CLAS will be an academic sponsor along with the University of Wisconsin at Madison, the University of Pittsburgh, Florida International University and Brigham Young University.

## Levels of Instruction and Extent of Foreign Language Instruction:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table B.1. Language Instruction Program Summary, 2020-21** | | | | | |
|  | **Language Levels Offered1** | **# Language Courses1** | **# Language Sections** | **Area Studies Courses Taught in Language2** | **# of Language Instructors3** |
| Spanish | 5 | 45 | 282 | 6 | 58 |
| Portuguese | 5 | 12 | 28 | 2 | 3 |
| Haitian Creole | 3 | 5 | 9 | - | 3 |

1Language and linguistics classes only. 2Includes CLAS, other depts & study abroad programs. 3TAs.

Language Levels: UF offers Spanish to Level 5 (including online courses for Level 1),

Portuguese to Level 5, and Haitian Creole to Level 3. In 2017, the Department of Languages, Literatures, and Cultures (LLC) (LLC includes Haitian Creole) began offering a BA degree called the “dual-language specialization” that permits students to develop proficiency in two

languages as well as acquire cultural knowledge in both areas. The dual-language degree allows students to earn a bachelor’s degree focused on Haitian Creole, together with a second language – a first for Haitian Creole in the United States. Under the Hispanic and Latin American Languages, Literatures, and Linguistics major, students can specialize in either Spanish,

Portuguese, or Spanish and Portuguese. Currently 19 students are enrolled in the dual-language specialization pairings through LLC and SPS.

Language Across the Curriculum*:* SPS offers three one-credit cultural studies courses in Spanish

each semester based on the foreign languages across the curriculum (FLAC) model. Designed to address student

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table B.2. Language Instruction Levels, Sections & Students, 2020-21** | | | | | | |
|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** | **Total** |
| **Language Sections** |  |  |  |  |  |  |
| Spanish | 115 | 51 | 60 | 29 | 27 | **282** |
| Portuguese | 8 | 7 | 5 | 4 | 4 | **28** |
| Haitian Creole | 6 | 2 | 1 | - | - | **9** |
| **Total** | | | | | | **319** |
| **Language Students** |  |  |  |  |  |  |
| Spanish | 1953 | 688 | 690 | 313 | 220 | **3864** |
| Portuguese | 78 | 68 | 37 | 22 | 8 | **213** |
| Haitian Creole | 34 | 7 | 2 | - | - | **43** |
| **Total** | | | | | | **4120** |

interests, topics include human rights in Latin America, Latin American

families, college life in Latin America, reggaetón, soccer, and pro-democracy protest language in Latin America. SPS and LLC participate in the Quest program (a required sequence in UF’s general education curriculum) with courses taught in both English and Spanish on Latin American topics such as Chemistry in la Cocina Latina; Las Américas: Comida y Conflicto, Mexican petro-culture, and Atlantic Creole languages and cultures. Additionally, CLAS offers three-credit LAS courses in Spanish and Portuguese with titles including *Género, Derecho y Política; Política Pública y Desarrollo; A Música na Construçao da Identidade Brasileira*.

CLAS further enriches language training through an exchange program that brings a University of Puerto Rico (UPR) faculty member to UF for a week each year (Budget E23) to give lectures in Spanish or English, and to conduct research in the UF Library’s LACC. UF supports four summer language institutes in Spanish, including in the Dominican Republic and Peru. UF also offers a Tropical Ecology and Spanish summer school in Mexico and a FLAS-approved

Portuguese program in Brazil. In 2018-19, the last pre-COVID year, 93 students were enrolled in summer language programs in Latin America.

* 1. ***Language Faculty:*** UF’s LAS-focused language faculty is composed of 71 members, including 11 tenured faculty, 2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table B.3. Language Faculty** | | | | | |
|  | **Tenured** | **Tenure**  **-track** | **Lecturers** | **Adjuncts** | **TAs** |
| Spanish | 9 | 2 | 10 | 7 | 37 |
| Portuguese | 1 | - | 2 | - | - |
| Haitian Creole | 1 | - | - | - | 2 |
| **Total = 71** | 11 | 2 | 12 | 7 | 39 |

assistant professors, 12 lecturers, 7 adjuncts, and 39 TA’s (Table B.3). We request to continued crucial TVI support for two Haitian Creole TAs for the next four years (Budget A1). SPS is currently conducting searches for two new lecturers to enhance the undergraduate program and Spanish for Special Purposes, including an undergraduate certificate. CLAS and the College of Liberal Arts and Sciences have agreed to hire a joint Assistant Professor of Afro-Hispanic Latin American Literature to begin in fall 2023.

Dr. Jennifer Wooten (Appendix C), a Senior Lecturer trained in World Language Education pedagogy and past president (2016-18) of the International Society for Language Studies, directs the Lower Division Language Program in Spanish and Portuguese. Along with SPS course coordinators, she trains and supervises all SPS TAs.

Pedagogical Training: All incoming language teaching assistants are required to take FOL6943

Romance Language Teaching Methods. The course focuses on practical applications of high- leverage teaching practices in the language classroom, including strategies for using the studied language exclusively, creating a discourse community, using authentic materials, working with cultures through a critical lens, and creating performance-based assessments. ACTFL identifies these teaching practices as essential for instructors to advance student learning. SPS TAs subsequently enroll in SPN6940 Supervised Teaching for the duration of their appointment.

Language faculty train TAs to empower students to communicate confidently in the language being learned. Every semester, Spanish and Portuguese course coordinators observe teaching assistants and write a performance-based teaching evaluation using a rubric based on the full class observation protocol of the Teacher Effectiveness for Language Learning (TELL) framework. The chair follows up with an annual letter to each TA. Similarly, Haitian Creole expert Dr. Benjamin Hebblethwaite (Appendix C) evaluates Haitian Creole TAs based on

classroom observations each semester. Faculty and TAs benefit from UF’s Center for Teaching Excellence, which provides teaching consultations, resources for inclusive teaching, pedagogical workshops and webinars, as well as ample teaching resources.

* 1. ***Quality of Language Programs:*** All courses in SPS and LLC integrate language and content, following the Modern Language Association’s 2007 Report *Foreign Languages and Higher Education: New Structures for a Changed World* that encourages removing the artificial divisions between language and content. Performance-based teaching is central to UF language programs. In Haitian Creole, students practice conversation in small groups as part of every class. Many lower division Spanish and Portuguese classes use the online service *LinguaMeeting* to connect students with native speakers in Latin America and Spain. Undergraduate offerings in Spanish and Portuguese are being expanded by creating new internship courses in Spanish and Portuguese that place students in local agencies, businesses, and NGOs. A new online course in ommercial Portuguese is under development to enhance the Language for the Professions certificate. Funded by TVI, Hebblethwaite, together with colleagues Tezil (IU) and André (FIU), developed novel teaching models and wrote a 29-chapter textbook to accompany this course. The book, a first for Haitian Creole using performance-based learning, is undergoing a second round of reviews at Indiana University Press.

Adequacy of Resources: To assist in language instruction, the UF Language Learning Center has

two computer classrooms and a Sanako computer language lab which are currently undergoing renovations to become flexible learning laboratories. In addition to class use, these spaces will host language study groups, club meetings, study abroad information meetings, virtual reality/augmented reality (VR/AR) immersion technology, gaming in language acquisition, multimedia screenings, and tutorial services for language learners. The Learning Center created a tutoring program for Beginning Spanish in Fall 2021, the first time formal language tutoring has been available at UF. Student use of this service has exceeded expectations. The Language Learning Center and UF libraries possess a variety of audio and video language instructional materials and workstations and offer large library collections of print materials in LAC languages. In an effort to use technology effectively, lower division class time is reserved for face-to-face interaction with peers and instructors complemented by technology-based learning outside of class. Students can also advance their language learning in on-campus film screenings and language clubs, such as the weekly Mesa de Español conversation hour, and the weekly sessions of Bate-Papo and Club Creole. The latter offers regular activities related to Haitian Creole culture and language classes, such as the upcoming Haitian Creole spelling bee. Both Spanish and Portuguese programs offer students experiential learning programs to develop their language skills outside the classroom, such as a new internship with *AcheiUSA* (a US-based Brazilian newspaper), where students of Portuguese write and publish their own biweekly column.

Language proficiency is evaluated through spoken and written assessments, in-class

conversations and activities, and interviews with instructors. Students are encouraged to meet with instructors during office hours and can take foreign language proficiency examinations from

the National College Testing Association at UF’s Teaching Center’s Testing Services. In addition to completing the major’s course requirements, to be certified for graduation, Spanish and Portuguese majors must undergo Individual Student Assessments that test spoken and written language skills, as well as textual analysis skills. The Spanish and Portuguese undergraduate major and minor require ACTFL proficiency; the MA, advanced-low; and the

PhD, advanced. CLAS requires similar proficiencies for its minor and certificate (intermediate- mid) and Masters (intermediate-high), as detailed in Table D.1b. Haitian Creole heritage students are tested for proficiency prior to placement in Haitian Creole classes.

# Criterion C: Quality of the LAS Non-Language Instructional Program

In this TVI cycle, the Center will create new undergraduate certificates with diverse perspectives in Afro-Latin-American and Indigenous studies **(Absolute priority 1.1)**, and strengthen student preparation to serve in education, business, nonprofits, and government service **(Absolute priorities 1.2 and 2)**.

