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**NATIONAL** **RESOURCE** **CENTER** **AND**

**FOREIGN** **LANGUAGE** **AND** **AREA** **STUDIES** **FELLOWSHIPS** **FOR** **LATIN** **AMERICAN** **STUDIES**



**A** **PROPOSAL** **SUBMITTED** **TO** **THE** **U.S.** **DEPARTMENT** **OF** **EDUCATION**

# by

**THE** **UNIVERSITY** **OF** **NORTH** **CAROLINA** **AT** **CHAPEL** **HILL**

# and

**DUKE** **UNIVERSITY**

**February** **14,** **2022**

**Consortium** **in** **Latin** **American** **and** **Caribbean** **Studies**

**at** **the** **University** **of** **North** **Carolina** **at** **Chapel** **Hill** **and** **Duke** **University**

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**ACRONYMS**

AATSP American Association of Teachers of Spanish and Portuguese

AAU Association of American Universities

ACLS American Council of Learned Societies

ACTFL American Council on the Teaching of Foreign Languages

AY Academic Year

BA Bachelor of Arts

CERF College Educator Research Fellowship

CES Center for European Studies (UNC)

CTRTL Center for the Tntegration of Research, Teaching, and Learning

CLAC Culture and Language Across the Curriculum (Duke)

CLACS Center for Latin American and Caribbean Studies (Duke)

CLASP Consortium of Latin American Studies Programs

COTL Collaborative Online Tnternational Learning

CPP Competitive Preference Priority

CRL Center for Research Libraries

DLOC Digital Library of the Caribbean

DUL Duke University Libraries

ECAT Expanded Curricular Access Tnitiative

ECSU Elizabeth City State University

ESL English as a Second Language

FAFSA Free Application for Federal Student Aid

FLAS Foreign Language and Area Studies

FLACSO Facultad Latinoamericana de Ciencias Sociales

FSU Fayetteville State University

FTE Full Time Equivalent

FY Fiscal Year

HBCU Historically Black College or University

HRA Human Rights Archive

HSL Health Services Library (UNC)

TGHTD Tnstitute for Global Health and Tnfectious Disease (UNC)

TSA Tnstitute for the Study of the Americas (UNC)

TTS Tnformation Technology Services

K-12 Kindergarten through grade 12

K-16 Kindergarten through undergraduate degree

LAC Language Across the Curriculum (UNC and Duke)

LAMP Latin American Microfilm Project

LARRP Latin American Research Resources Project

LAS Latin American Studies

LASA Latin American Studies Association

|  |  |  |
| --- | --- | --- |
| LASER |  | Latin American Studies Southeast Regional Libraries |
| LCTL |  | Less-commonly-taught-language |
| LGBTQ |  | Lesbian, Gay, Bisexual, Transgender, and Queer (or Questioning) |
| LT/TTS |  | Duke's Learning Tnnovation and TT Services |
| MA |  | Master of Arts |
| MAT |  | Master of Arts in Teaching |
| MBA |  | Master of Business Administration |
| MEM |  | Master of Environmental Management |
| MTDP |  | Master of Tnternational Development Policy Processing |
| MLA |  | Modern Language Association |
| MST |  | Minority Serving Tnstitutions |
| NCA&T |   | North Carolina Agricultural and Technical State University |
| NCCU |  | North Carolina Central University |
| NCDPT |  | North Carolina Department of Public Tnstruction |
| NEH |  | National Endowment for the Humanities |
| NGO |  | Non-governmental Organization |
| NTH |  | National Tnstitutes of Health |
| NRC |  | National Resource Center |
| NSF |  | National Science Foundation |
| OGA |  | Office of Global Affairs (Duke) |
| OUR |  | Office of Undergraduate Research (UNC) |
| OVPFA |  | Office of the Vice Provost for Faculty Advancement (Duke) |
| SALALM |  | Seminar on Acquisitions of Latin American Library Materials |
| SECOLAS |  | The Southeastern Council of Latin American Studies |
| SSRC |  | Social Science Research Council |
| STAR |  | Student Teachers Across Regions (Duke and UNC) |
| STEM |  | Science, Technology, Engineering, and Math |
| SUNY-New | Paltz | State University of New York at New Paltz |
| TA |  | Teaching Assistant |
| TRLN |  | Triangle Research Library Network |
| TVT |  | Title VT |
| U. |  | University |
| UNC |  | University of North Carolina |
| UNCG |  | University of North Carolina at Greensboro |
| UNCP |  | University of North Carolina at Pembroke |
| USN&WR |  | U.S. News and World Report |
| WSSU |  | Winston-Salem State University |

# §A Commitment to Subject Area

The Consortium in Latin American and Caribbean Studies at the University of North Carolina at Chapel Hill and Duke University is a collaborative program of teaching, research, and public outreach that integrates the resources of two AAU research institutions with a combined Latin Americanist faculty of 196 scholars, library resources of over 877,000 volumes, and overall university financial support surpassing $33 million (Table A1). Duke supports major Latin America programs, including the Duke Brazil Initiative, to foster university and industry

relations, and the Amazon Humanities Lab, to develop new paradigms for interdisciplinary study. UNC sponsors the Galapagos Science Center, a thriving research center in Ecuador. In 2021, UNC earned the Institutional Award for Global Learning, Research and Engagement from the

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| **Table** **A1.** **University** **Financial** **Support** **for****Latin** **American** **Studies,** **2020-2021** |
| **Salaries** **&** **Benefits** | **Duke** | **UNC** |
| Area Studies Instruction | 6,452,918 | 9,724,637 |
| Language & Literature Instruction | 1,884,161 | 5,681,605 |
| Outreach Programs | 65,747 | 198,071 |
| Library/Duke-UNC Presses | 258,803 | 315,376 |
| Administrative Staff | 225,622 | 1,156,586 |
| **Student** **Support** | 3,177