* 1. ***Course Offerings:*** In 2020-21, CLAS offered 365 LAC area studies courses taught by nearly 200 area specialists with enrollment of 16,021 undergraduates and 1418 graduate students. Table C.1. presents a summary of UF’s LAC area studies courses by discipline or professional school, and the associated number of faculty members. UF’s area studies offerings are particularly extensive in the Liberal Arts and Sciences, with 246 courses and 91 faculty

members. UF’s robust professional school offerings include 119 courses taught by 104 faculty, who support the LAS collaborative degree programs. Strong collaborations across disciplines and professional schools enhance interdisciplinary research and training, such as the MA in Latin American Studies (MALAS) specialization in Latin American Business Environment (LABE)

(with affiliates in Business) and Education in the Americas (with affiliates in Education) which expands LAS and global content beyond in-service educator training. CLAS increased engagement with the UF College of Education (COE) through our new graduate level specialization Education in the Americas. Most of the courses in this specialization now have undergraduate components that meet course requirements for the new UF Education Sciences degree **(Absolute Priority 2)**. A TVI-funded Global Studies for Education course is offered

annually featuring content and guest speakers from all area studies centers at UF, which

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table C.1. Area Studies Courses and Teaching Faculty by Discipline, 2020-21** | | | | | | | | | |
| **College/School & Discipline** | **Courses 100%**  **LAC** | **Courses 25+%**  **LAC** | **Courses Total** | **Faculty 100%**  **LAC** | **Faculty 50-99%**  **LAC** | **Faculty 25-49%**  **LAC** | **Faculty Total** | | |
| **Liberal Arts & Sciences** | | | | | | | | | |
| Anthropology | 9 | 34 | 43 | 2 | 5 | 2 | 9 | | |
| Biology | 0 | 2 | 2 | 0 | 2 | 2 | 4 | | |
| Economics | 0 | 4 | 4 | 0 | 0 | 5 | 5 | | |
| English | 2 | 2 | 4 | 0 | 1 | 3 | 4 | | |
| Geography | 2 | 12 | 14 | 2 | 0 | 4 | 6 | | |
| Geological Sciences | 0 | 4 | 4 | 0 | 1 | 0 | 1 | | |
| History | 19 | 9 | 28 | 3 | 1 | 3 | 7 | | |
| Latin American Studies | 33 | 28 | 61 | 13 | 4 | 1 | 18 | | |
| LAS Literatures / Cultures | 21 | 24 | 45 | 9 | 4 | 6 | 19 | | |
| Political Science | 5 | 11 | 16 | 2 | 1 | 2 | 5 | | |
| Religion | 0 | 5 | 5 | 0 | 1 | 1 | 2 | | |
| Sociology, Criminology & Law | 1 | 3 | 4 | 2 | 2 | 2 | 6 | | |
| Women’s Studies | 0 | 8 | 8 | 0 | 1 | 1 | 2 | | |
| Other | 2 | 6 | 8 | 0 | 1 | 3 | 4 | | |
| **Subtotal** | **94** | **152** | **246** | **33** | **24** | **34** | **91** | | |
| **Professional Schools** | | | | | | | | | |
| Agricultural & Life Sciences | 3 | 35 | 38 | 2 | 11 | 35 | 48 | | |
| Arts | 12 | 24 | 36 | 2 | 6 | 7 | 15 | | |
| Business | 0 | 9 | 9 | 0 | 1 | 1 | 2 | | |
| Design, Construction & Planning | 0 | 4 | 4 | 0 | 2 | 2 | 4 | | |
| Education | 0 | 6 | 6 | 0 | 0 | 5 | 5 | | |
| Engineering | 0 | 2 | 2 | 0 | 0 | 3 | 3 | | |
| Health Sciences & Medicine | 0 | 3 | 3 | 0 | 1 | 6 | 7 | | |
| Journalism & Communications | 1 | 3 | 4 | 0 | 0 | 5 | 5 | | |
| Law | 3 | 10 | 13 | 0 | 1 | 6 | 7 | | |
| Other | 4 | 0 | 4 | 2 | 1 | 5 | 8 | | |
| **Subtotal** | **23** | **96** | **119** | **6** | **23** | **75** | **104** | | |
| **Total** | **117** | **248** | **365** | **39** | **47** | **109** | **195** | | |
| University of Florida | Narrative | | | | | | | | 10 |  |

contributes to our efforts to promote intellectual discussions among students and faculty who represent diverse backgrounds and perspectives **(Absolute Priority 1.1)**.

* 1. ***Depth of Specialized Course Coverage in One or More Disciplines:*** As demonstrated in Table C.1, UF features rich interdisciplinary and specialized course offerings in Latin American Studies – 117 courses with 100% LAS content, and another 248 with at least 25% LAS content. The courses are well-distributed across diverse colleges, disciplines, and fields. In addition to the 61 courses offered by CLAS in 2020-21 (Table C.1.), disciplines with substantial LAC offerings include anthropology (43), history (28), literature and cultures (45), geography (14) and political science (16). Extending CLAS’ area studies strengths, UF is nationally recognized for specializations in Latin American archaeology, Andean art, tropical conservation and development, history, Brazilian and Amazonian studies, gender and development, indigenous studies, and political ecology.
  2. ***Teaching Faculty:*** CLAS has 23 center-based faculty. The Center added four center-based faculty positions in the past four years, including our new director, Carlos de la Torre, a political sociologist and leading scholar of Latin American populism; Chris Busey, a specialist in Afro- Latin American education and Black political thought; Carmen Martínez-Novo, a political anthropologist who studies Latin American multiculturalism and indigeneity; and Joel Correia, a geographer who focuses on social and environmental justice and collaborative research methods. In the same period, the Center added 66 new affiliates with LAC expertise representing 14 disciplines and 8 professional schools, expanding the total number of campus-wide affiliates to nearly 200. Many affiliates teach courses that are cross-listed with CLAS (Appendix B), support students as mentors, and participate in Center activities. As detailed below, new CLAS faculty

and affiliates represent diverse backgrounds and demonstrate UF’s commitment to inclusivity of contrasting views and rigorous debate on Latin American affairs **(Absolute Priority 1.1)**.

Pedagogical Training: Teaching assistants in LAC area studies take UF’s 2-day training seminar

conducted by the UF’s Center for Teaching Excellence, which also offers a series of seminars for faculty and graduate students to explore innovative teaching methods. In addition, each department offers mentoring to advance TAs’ teaching skills, along with periodic classroom observations and constructive assessment.

* 1. **Extent Interdisciplinary Courses Offered for Undergraduate and Graduate Students:** Nearly all courses offered by CLAS and with LAC-affiliated departments encompass interdisciplinary content (**Absolute priority 1.1)**. In addition to the 61 LAS courses in 2020-21, university-wide LAC offerings include many from affiliated departments that were cross-listed and/or incorporate content and approaches from more than a single scholarly discipline (Appendix B). Interdisciplinary seminars at the undergraduate (LAS 4935) and graduate levels (LAS 6938) are required of all students enrolled in the Center’s academic programs. Recent course topics include Black in the Americas; Intersectionality in Conservation, Indigenismo and Inter-Ethnic Alliances in Latin America; Violence and Crime in Latin America; Latin American Business Environment; and Argentina and the Politics of Memory. MALAS students select an interdisciplinary specialization to complement the required core sequence of LAS 6293 Design and Methods of Research in Latin American Studies, and LAS 6220 Issues and Perspectives in Latin American Studies, which explores Latin American contributions to social and political theory.

The Master’s in Development Practice (MDP), Sustainable Development Practice (SDP), and TCD programs provide strong interdisciplinary training and attract students from diverse

disciplinary backgrounds. The MDP degree program’s unique core curriculum bridges the natural sciences, health sciences, social sciences and management, and combines classroom study with field experiences in an applied, problem-solving setting. CLAS co-manages the MDP and SDP with the Center for African Studies. Similarly, coursework for the TCD certificate (housed in CLAS) includes social science theory, principles of tropical ecology, patterns and trends of tropical resource use and conservation, facilitation and mediation skills, and collaborative research design, providing interdisciplinary knowledge and technical skills essential to careers in conservation and development research and practice. MALAS students complete 30 credit hours, including 6 credits of required gateway seminars; demonstrate advanced proficiency in Portuguese, Spanish, or Haitian Creole; and produce a thesis, internship, or capstone project. Each student custom-builds remaining aspects of the curriculum, supported by a unique interdisciplinary specialization program designed to foster connection and collaboration around shared interests among faculty, students, and courses across campus. CLAS updated the 13 specializations in 2020 to include: Andean Studies; Arts, Literature and Culture; Brazilian Studies; Caribbean Studies; Crime, Law, and Governance; Development Studies and Economic Analysis; Indigenous Studies; International Communications; Latin American Business Environment; Latin American Politics; Latinx Studies, Migration & Transnational Studies; Race, Diaspora, Gender & Sexuality; and Tropical Conservation and Development.

Between 2017-2021, 41 students graduated from the MALAS program.

MDP, SDP, and TCD are global programs in which approximately half of enrolled students take LAC courses and/or do research in Latin America. From 2017 to 2021, the MDP program graduated 31 students with a focus on Latin America. During the same period, TCD graduated 61 students with LAC-related research topics from ten academic disciplines and

professional schools. Students from diverse academic programs pursue the Graduate Certificate in LAS (MA, MS, or PhD), which involves 12 hours of Latin American content courses, including at least one interdisciplinary seminar in Latin American Studies (LAS 6938), and a graduate project related to Latin America. From 2017 to 2021, students graduating with the certificate represented 14 different departments across the social and natural sciences, arts, humanities, and professional schools. Cross-college collaborations are institutionalized in dual degree programs, including a joint MALAS/JD; concurrent master’s programs (9 credit hours can be shared between both programs) with the College of Business and the College of Design, Construction and Planning; and a 4+1 option to earn a BA/BS and MA in Latin American Studies. Each LAS program and collaboration incorporates a wide span of disciplines and professional fields; jointly they incorporate faculty and courses from Colleges of Arts, Agriculture and Life Sciences (including the School of Natural Resources and the Environment), Journalism, Design, Education, Law, Medicine, Liberal Arts and Sciences, Public Health, and others.

# Criterion D: Quality of Curriculum Design:

* 1. ***Undergraduate and Graduate Program Requirements***: UF Latin American Studies Programs for

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table D.1. UG Minor, Certificate & Other CLAS-related Degree Requirements** | | | | |
|  | **CLAS**  **Minor** | **CLAS**  **Certificate** | **IDS**  **Major** | **IS**  **Major** |
| Credit Hours in LAS | 15 | 21 | 21 | 15 |
| LAS Gateway/Capstone Seminar |  |  |  |  |
| ACTFL Language Proficiency | Int-mid | Int-mid | Int-mid | Int-mid |
| Thesis on LAC Topic |  |  |  |  |
| # of Graduates, 2020-21 | 9 | 4 | 1 | 22 |
| # of Graduates, 2017-21 | 61 | 25 | 2 | 129 |

undergraduate and graduate students set clear requirements for language training and

knowledge attainment (Table D.1.).

Undergraduate students at UF have five options in Latin American Studies: (1) LAS minor, (2)

LAS certificate programs administered by CLAS; (3) Interdisciplinary Studies Major (IDS) in LAS, and (4) major in International Studies (IS) with a Latin American area concentration administered by the College of Liberal Arts and Sciences. All undergraduate programs require at least intermediate proficiency in a Latin American language, at least 15 credits (5 courses) in Latin American area studies, and a required introductory or capstone seminar (TableD.1.).

Graduate training is offered through (1) MALAS, (2) MDP with a concentration in Latin

American Studies, (3) Certificate in Sustainable Development Practice (SDP), (4) Certificate in Latin American Studies, and the (5) TCD Certificate/Concentration (Table D.2) – all of which are housed in CLAS. These programs prioritize student-centered and project-based learning, engagement with alumni and other professionals, and virtual exchange modules connecting students to peers and collaborators in Latin America.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Table D.2. CLAS MA Programs and MA / PhD Certificates and Concentrations** | | | | | | |
|  | **MALAS** | **LAS**  **Certificate** | **MDP** | **SDP**  **Certificate** | **TCD MA/S**  **Certificate** | **TCD PhD Cert/ Concentration** |
| Total Credit Hours | 30 | 15 | 45 | 12/15\* | 12 | 15 |
| Interdisciplinary Credit Hours | 12 | 9 | 21 | 9/12\* | 6 | 9 |
| ACTFL Language Proficiency | Int-high | Int-high | Int | \*\* | \*\* | \*\* |
| Thesis or Internship/Capstone |  |  |  |  |  |  |
| # of Graduates, 2017-21 | 41 | 35 | 31 | 4 | 37 | 24 |

\*SDP certificate requires 3 additional credit hours at the PhD level

\*\*Language requirements set by student’s major departments for these certificates

* 1. ***Academic and Career Advising:*** CLAS advising is led by Undergraduate Coordinators (Murtha and Stepp), Graduate Coordinators (Galloway and Suarez), the Associate Director for Academic Affairs (Tucker), and Academic Program Assistants (Echeguren, Noss). Murtha provides individual advising for undergraduate students interested or enrolled in any of the five undergraduate options, and helps students plan coursework to fit career goals and program requirements, monitors progress towards program completion, and finds appropriate faculty to

mentor research or independent study. Murtha also advises students in identifying LAC study abroad programs.

Graduate Coordinator Suarez and Associate Director Tucker support students in the Center’s LAS graduate programs, in coordination with MDP (Galloway and Noss) and TCD advisors (Loiselle and Kainer). Program Assistant Echeguren supports credit transfers for coursework, checks for degree requirement completion, and processes forms for all CLAS programs. The MALAS Handbook is reviewed annually to incorporate graduate school updates and other clarifications. MALAS students file semi-annual Individual Development & Study Plans reporting on progress to degree, accomplishments, and committee membership. MALAS specialization coordinators located in multiple colleges offer academic and professional development advising. Structured advising for MALAS students also includes a new student orientation each August; a mid-year check-in for first year students; and a workshop each fall for second year students to review thesis expectations, remaining graduation requirements, and post- graduation planning. During the pandemic, the Center moved advising events online and offered summer stipends to students unable to do international fieldwork; advisors provided extraordinary levels of support to help students adapt their research to travel restrictions.

The Center invites students in all of its graduate programs/certificates to participate in regular career-building events on campus and beyond (e.g., grant proposal workshops, sessions on poster preparation, and academic publishing). Recipients of fieldwork grants are required to attend a pre-departure orientation and to present their research findings in the annual Fieldwork Festival each spring. Students are invited to do academic presentations in interdisciplinary gatherings in their area of specialization and in the weekly TCD Tropilunch, where they interact with professionals and alumni. The Center also encourages and funds students to present papers

at conferences and professional meetings, supporting 13 students during 2018-19 (pre- pandemic). Due to the pandemic, LAS moved most events and conferences online. In-person workshops, activities and conferences are projected to resume in the near future; however, because virtual events open up new horizons to include diverse and distant participants, certain events may continue online to promote inclusive participation.

The Center coordinates with UF’s award-winning Career Connections Center (CCC), UFIC, and the UF Graduate School to inform students of career-development resources and opportunities such as résumé writing, workshops on interviewing, job fairs and panels, and recruiter visits from internationally focused organizations and businesses. The Center informs students of LAC-related job opportunities, as well as lectures and conferences, through its weekly e-bulletin, Twitter, LinkedIn, and Facebook. CLAS’ UF in Latin America Career Network on LinkedIn has over 450 active alumni and student members seeking career advice and networking opportunities. In partnership with UF’s Office of Multicultural and Diversity Affairs (MCDA) and the Career Connections Center, CLAS supports an annual career event, featuring LAS alumni in business, government, and non-profit sectors where language and culture skills are prioritized. Additionally, CLAS will work with the *Beyond 120* (120 refers to the credit hours required for a degree) program at the College of Liberal Arts and Sciences to expand experiential learning beyond the classroom through on-site study tours with alumni in the workplace, internships, and mentoring programs focused on Latin America **(Absolute Priority 2)**.

Undergraduate Research and Career Development: Following recommendations of the 2021

undergraduate program external evaluator, we aim to involve more undergraduate students in research. In the coming TVI cycle, CLAS will implement new undergraduate concentrations in Afro-Latin American Studies and Indigenous Studies, prioritizing student research participation

**(Absolute Priority 1.1)**. We also will expand the CLAS/UFIC-funded research tutorial abroad program to support undergraduates working with faculty in the field (e.g., to study pedagogical innovations in bilingual indigenous and ethno-education for students of indigenous and African descent in Mexico, Colombia, or Ecuador, Fall 2025). To promote undergraduate career development, in collaboration with the CCC, CLAS will offer an annual Alumni-in-Residence program (Budget E35) that brings an alumnus to campus for several days to interact meaningfully with students through class visits, one-on-one consultations, and faculty interactions. In 2022, CLAS and the CCC will begin to offer an annual online Global Career Fair connecting employers working with the LAS region. To better prepare students for employment in government service **(Absolute Priority 1.2)**, we have arranged to work with CLAS alumna and former Lecturer Dr. Rosana Resende, who currently serves as Chairperson of the Hemisphere Area Studies in the US Department of State Foreign Service Institute. Dr. Resende will facilitate yearly online workshops on how to prepare for government service. In addition, we will facilitate connections with a recent alumnus who works as a Development Specialist for Latin America at USAID, and with two CLAS alumni who are Peace Corps recruiters to encourage and assist undergraduates to apply for Peace Corps posts around the globe **(Absolute Priority 1.2)**.

* 1. ***Study and Research Abroad***: UF offers diverse and constantly evolving study abroad programs that reflect numerous international accords and exchange programs.

In 2018-19 (the last pre-pandemic year), UF offered 18 faculty-led study abroad programs and two international exchange programs, with a total enrollment of 279 students visiting eleven countries (Table D.2.). Programs include students from a wide variety of disciplines and schools, including Architecture, Agricultural and Life Sciences, Business,

Epidemiology, Language and Culture, Law, Marine Biology, Public Health, Tropical Ecology, and Spanish, among others. Both CLAS and UFIC provide

information and advising to students interested in pursuing programs offered by other institutions. Many of the study abroad opportunities are UF-affiliated programs and pre- approved for UF credits, and UFIC facilitates access to and information

|  |  |
| --- | --- |
| **Table D.2. UF Study Abroad Enrollments in LAC, 2018 – 19** | |
|  | **# of Students** |
| Agricultural and Life Sciences in Costa Rica | 14 |
| Architecture in Guadalajara, Mexico | 11 |
| EARTH in Costa Rica | 3 |
| Epidemiology in Merida, Mexico | 7 |
| Exchange with Pontificia Universidade Catolica do Rio de Janeiro, Brazil | 1 |
| Exchange with Universidad Iberoamericana, Dominican Republic | 1 |
| Experiential Learning for Health Professions in Peru | 18 |
| Global E3 Exchange with Instituto Tecnológico de Buenos Aires, Argentina | 1 |
| Graduate Business in Chile | 36 |
| Independent Study in Ecuador | 1 |
| Language & Service Learning in Dominican Republic | 22 |
| Language and Culture in Rio de Janeiro, Brazil | 15 |
| Law in Costa Rica | 8 |
| MBA in Chile | 24 |
| MSRE in Chile | 26 |
| Non-UF Study Abroad Programs | 18 |
| Nursing in Grenada | 6 |
| Quito and Galapagos Islands, Ecuador | 2 |
| Race, Inequality, and Power in Brazil | 11 |
| SFMBA in Chile | 39 |
| Tropical Ecology and Spanish in Merida, Mexico | 14 |
| Tropical Ecosystems in Costa Rica | 11 |
| Tropical Marine & Island Ecology in Cuba | 12 |
| **Total Study Abroad Students** | **301** |
| Graduate Student Field Research Grants | 26 |
| **Total Study or Research in LAC** | **327** |

for non-UF study abroad programs, in which 18 students participated in 2018-19. CLAS is known for its high quality FLAS-approved Brazilian Portuguese Language and Culture summer program in Rio de Janeiro, which has been offered for over 40 years. CLAS will also offer a new language pilot program for Quechua

in Ecuador (see B.1.). In 2018-19, CLAS supported 26 students to conduct fieldwork in nine Latin American countries with support of the Tinker Foundation, endowment income, and other grants. Starting in 2021, CLAS was awarded five years of funding from the Tinker Field Research Collaborative to build collaborations with other CLAS programs and to support approximately 20 students annually from across UF to conduct summer fieldwork in LAC.

# Criterion E: Quality of Staff Resources

## Quality of Teaching Faculty and Staff:

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| --- | --- | --- | --- | --- |
| **Table E.1. CLAS Administrative Staff & Key Personnel, 2020-2021** | | | | |
| **Name** | **Bio Pg** | **Position** | **NRC Responsibilities** | **%**  **Time1** |
| Dr. C. de la Torre | C1 | Director; Professor Latin American Studies | NRC Director | 50 |
| Dr. C. Tucker | C94 | Associate Director, Academic Programs & Student Affairs; Professor, Latin American Studies | Coordination of the Center’s graduate and undergraduate programs. | 50 |
| Dr. M. Risner | C75 | Associate Director, Outreach & Latin American Business Environment  Program | Outreach, Business language, LCTLs, Business programs | 25 |
| J. Mrozinske Baker | C60 | Assistant Director, Administration | Budget, Reporting, FLAS, Programming |  |
| Dr. W. Tremura | C94 | Director, Florida-Brazil Linkage Institute | Research, Teaching, Outreach | 50 |
| Dr. G. Galloway | C34 | Director, Masters of Sustainable Development Practice Program | MDP advising, Teaching | 100 |
| Dr. B. Loiselle | C49 | Director, Tropical Conservation & Development Program | Research, Teaching, Outreach | 50 |
| Dr. T. Murtha | C62 | Undergraduate Coordinator; | Teaching, Advising | 25 |
| Dr. C. Suárez | C92 | Director, Masters in Latin American Studies | MALAS & graduate certificate advising | 50 |
| Center-based faculty |  | Seven 100% faculty appointments | Teaching, Research, Advising | 50 |
| Center-based faculty |  | Eight 50% faculty appointments | Teaching, Research, Advising | 25 |
| Administrative Staff |  | 12 staff positions | Administration | 100 |

1 Time dedicated to student instruction and advising

Qualifications: CLAS’s program is administered by 23 center-based faculty and a staff of 13

(Table E.1). LAS faculty members are highly productive leaders in their fields. Our discipline’s main journal the *Latin American Research Review* is housed in the Center with Dr. Carmen Martínez Novo as its editor-in-chief. During the past four years, Latinamericanist faculty received grants and fellowships from Fulbright, the Inter-American Institute for Cooperation on Agriculture, Institute of International Education, NEH, National Gallery of Art, NIH, NSF, USDA, USDOD, USDE, NASA, Wildlife Conservation Society, and prestigious foundations such as Doris Duke, Gordon and Betty Moore, Longview, Rufford, and Tinker. In the last four years, LAC specialists at UF authored or edited over 30 books and monographs, published hundreds of refereed journal articles, and won prestigious awards (Appendix C). Pedro Sánchez

is a member of the National Academy of Sciences, Robert Lucero is a fellow of the American Academy of Medicine, José Ruiz Resto won Emmy and Latin Grammy awards, Robert Walker was given the 2021 Carl O. Sauer Distinguished Scholarship Award by the Conference of Latin America Geography, and Kaira Cabañas received the 2022 Frank Jewitt Mather Award of Distinction from the College Art Association.

Professional Development Opportunities for Faculty and Staff: CLAS funds faculty professional

development, research, and conference participation through competitions for funding provided by TVI (Budget C7, C11) and other sources. CLAS encourages faculty and others interested in the region to attend training in UF-sponsored Virtual Exchange (VE) programs and in the Global Learning Institute to internationalize their courses with Latin American content. CLAS supports staff members’ regular attendance in professional development classes offered by the University and other professional organizations. Recent staff recognitions include Wanda Carter (retired) winning the 2018 UF Superior Accomplishment Award, Jessica Mrozinske winning the 2020 UF Superior Accomplishment Award and Patricia Sampaio serving as Treasurer of the Association of Tropical Biology and Conservation (ATBC) (2013-17, 2018-22) – a position that requires her to travel to ATBC conferences around the world. Through Title VI support, CLAS provides

travel funding to facilitate LACC librarians’ active involvement in scholarly activities to enhance our collection (Budget C8, C9), as well as funding for faculty to present and attend a wide variety of national and international conferences such as the International Congress of the Latin American Studies Association (LASA).

Commitment to Teaching and Advising: The CLAS Director, Associate Director for Academic

Programs, and MALAS Director dedicate considerable time to CLAS and NRC activities and join other faculty in dedicating significant time to student instruction and advising (Table E1). Of

the 194 LAS and language faculty, 40 spend 100% of their time teaching, conducting research, and advising students on Latin American content. An additional 47 spend 50-99% and 107 spend 25-49% of their time on LAS. During 2020-21, LAS center-based and affiliate faculty taught over 450 LAC area studies and language courses with a total enrollment of 21,559 (Appendix B).

* 1. ***Program Oversight*:** Carlos de la Torre, as Director, is the chief academic and administrative officer of the Center and reports directly to the Provost. The Associate Director for Academic

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| --- | --- | --- | --- |
| **Table E.2. CLAS Governing and Oversight Structure, 2021-22** | | | |
| **Governing Body** | **Purpose** | **Meeting Schedule** | **Representation** |
| Center- Based Faculty Members | Reviews Center academic programs. Center governance decisions through committee membership. | Monthly | 23 Center-based faculty |
|  | Forum for the mutual |  | 9 faculty representatives1 (7 elected & 2 appointed) + MALAS, TCD, MDP,  Undergraduate, Outreach Directors, staff and student representatives + 4 ex-officio. |
| Faculty | exchange of ideas among | Twice |
| Advisory | Center administrators, | per |
| Council | students, staff, and the | semester |
|  | faculty. |  |

Programs (Tucker) manages the Center’s undergraduate and

graduate programs;

the Associate

1In AY21-22, 5 professional schools/colleges were represented, including Agriculture and Life Sciences, Liberal Arts & Sciences, Libraries, and Medicine

Director for Administration (Mrozinske) is responsible for Center program management, supervision of Center administrative personnel, and grant preparation and reporting; and the Associate Director for Outreach (Risner) coordinates the Center’s public engagement and educational programs and language for specific purposes (LSP) initiatives. Finally, center-based faculty direct various research and training programs. Table E.2 summarizes CLAS’s governing and oversight structures. The Center-based faculty have primary responsibility for staffing and overseeing the core courses associated with the Center’s academic programs and engage in co- governance of the Center, coordinate interdisciplinary specializations, and serve as thesis and dissertation advisors. The Faculty Advisory Council (FAC) is made up of center-based faculty and other affiliates from across the university and is the representative body for CLAS. During

AY21-22, affiliates on the FAC include representatives from Agriculture and Life Sciences, Libraries, Liberal Arts and Sciences, and Medicine.

* 1. ***Diversity and Non-Discrimination*:** UF is an Equal Employment Opportunity institution committed to the equitable treatment of all faculty, staff, and students. A Faculty Recruitment Toolkit assists search committees to conduct proactive and equitable searches and all faculty search committee members complete a recruitment workshop to certify that they are trained in fair hiring practices. The University is committed to providing effective, reasonable accommodations for students, staff, faculty, and visitors with disabilities.

Over the past four years, the Center has increased its faculty, student, staff, and curricular diversity. CLAS hired an African American associate professor, a Latinx associate professor, and two Latinx professors. Of CLAS’ 23 faculty members (2021-22), 45% are female, 29% Hispanic, and 8.3% Black. Ninety percent of the 13 staff are female, 40% Hispanic, and 10% black. All LAS programs are held in facilities that are wheelchair accessible. Additionally, all qualified applicants claiming veteran’s preference are extended an invitation for in-person or telephone interviews.

# Criterion F. Strength of LAS Library

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| --- | --- | --- |
| **Table F.1. LACC Holdings by Language (as of 12/2021)** | | |
| **Language** | **# Catalog Records** | **% Total** |
| Spanish | 278,031 | 61% |
| English | 110,601 | 24% |
| Portuguese | 43,462 | 9% |
| French | 10,457 | 2% |
| Other | 16,244 | 3% |
| **Total** | **458,795** | **100%** |

* 1. ***Library holdings:*** The collections and services that support LAS are concentrated in the LACC, one of only three LAS collections in the US that is maintained in its own space with a dedicated reading

room and public services. UF is recognized as a national leader for its Caribbean collections and has developed distinctive strengths in other geographic and thematic areas.

Print & Non-Print: LACC houses over 450,000 items including books, serials, maps, and other

printed materials. An analysis of Online Computer Library Center (OCLC) WorldCat data confirms UF’s strengths in Caribbean, circum-Caribbean collections, and Brazilian materials. UF’s substantial holdings also include an important body of scholarship and literature from Argentina and Mexico. LACC provides access to over 14,000 e-books and subscribes to the most important LAS databases allowing researchers access to e-resources. In 2018-2021, users accessed over 5,380 e-journal articles and 6,250 e-books. On average, 1,450 e-resources are accessed annually. UF also provides access to over 160 archival collections on Latin American and the Caribbean, with archival holdings relating to Cuba, Panama, Haiti, and the Dominican Republic being particularly strong. Collections such as the Jérémie Papers (Haiti) and Braga Brothers Collection (Cuba) serve as primary sources on the plantation economy, including slavery and its aftermath. LACC is collaborating with the UF Price Library of Judaica in developing new strengths related to Jewish migration in the Americas. The Panama Canal Museum Collection includes millions of archival and print materials that document the history of the Canal and the Republic of Panama.

English & Foreign Language: Over 75% of the materials in the collection is in a language other

than English and many are unique or scarce in U.S. academic libraries. Table F.1 summarizes LACC print and non-print items by language of publication.

Undergraduate, Graduate, Professional School Clientele: LACC librarians are faculty affiliates of

the Center for Latin American Studies and regularly provide information literacy classes as part of the research methods and gateway courses for the Center’s MALAS program. From 2018 to- date, three librarians provided instruction to over 90 undergraduate and graduate classes as well as independent consultations to over 25 graduate students. The LACC reading room, with seating

for 100 people, averages about 70-80 visits daily, and as many as 150 at peak times (e.g., finals). Most patrons are undergraduate and graduate students who study Latin America or the Caribbean, including law and business students. LACC librarians have developed strong educational programs for students. Through internships, fellowships, and independent studies, students acquire knowledge on processing, preserving, and providing access to cultural heritage material. Of 17 students who have worked on LACC projects since 2011, five have secured professional jobs at US and international libraries because of the library experience obtained at LACC.

Institutional Financial Support:

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| --- | --- |
| **Table F.2. Support for Acquisitions & Library Staff, 2021-22** | |
| Library Personnel: Full-Time on LACC Activities | 5 FTEs \* |
| Library Personnel: Part-Time on LACC Activities (outside LACC) | 10.85 FTEs |
| Library Personnel Salaries | $842,350 \* |
| Acquisition Budget for Materials | $135,375 |

Table F.2 summarizes the substantial financial and staffing support for UF’s LACC-related

\* Two LACC faculty positions are vacant with searches underway to fill the positions.

collections and services. Acquisitions budgets have remained steady over the past four years at approximately $135,375 annually. Additionally, both the Panama Canal Museum Collection and the Judaica Library at UF have purchased materials and received gifts related to LAS in recent years. Five full-time positions are assigned to LACC: three tenure-track librarians (two current vacancies are being filled) and two full-time staff members, all of whom speak Spanish or Portuguese. While LACC is the focal point for collections and services, many other library units expend a great deal of time and effort (10.85 FTE) related to LAS. This includes personnel in the Panama Canal Museum Collection, the Map & Imagery Library, Government Documents, the Cataloging and Acquisitions units, and Digital Support Services.

## Access

Access to Materials at Other Institutions: UF participates in a number of consortia, cooperative

agreements, and professional organizations that facilitate student and faculty access to research materials at other institutions. As an institutional member of SALALM (Seminar on the Acquisition of Latin American Library Materials), UF librarians engage actively with peers in coordinating collection development efforts. UF has partnered with Cuban institutions and numerous U.S. institutions to provide greater access to Cuban materials through digitization and cataloging. The [*Celebrating Cuba!*](https://guides.uflib.ufl.edu/celebratingcuba)initiative is digitizing millions of pages of books, newspapers, and maps, and providing open access in the Digital Library of the Caribbean (dLOC). Similarly, UF has partnered with institutions and organizations in Mexico and Panama to provide open access to content.

Access for Faculty from Other Institutions: UF is a national leader in making its collections

accessible globally. LACC has received almost 1,400 research queries over the past four years and receives as many as 430 visitors from off-campus annually. With TVI support, UF has offered library travel grants (Budget E39) to scholars from across the U.S. to conduct research at LACC, and since 2010, over 30 books have been published by travel grant recipients who conducted research at UF. LACC has made more than 2,100 Inter-Library Loans since 2018 and more than 11,000 since 2010, demonstrating that LACC resources are in high demand by external researchers. Perhaps UF’s most significant contribution to access is through major digitization projects with international partners. Of the UF Libraries’ 62 external and 28 internal grants in 2018-2021, approximately 15% are related to LAS. The projects are supported by funding agencies such as the Center for Research Libraries, the Andrew W. Mellon Foundation, and the NEH. Librarians have used TVI funding to travel to Latin America to establish partnerships for these grants. Grant activities have resulted in digitization of Caribbean and

Mexican newspapers, the production of oral history collections, innovative data analysis of LAS content, and the acquisition of content related to the intersection between LAS and Jewish Studies.

# Criterion G. Impact and Evaluation

**G1. *Impact on the University, Community, Region & Nation***: CLAS programs and courses promote a greater understanding of LAC among students, faculty and the wider community across the region and nation. The strength of

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| --- | --- |
| **Table G.1. Students and Faculty Benefiting from LAC Programs, 2020-21** | |
| Undergraduates enrolled in LAC area studies & language courses | 19,913 |
| Undergrads with 15+ LAC graduation credits | 1180 |
| Undergraduates completing LAC major, minor or certificate | 42 |
| Graduate students enrolled in LAC area studies & language courses | 1646 |
| Graduate students completing 15+ LAC graduation credits | 244 |
| Graduate students completing LAC certificate or MA | 30 |
| Graduate students completing LAC theses or dissertations | 34 |
| Graduate students receiving financial support from CLAS | 91 |
| Faculty receiving funding from CLAS for research & professional conferences | 45 |

faculty research and teaching, Center linkages with national and international universities and organizations, and alumni placements domestically and internationally contribute to the production and dissemination of knowledge both within the US and throughout Latin America and the Caribbean. As indicated in Table G.1., in 2020-21, 19,913 undergraduates and 1646

graduate students enrolled in LAC language and areas studies courses. Across UF’s colleges and professional schools, 1180 undergraduates took 15 credits or more in LAC courses, as did 244 graduate students. Center funding in the same timeframe supported 91 graduate students and 45 faculty pursuing LAS research and presenting in conferences.

National impact is apparent in the large publication output of LAS faculty, including over 30 book titles and hundreds of scholarly journal articles since 2017-18 (Appendix C). With 110 international linkage agreements, CLAS has an influential presence beyond the U.S.

CLAS and the other UF NRCs are an integral part of the UFIC’s ongoing campus internationalization strategy, which has a significant impact on the university, community, region, and nation. UFIC's Office of Global Learning (OGL) incorporates new strategies for learning abroad, curricular enhancement, engagement outside of the classroom, events with an international focus, and an international scholars’ program. LAS has strengthened its collaboration with OGL through VE projects and the Global Learning Institute for faculty.

The impact of our programs on the national supply of LAS specialists is evident by the number of students completing theses and dissertations on LAS themes – 34 in 2020-21. CLAS outreach and events engage thousands of people – students, educators, faculty, and members of the general public. In 2018-19, CLAS organized 94 events that reached K-12 schools, postsecondary institutions, business, media, and the general public, reaching a total audience of 83,943 (Table H.1.). During the pandemic, programming shifted to online events that brought together participants from a broader geographic range. External funding support for CLAS programs is growing, with the grants, contracts, gifts, and endowments amount in 2020-21 totaling $2,812,104, representing an increase of 8% over 2016-17. Overall, institutional financial support for the Center came to $18.8 million in 2020-21 (Table A.1.)

**G2. *Placements:*** Recent UF graduate degree recipients are working in higher education,

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| --- | --- | --- | --- | --- | --- |
| **Table G.2. Placements of Center Graduates, 2017-21** | | | | | |
|  | **BA/S** | **MA/S** | **PhD** | **FLAS** | **Total** |
| Pursuing Graduate Education | 3 | 26 | 0 | 25 | **54** |
| Higher Education | 3 | 16 | 8 | 5 | **32** |
| Private Sector | 4 | 12 | 2 | 9 | **27** |
| US Government | 2 | 5 | 3 | 3 | **11** |
| Foreign Government |  | 1 |  |  | **1** |
| US Military |  | 1 |  |  | **1** |
| US Nonprofit |  | 7 | 2 | 2 | **11** |
| International Nonprofit |  | 7 | 4 | 1 | **10** |
| Unknown | 205 | 12 | 14 | 23 | **254** |
| **Total** | **217** | **86** | **31** | **68** | **402** |

government positions, diverse private sector positions, the US military,

and multiple domestic and international nonprofit organizations. Table G.2. presents the data for 2017-2021. Our alumni hold faculty and research positions at leading national and international universities, such as Stanford, Princeton, CATIE in Costa Rica, the Tecnológico de Monterrey, and Maynooth University of Ireland. In the nonprofit sector, our alumni are working at the World Wildlife Fund in Brazil, the Centro de Humedales in Chile, the International Center for Tropical Agriculture in Colombia (CIAT), and Seed Programs International. Many of our undergraduate, FLAS recipients, and master’s degree alumni are pursuing doctoral degrees at major research universities, including American University, Cornell, Emory, UC San Diego, University of North Carolina, University of Guelph in Canada, the University of Florida, and elsewhere. Recent CLAS alumni work in the federal and state government, including USAID, USDOJ, USCIS, and USFS International Programs (Table D.2.), in positions such as International Affairs Specialist at the USDOJ and Assistant Secretary for Equity and Environmental Justice of California.

* 1. ***Addressing National Needs and Disseminating Information***: Our academic and language programs train specialists who address needs for Spanish and/or Portuguese proficiency and knowledge of the Western Hemisphere identified by the U.S. Departments of Agriculture, Commerce, Health and Human Services, Housing and Urban Development, Labor, and Treasury. Likewise, CLAS has several of its own training and degree programs, such as MALAS, TCD, LABE and MDP that contribute to the national supply of specialists.

CLAS programs are successful in generating knowledge for and disseminating information to the public. LAS faculty publish widely and frequently carry out interviews for regional, national, and international media. We make a concerted effort to engage in outreach outside the Gainesville area to reach constituents in other parts of the state and beyond. CLAS

events are open to the public and our semi-annual newsletter is distributed to 1,500 alumni, students, faculty members, donors, and partners. In this cycle, we propose increasing the access of faculty from community colleges, MSIs, and K-12 institutions **(Competitive Preference Priority)** to VE training and virtual connection networks (VCN) (Budget E22). In addition to a single annual conference, we will program semester-wide activities with online and in-person events to increase dissemination to different audiences beyond UF **(Absolute Priority 1.1)**.

## Evaluation

Use of Recent Evaluations: In the last TVI grant cycle, CLAS commissioned external

evaluations of the Center’s undergraduate and Latin American Business (LABE) programs. The 2021 external evaluation of our undergraduate program provided leverage for us to secure a line for an assistant professor of Afro Hispanic literature. CLAS is in the processes of creating new undergraduate certificates in Afro-Latin American and indigenous studies **(Absolute Priority 1.1)**. As suggested by the evaluators, we are also seeking concrete opportunities to engage more undergraduates in formal research opportunities. Following the recommendations of the external LABE program evaluation, we are purposefully enhancing synergies between UF’s robust Latinamericanist business and environmental studies faculty, as well as supporting students by organizing a series of activities on sustainable businesses. In addition, CLAS is enhancing collaboration opportunities with alumni in industry project-based internships to provide experiential learning along with alumni involvement and mentorship.

Evaluation Plan: The overarching goals of the evaluation program are to (1) improve design,

delivery, and management of CLAS initiatives; (2) document outputs (i.e., the numbers of people benefiting or attending our activities) and outcomes/substantive impacts; (3) provide evaluation

data in a transparent format; and (4) interpret the effectiveness of CLAS programs in meeting TVI purposes.

In line with CLAS’ 2021-26 Strategic Plan, our proposed activities under the new TVI grant cycle are organized around five goals: 1) expand interdisciplinary research and training initiatives in new and emerging areas; 2) strengthen LAS undergraduate programs and concentrations; 3) enhance UF, CC, MSI, and K 12 training and student competencies in area studies and language, especially from underrepresented groups; 4) strengthen collaboration with MSIs and CCs; 5) expand LAC outreach to business, media, and the general public

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| --- | --- | --- | --- | --- |
| **Table G.1. CLAS Evaluation Plan** | | | | |
| **Goal 1: Expand interdisciplinary research and training initiatives in new/emerging areas** | | | | |
| **Project** | **Audience** | **Evaluation tool** | **Output** | **Outcomes** |
| Racial/ethnic equity in education in Latin America | Education, indigenous studies, race specializations, Educators, public outreach | Questionnaires | # participants in lecture series, workshop, and outreach events | Research tutorial, increase interest in Kichwua and indigenous languages, collaborative teaching research  initiatives |
| Alternatives to populism | LAS  specialization on politics and governance, European studies, public outreach | Questionnaire | # participants in lecture series, workshop, and outreach events | Workshop participants will assess and review podcasts made by students |
| Green business | Business, TCD specializations. business community, alumni, public  outreach | Questionnaire | # participants in lecture series, workshop, and outreach events | Experiential learning course, virtual exchange programs in green business |
| Human rights of refugees | Migration, race, human rights specializations, NGOs, public  outreach | Questionnaire | # participants in lecture series, workshop, and outreach events | Advocacy for human rights in NGOs and government services |
| Traveling suitcase | K12 | Exit survey to teachers | # suitcases lent to classrooms | LAS knowledge |
| AATSP keynote speaker | Community colleges, K12 | Conference survey | # conference attendees | Portuguese visibility |
| **Goal 2: Strengthen LAS undergraduate programs and concentrations** | | | | |
| **Project** | **Audience** | **Evaluation tool** | **Output** | **Outcomes** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 3 create Afro- Latin America concentration | UF | Questionnaire | # courses and students | Increase student knowledge of subject area |
| Year 4 create indigenous studies  concentration | UF | Questionnaire | # courses and students | Increase knowledge of subject area |
| Portuguese | UF and FLAS | Pre/post questionnaire | # students taking UF course and FLAS | >language competence and cultural knowledge |
| Spanish | UF and FLAS | Pre/post questionnaire | # students taking UF course and FLAS | >language competence and cultural knowledge |
| **Goal 3: Enhance UF, CC, MSI, and K 12 training and student competencies in area studies and language,**  **especially from underrepresented groups** | | | | |
| **Project** | **Audience** | **Evaluation tool** | **Outputs** | **Outcomes** |
| Virtual exchange | UF faculty | # LAS modules implemented, # of  students impacted | Reach UF faculty members | VE modules developed &  implemented |
| Virtual exchange training course | CC, K12 | Post-course surveys | # students impacted, # modules developed | VE modules implemented |
| Virtual Connection Network | K12, state colleges | Exit survey to instructors | # of K12, MSI and CC requests/class visits | Developed interest in LAS |
| The Global teacher institute in Campeche | K12 and  community colleges | Participant  reflection and program survey | 10-12 participants | Add LAS content in participant’s courses |
| Traveling suitcase | K12 | Exit survey to teachers | # suitcases lent to classrooms | LAS knowledge |
| AATSP keynote speaker | Community colleges, K12 | Conference survey | # conference attendees | Portuguese visibility |
| Haitian Creole | UF and FLAS | Pre/ post questionnaires, TA  reflection/report | # students taking UF course and FLAS | > language competence and cultural knowledge |
| Quechua 2-year pilot program | UF and FLAS | Pre/post surveys (content acquired and course  satisfaction) | # students taking UF course and FLAS | >language competence and cultural knowledge |
| Portuguese | UF and FLAS | Pre/post questionnaire | # students taking UF course and FLAS | >language competence and cultural knowledge |
| Spanish | UF and FLAS | Pre/post questionnaire | # students taking UF course and FLAS | >language  competence and cultural knowledge |
| **Goal 4: Strengthen collaboration with MSIs and CCs** | | | | |
| **Project** | **Audience** | **Evaluation tool** | **Output** | **Outcomes** |
| Virtual exchange training summer course | CC, K12, UPR  faculty | Pre/post questionnaires | # participants | LAS modules developed, implemented, posted on the website |
| Virtual Connection Network | K12, CCs | Exit survey to instructors | # K12 and CC courses enhanced | Increased LAS visibility beyond UF |

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| --- | --- | --- | --- | --- |
| Faculty exchange UPR | UF and UPR audiences | Exit surveys | Participants in lectures | Increase MSI collaboration and training |
| **Goal 5: Expand LAC outreach to business, media, and general public** | | | | |
| **Project** | **Audience** | **Evaluation tool** | **Output** | **Outcomes** |
| Annual Online Global Career Showcase | Business, UF students | Questionnaire for industry  participants and students | # participants | Job placement & internships |
| Florida Connected- Global Business Summit | Community colleges, K-12, FL industry | Post-event questionnaire | # participants | Increase industry partner-building in the state |
| Preparing students for government service | UF students | Student surveys | # participants | Student placement in government service |

In addition, CLAS reviews evaluations from faculty retreats, meetings, and cross-NRC fora annually to assess outputs and outcomes in relation to short- and long-term impacts. CLAS strongly believes in the transparent sharing of data and by sharing completed evaluations, we can adjust programmed activities in response to these results during the grant cycle to improve the delivery of TVI-supported programs.

External reviews continue to be an integral component of the CLAS evaluation process (Budget E36) as we plan to commission external reviews in Year 2 (Quechua program) and Year 4 (Brazilian Music Institute) of the coming grant cycle. The reviewers will include an area and/or language studies specialist and an administrative specialist with TVI experience.

UF administers the university-wide Student Experience in the Research University (SERU) undergraduate survey every other year, which contains items on global educational experiences and global engagement. It is a multipurpose evaluation instrument and can be linked to students enrolled in CLAS-supported courses and programs. Other multipurpose data will be used across UF’s NRCs for evaluation, such as UF’s Quality Enhancement Plan (QEP) data, course enrollments, and course evaluations (evaluations can also be linked to the SERU). The QEP, SERU, enrollments, and evaluations provide assessment of overall quality, perceived

relevance to career goals, and stimulation of interest in CLAS-supported courses and programs.

This information is contextual and critical for assessing the expected transferability of outcomes to workforce environments and further graduate studies.

* 1. ***Equal Access and Treatment of Students*:** UF maintains a host of campus programs and units that address the General Education Provision Act (GEPA) and provide support services such as educational opportunities, recruitment, outreach activities, and engagement for students of underrepresented groups. They include: (1) Office of Academic Support (2) Florida Opportunity Scholars Program focusing on first generation students support (3) Multicultural and Diversity Affairs with its 5 focus areas (Black Affairs; Hispanic Latino Affairs; Lesbian, Gay, Bisexual, and Transgender and Queer Affairs; Asian Pacific Islander American Affairs; and Cross/Intercultural Programming) (4) University Minority Mentor Program (5) Graduate School Office of Minority Graduate Programs (6) Office for Diversity & Health Equity in UF’s College of Medicine (7) Disability Resource Center (8) Veterans Success Center, among others. According to IPEDS data from 2020, UF ranked 36th among national institutions for the number of master's degrees, and 31st for bachelor’s degrees awarded to minority students. There was an increase of 16% in UF degrees awarded to minority students from 2019 to 2020. Of graduate students at UF, 24% are nonresidents. To improve access for students from LAC countries, CLAS awards an average of 10 scholarships per year which, in accordance with Florida Statute 1009.21, provide the student with a monetary stipend as well as eligibility for in-state tuition rates. MALAS has successfully worked to diversify its student body. Of the 36 students currently enrolled in MALAS, 21 identify as Latinx, 6 Black, 3 Indigenous, 1 Asian, and 5 White.

# FLAS Impact and Placement

AY FLAS and summer fellowships have had a major impact on the qualifications of UF MA and PhD graduates who become area studies specialists with advanced bi- and tri-lingual language

capabilities. Table G.2 details the employment destinations of UF FLAS fellowship recipients in Portuguese and Haitian Creole during the past four years. Of 68 individuals receiving FLAS 2017-21, we have placement data for 45, 26 of whom (38.2%) are pursuing higher education, including law school and medical school, in institutions ranging from UF to Utrecht University to Columbia University. Five FLAS alumni are working in higher education, and others are working for organizations including Florida Department of Health, Maine Mobile Health Program, Big Brothers Big Sisters, Washington Center for Internships & Academic Seminars, Pure Earth in LAC-related roles.

# FLAS Fellowships and National Needs

CLAS has awarded 100% of AY fellowships to Brazilian Portuguese and Haitian Creole, two prominent LCTLs in Latin American and Caribbean studies **(FLAS Competitive Preference Priority 2)**. In 2020-21, CLAS awarded eight AY and nine Summer FLAS fellowships. All eight AY FLAS Fellows studied Brazilian Portuguese or Haitian Creole, and of the nine summer fellowships, one was awarded for the study of Yucatec Maya, one for Quechua, one for Haitian Creole, and six for Brazilian Portuguese. Table G.2 provides placement information for the

2017-21 AY FLAS fellows.

# Criterion H: LAS Outreach Activities

1. ***Overview*** CLAS offers expansive and dynamic outreach activities reaching K-16 educators, business, media, and the

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| --- | --- | --- |
| **Table H.1. Outreach Activity Summary, 2018-19\*** | | |
| **Primary Audience** | **Number of Events** | **Number of Participants** |
| Elem./Secondary Schools (K-12) | 31 | 7194 |
| Postsecondary Institutions | 18 | 625 |
| General Public, Business, Media | 45 | 76,124 |
| **Total** | **94** | **83,943** |
| \*Last pre-covid year | | |

community. According to a 2017 external review, CLAS’s outreach activities constitute “some of the most innovative and influential outreach programs in the TVI community.” In the 2018-19

academic year, CLAS collaborated with diverse stakeholders to organize 94 outreach events reaching nearly 84,000 people (Table H.1). In the recent TVI cycle, CLAS K-16 outreach efforts focused on: 1) professional development and curriculum enhancements using technology to connect K-12 and community college educators to Latin American classrooms and experts (both virtually and in-person), 2) global children’s literature projects supporting pre-service and in- service educators, 3) Latin American career initiatives promoting the study of Latin American languages and cultures for use in professional contexts, and 4) Portuguese language learning and resource development.

* 1. ***Elementary and Secondary Schools:*** CLAS continues its traveling suitcase program (Budget E12), which is a collection of 14 curriculum kits featuring authentic LAS artifacts and lesson plans submitted by teachers. Suitcases focus on global themes and align with world language and social studies curriculum standards. In 2018-19, CLAS lent 41 suitcases to educators in 18 states, impacting approximately 1230 students. Through our new partnership with the Florida Consortium of International Education (FCIE), whose mission is to globalize the state curriculum, CLAS will expand its integration of the traveling suitcase program and the Global Children’s Literature initiative beyond K-12 schools and UF’s College of Education teaching courses to also include community college teacher training programs **(Competitive Preference Priority)**. CLAS and SPS are delighted to share these resources and find other ways to collaborate with a new Dual Language Immersion program starting at an elementary school in Gainesville that will grow a grade level each year.

In 2019, CLAS collaborated with UFIC’s OGL to launch a VE Global Classroom training program for UF faculty. The program develops strategies and skills to connect UF students across subject areas to people in Latin America and other regions of the world. Forty-six faculty

have been trained, and VE modules designed and implemented to-date have reached 913 students across seven colleges. Most VE modules developed have been with Latin American universities and partner instructors. In the coming TVI cycle, we are requesting funds (Budget E17) for a VE course facilitator to deliver the training, and for UF faculty members to participate in the training and to develop and implement a module together with an LAS partner.

To integrate LAS content into education beyond UF campus, in the summer of 2021 CLAS, in collaboration with the FCIE, offered a pilot online VE training connecting twenty-one K-12 and community college instructors. Through seed funding from the Longview Foundation, in Year 1 CLAS is collaborating with Broward State College and select K-12 instructors to retool this online 5-week VE Training course to focus specifically on connecting US and LAS courses in STEM, business, and the humanities. This course will be offered annually each summer to K- 16 faculty free of charge **(Absolute Priority 2)**, with the goal of building a cohort of community college and K-12 educators globalizing their curriculum with LAS content and increasing much needed synergy between state schools and higher education.

The CLAS VCN program provides virtual guest experts to discuss a LAS topic at the request of instructors on a variety of subject areas. In 2018-19, the third year of the program, the VCN reached 18 K-12 classrooms and 480 students. We will also begin supporting the efforts of the online *Today in International Politics Speaker Series* (TIPSS), a program reaching hundreds of Advanced Placement social science teachers and students **(Absolute Priority 2)**. As a new initiative with FCIE, CLAS will expand its VCN program to community colleges and MSIs **(Absolute Priority 2 & Competitive Preference Priority)**. CLAS plans to continue offering our K-12 summer Global Teacher Leader Institute (GTLI) **(Absolute Priority 2)** (Budget E15) every other year, and to expand it to include community college faculty and administrators. The

10-day GTLI is an opportunity for K-12 and community college educators from across disciplines to immerse themselves in another country to examine issues of education, the diverse LAC cultural identities, environmental sustainability, leadership, and the integration of technology to connect classrooms across borders **(Absolute Priorities 1.1 and 2)**. Partners in this program include K-16 institutions in Campeche, Mexico, the nonprofit Volusia County Sister Cities, and FCIE.

**H.2. *Postsecondary Institutions:*** CLAS’s flagship postsecondary outreach event, the annual conference, now in its 72nd year, provides a venue for Latin American and U.S. scholars to present cutting-edge research and to establish scholarly networks **(Absolute Priority 1.1)**. In addition, CLAS sponsors and organizes numerous online and in-person campus events which expose university and public audiences to a range of distinguished speakers from diverse sectors (academia, government, industry, non-profit, and media) and generates greater awareness of Latin American perspectives on global issues **(Absolute Priority 1.1)**. CLAS also organized a faculty exchange with the University of Puerto Rico and supported a two-day Global Studies Symposium organized by CLASP (Consortium of Latin American Studies Programs), which provided a professional development and networking forum led by CC/MSI faculty for CC/MSI faculty who present, discuss and facilitate strategic plans related to joint NRC/CC/MSI programming in area studies **(Competitive Priority).** CLAS plans to extend its support of the Global Studies Symposium (Budget E20) in the upcoming grant cycle. In Years 1 and 3, in collaboration with the UF Center for European Studies and [UT Austin Hemispheres](https://liberalarts.utexas.edu/hemispheres/), we will provide LAS content speakers for a one-day, in-person CC/MSI workshop entitled *Internationalizing the Curriculum* , with themes including *The Many Faces of Democracy* and *Post-Colonialism.*

CLAS will continue to collaborate with the CLASP network and co-sponsor (Budget E18) the Americas Awards (AA) and annual Global Reads Webinar series for children’s literature. We will also join the new *Teaching the World Consortium,* a collaboration with 15 NRCs from various regions to promote online educator resources and to share exhibits at national conferences such as the National Council for the Social Studies (NCSS), National Council of Teachers of English (NCTE), and American Association of Community Colleges (AACC) **(Absolute Priority 2)** (Budget E19).

CLAS continues to prioritize support of LCTL’s, particularly Portuguese, by continued funding (Budget E38) for the biannual, online open-access *Portuguese Language Journal (PLJ),* the professional journal of the American Organization of Teachers of Portuguese (AOTP). In 2021, *LPJ* had 1,469 accesses from around the world. As a new initiative, we plan to fund an annual keynote speaker on Portuguese and co-sponsor an exhibit booth in partnership with four other LAS NRCs in support of the American Association of Teachers of Spanish and Portuguese (AATSP) (Budget E37).

## H3. Business, Media, and the General Public:

Business: Our LABE Program facilitates much of CLAS’ business outreach through newly-

innovated course offerings that engage our alumni across industries to participate in courses as guest speakers and partners in student group projects. CLAS is expanding relationships with the FIU CIBER and the quasi-governmental trade association Enterprise Florida, and through these partnerships, we propose that our annual Florida Connected conference shift its focus to an annual Career and Global Industry Summit event (Budget E16), which will connect higher education faculty from professional schools and the humanities, global industry players, and K- 12 Career & Technical Education (CTE) faculty. Other special focus projects include

collaboration with the University of Central Florida’s CTE teacher certification to integrate LAS, global business content, and support for global industry professionals to interact as speakers and/or course project designers in K-12 career academies **(Absolute Priority 2)**. In collaboration with FIU and George Washington CIBERs, CLAS will continue its Network of Business Language Educators (NOBLE) established in 2009, but with a revised focus on primarily supporting K-12 and community college resource sharing and professional development opportunities to globalize Career and Technical Education in Florida (Budget E21).

Media: The Center’s director and other LAS faculty are frequent commentators in the media on

contemporary Latin American events, including *The Conversation, The New York Times, Politico, Foreign Policy, USA Today, The Hill, PBS News Hour, NPR,* as well as Latin American media outlets. CLAS’s full-time communications coordinator (Markle) works with UF’s Media Relations to channel requests that come directly through their office and connects LAS professors with opportunities for publishing both op-eds, popular education pieces, and research articles.

We continue to support the student-run Spanish news broadcast *Noticias*, which recently added a new TikTok channel with 60-second bilingual top stories and has launched a weekly entertainment show (Budget E27).

General Public: The *Afro Roots Fest Gainesville* (Budget E24) is a new multi-day celebration of

Africa and the African Diaspora to Latin America through music and dance showcasing renowned artists and UFs student performing ensembles. The festival will feature public performances, outreach to schools and colleges, and workshops. Other CLAS-sponsored community events include the long-standing Brazilian Music Institute (BMI) concert (Budget E25) and the annual Latin American Museum Nights (Budget E28) held at the Harn Museum of

Art on campus during Hispanic Heritage Month. The BMI brings Brazilian musicians for an intensive week of instruction with US-based musicians, culminating in a musical performance open to the public. Jacaré Brasil concerts each fall and spring semester draw large community audiences, and reach thousands of viewers through digital performances in collaboration with UF’s Digital Worlds Institute.

# Criterion I. Program Planning and Budget

1. ***Overview:*** The following program plan resulted from a strategic planning process conducted during a LAS faculty retreat held in fall 2021, and the external evaluations of our undergraduate and LABE programs. The Center’s Director, Associate Director for Academic Programs, Associate Director for Outreach, and Associate Director for Administration consulted with key stakeholders to work out details of the program plan and to formulate the budget and timeline. A UF Senior Research Analyst participated in careful review of past evaluations, personnel levels, and financial resources. The proposed activities are linked to our NRC project goals, outputs, and intended outcomes. In the long-term, CLAS’s NRC program plan is meant to have significant impact on the scope and quality of LAS research, teaching, and outreach at UF and beyond.

The funding of this proposal will allow CLAS to support promising new initiatives and augment existing programs. The four-year project rests on a firm foundation of UF institutional support (Table A.1.); however, TVI support is critical to carry out the initiatives outlined below at the proposed levels. In line with **Absolute Priority 1.1** our activities will: 1) reflect diverse intellectual perspectives on academic issues, together with voices and visions of participants with diversely positioned identities; 2) build on existing areas of teaching/research and strengthen new initiatives; and 3) generate spaces for dialogues between scholars, students, educators, and actors of civil society based in the U.S. and Latin America. They will have an academic and teaching

component, an outreach element, and collaborations with CCs, MSIs, **(Competitive Priority)**, K12 institutions, and other LAS centers. In line with **Absolute Priority 1.2**, our activities will train students for service in government, education, business, or the non-profit sector. To synergize with TVI resources, CLAS will utilize its Bacardi Family Eminent Scholar Fellowship to bring a scholar for one semester each year to teach a course and deliver the keynote lecture at the Center’s annual conference. CLAS will use the recently-awarded Kislak Family Foundation Latin American Artist/Writer-in-Residence Fellowship to bring an artist or writer for one semester each year. Our fellows and invited speakers will be available for lectures and other outreach activities at community colleges and MSIs **(Competitive Preference Priority)**.

## Timeline:

Year 1. CLAS will focus Spring 2023 around the theme of inclusion and racial/ethnic equity in education in Latin America. Learning from experiences of Latin American countries that have implemented bilingual education programs for indigenous people and ethno-education for students of African descent, CLAS faculty will teach a course on bilingual and ethno-education, and both the Bacardi and Kislak Family Foundation artist/writer fellows will focus on the topic. CLAS will organize online lectures for UF, CCs, and MSIs (Budget E32), as well as an annual conference (Budget E32) with scholars, K12, MSI, and CC educators working on anti-racist pedagogies, and curricular innovations **(Absolute Priority 2)**. CLAS will organize a speaker series of Latin American scholars to Florida colleges and K-12 institutions (Budget E42). We also will expand the CLAS/UFIC-funded research tutorial abroad program to support undergraduates working with faculty in the field to study pedagogical innovations in bilingual indigenous and ethno-education for students of indigenous and African descent in Latin America.

Year 2. In collaboration with UF’s Center of European Studies, CLAS proposes focusing Spring 2024 on populist challenges to democracy. We will teach a course, organize a speaker series, and an annual conference with diverse perspectives **(Absolute Priority 1.1)** (Budget E32) to strengthen our specialization in politics and governance. CLAS will invite a Bacardi Eminent Scholar to teach a seminar on populism and the Center’s Kislak Family Foundation Latin American Artist/Writer in Residence will focus on a related theme. Invited speakers will be available to lecture at Florida MSIs and CCs (Budget E14). Students taking the populist course will create podcasts interviewing scholars and experts on what populism is, why it threatens democracy, how to deal with it, and what the alternatives to it might be.

Year 3. The theme green business will build on CLAS’ pioneering history of teaching, training, and research on tropical conservation and development. Following recommendations from the 2021 LABE Program evaluation by external expert Dr. Anna Helm (George Washington University CIBER Director) to focus on sustainable business, CLAS will leverage current faculty strengths and research to organize activities in Spring 2025 focusing on green business initiatives including logistics, tourism, and coffee production. Partnerships with indigenous groups and businesses in Brazil, Ecuador, and Honduras will assure that the challenge is explored from radically different positions, and to introduce students to diverse perspectives, CLAS will organize online and in-person lecture series by experts in green business practice, environmentalists, and indigenous leaders throughout the semester and plan the annual conference around the same theme (Budget E32) **(Absolute Priority 1.1)**. Our Bacardi and Kislak Family fellows will focus on sustainable-green business throughout the semester. In collaboration with LAS and Florida industry professionals, CLAS faculty will develop an experiential learning course on green business focusing on Brazil, Ecuador, or Honduras. UF,

MSI, and community college business faculty will be encouraged to apply for summer funds to develop virtual exchange modules with Latin American green business partners (Budget E22).

Year 4. The Spring 2026 theme will be human rights of refugees and displaced populations in Latin America. We will offer a speaker series with diverse perspectives ranging from political leaders to refugees **(Absolute Priority 1.1)** (Budget E32), invite a Bacardi Eminent Scholar to teach a course on the topic, bring a Latin American Artist/Writer in Residence working on this theme, and organize an annual conference to bring together scholars, students, rights activists, and policy makers (Budget E32). These speakers will be available for talks in community colleges and K-12 schools as appropriate.

In collaboration with the University of Arizona Center for Latin American Studies, UF CLAS will support two activities of the ongoing collaborative interdisciplinary working group focused on human rights, climate justice, and environmental defenders. In 2023, there will be a three-day hybrid (online and in-person) writing workshop to finalize chapter contributions from the 2018-2022 participants. The in-person component of the workshop will be held in Tucson, Arizona. Contingent on publication timelines, we plan to host a hybrid book launch event at UF CLAS in Fall 2024 or 2025 (Budget E29).

# Quality of Activities and Relation to LAS program

CLAS will strengthen its teacher training activities in Portuguese and Haitian Creole, priority languages of the USDE **(Absolute Priority 2)**, and will partner with the Andes and Amazon Field School to launch a two-year pilot program to teach Ecuadorian Quechua (Kichwa), a priority language of the USDE and USAID. Additionally, CLAS will continue to support the publication of the open-access online *Portuguese Language Journal* (Budget E38) and support Haitian Creole by funding two Teaching Assistants (Budget A1). SPS recently hired a professor

for Languages for Specific Purposes to better prepare students for a variety of careers. CLAS will hire an Assistant Professor of Afro-Hispanic American Literature in Fall 2023.

Kichwa courses at the beginning level will be offered both Fall and Spring semesters of Years 1 and 2 by Kleber Naula, a native speaker and graduate student from Chimborazo, Ecuador (Budget A2). Naula’s courses will be complemented by a six-week summer intensive Amazonian Kichwa program at the Andes and Amazon Field School in Napo Province, Ecuador. CLAS will join the University of Wisconsin at Madison, the University of Pittsburgh, Florida International University, and Brigham Young University as an academic sponsor of the Andes and Amazon Field School. This new collaboration will enable UF to open its Summer FLAS competition to qualifying students from other universities who wish to study Kichwa at the Field School. This pilot program will be evaluated in Year 3.

CLAS recently revised and innovated its LABE program and has been strengthening its collaborations with the UF College of Business at the graduate and undergraduate level. A new undergraduate course entitled *Fundamentals of the Latin American Workplace* will be offered in Fall 2022 featuring active engagement with LAS alumni. This course will serve as a gateway course to improve LAS student recruitment and to guide students early on toward career opportunities working with the region. CLAS will be supporting the implementation of a new online global industry Career Showcase each fall during Global Gator month and will engage with internship and mentoring programs managed by *Beyond 120* **(Absolute Priority 1.2)***.*

CLAS has developed outreach projects to train K-12 teachers and community college educators to include Latin American Studies content into their courses **(Absolute Priority 2)**. Building on the successful experience of a virtual exchange training program at UF to connect classrooms across subject areas to Latin America, CLAS is developing an online 5-week UF VE

Training extension course to be offered every summer to MSIs, CCs, and K-12 faculty to globalize their curriculum with LAS content **(Absolute Priority 2, Competitive Priority)** (Budget E17). Every other year CLAS will continue to offer a summer educator institute in Campeche, Mexico, to provide educators with an immersion program, which will assist them in enhancing their curriculum and understanding of the region **(Absolute Priority 2)** (Budget E15). CLAS will continue to support the successful traveling suitcase project that gives teachers the opportunity to introduce students to an assemblage of artifacts from around Latin America, including books, toys, music, clothing, product packaging, currency, bus schedules, and other cultural items (Budget D12).

In collaboration with the COE, the undergraduate course *Global Studies for Educators* taught by LAS faculty now has an official COE course code and is included as an option in the new UF COE Education Sciences degree. Our global children’s literature programs will expand beyond UF COE and now be integrated in teacher training programs at community colleges and in high school teacher preparation academies **(Absolute Priority 2)** (Budget E13). The Florida Connected Global Education event bringing together educators and LAS faculty will shift to a more career-related focus that globalizes community college professional school curriculum as well as K-12 Career and Technical Education.

* 1. ***Cost Effectiveness*:** The budget was developed with careful consideration of existing resources and evaluating what other resources might be required for successful implementation of proposed activities. UF is a state-assisted institution experienced in mobilizing limited operating resources for maximum gain. Whenever possible, NRC activities draw on matching support from CLAS (Bacardi and Kislak Family Foundation Latin American Artist/Wrister in Residence Fellowships), campus units or other organizations to stretch resources. Overall, the

considerable UF institutional commitment (Table A.1) enhances the efficiency of TVI funding by absorbing most administrative costs, while cost-minded management by CLAS staff ensures the effective use of NRC resources.

* 1. ***Long-Term Impact*:** The long-term impact of TVI funding will allow CLAS to significantly enhance its programs and maintain one of the preeminent Latin American and Caribbean area and language studies centers in the US. NRC designation gives CLAS greater leverage when negotiating with university administrators about LAS resources and faculty lines. Students in our undergraduate, graduate, and professional programs will enjoy increased research and international education opportunities in the region, as well a robust and interdisciplinary array of LAS courses from which to choose from. CLAS will continue to provide UF students from underrepresented groups and disciplines with expanded area and language studies opportunities while preparing more and better qualified LAC specialists in areas of national need **(Absolute Priority 1.2)**. As explained in the narrative, our programs will focus on teacher training activities, and continue to provide Latin American content in courses in the professional schools across the University.

# Criterion J. Competitive Preference Priority

Table J.1. provides select examples of how our programming and proposed activities fulfill the NRC and FLAS Competitive Preference Priorities.

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| **Table J.1. Competitive Preference Priorities** | | |
| **Priority** | **Definition** | **Selected Activities** |
| NRC  Competitive Preference Priority | The project will be implemented by or in partnership with one or more of the following entities:   * Community Colleges * HBCUs * Tribal Colleges & Univ * Minority-Serving Institutions | * Summer Virtual Connection Network (p. 37) * Faculty exchange with UPR (p. 5) * CLASP Global Studies Conference on NRC, Community College and MSI Collaboration (p. 38) * NOBLE project initiative (p. 40) * Florida Connected (p. 39 & 46) * Summer Global Educator Institute (p. 46) |

|  |  |  |
| --- | --- | --- |
|  |  | * Speakers from CLAS’ annual conferences to present at CCs/MSIs (p. 38 & 42) * Integration of community college faculty in the LAS Virtual Connection Network (p. 30 & 37) * Integration of LAS and Global Children’s Literature at Schools of Education at CCs/MSIs (p. 36 & 46) * Library travel grant awards with priority to scholars from CCs and MSIs * One summer FLAS award designated for underrepresented students with financial need in MSI & community college partner institutions for UF Summer in Rio Brazilian Portuguese and Culture Program (p. 48) |
| FLAS  Competitive Preference Priority 1 | Giving preference when awarding fellowships to undergraduate, graduate students, or both, who demonstrate financial need | * Work closely with UF's Office of Student Financial Affairs to use FAFSA and UF Declaration of Need forms to identify FLAS applicants with financial need as indicated by the student's expected family contribution and as determined under part F of Title IV provisions * Need determination will be based on student's financial circumstances and not on other aid * FLAS selection committee will receive instructions to prioritize applicants with financial need in the final rankings |
| FLAS  Competitive Preference Priority #2 | Applications that propose to award at least 25 percent of academic year FLAS fellowships in modern foreign languages other than French, German, and Spanish. | * CLAS has consistently awarded 100% of AY fellowships for study of Brazilian Portuguese and Haitian Creole, two prominent LCTLs in Latin American and Caribbean studies * In the new Title VI cycle, we remain committed to awarding more than 25% of our AY FLAS fellowships to support undergraduate and graduate study of Brazilian Portuguese, Haitian Creole, Quechua, and other LAC-related LCTLs * Quechua Pilot 2-year program partnership with the Andes and Amazon Field School |

**J. *FLAS Application and Selection Process*:** FLAS candidates submit an application form, academic transcripts, a statement of purpose outlining the need for language and area study as related to academic and professional goals, an academic letter of recommendation from their main advisor, a language recommendation form documenting prior knowledge and ability to learn a foreign language, and the Determination of Need form or a copy of the most recent FAFSA form. Information from standardized tests scores is directly obtained from the Graduate School and the Student Admissions records. In keeping with the goal of promoting diversity at UF, when a selection must be made between equally qualified candidates, applicants demonstrating financial need (**FLAS Competitive Preference Priority 1**), students from

historically underrepresented groups, and from professional schools will be given priority. The same non- discriminatory policy which governs CLAS admissions processes is applied to FLAS selection.

***FLAS Fellowship Request*:** CLAS requests six AY graduate FLAS fellowships and two undergraduate fellowships for our Portuguese, Haitian Creole, and Quechua language programs. Additionally, CLAS requests six graduate and two undergraduate summer FLAS fellowships for Portuguese, Haitian Creole, and other LAC-related LCTLs (**FLAS CompetitivePreference Priority 2**) (See FLAS Budget).

# Concluding Highlights:

CLAS’s TCD program has long been a national leader in integrating the natural and social sciences; the MDP program allowed us to bring in two new dimensions (health sciences and management) to complement those. Both programs have focused on marginalized groups in Latin America and the Caribbean. We now plan, with TVI funding, to deepen expertise, training, and collaboration on two of those populations – the indigenous and Afro-Latin-Americans. With this new area of focus we will increase our links to and service to US Latinx populations from African and/or Indigenous descent. In addition, we will center activities around annual themes in three areas of national need and global concern: strengthening democracy by learning how to better deal with populist authoritarianism in power; preserving the environment encouraging sustainable business practices and dialogues between the business and environmental communities; and protecting the human rights of displaced and migrant populations of Latin America.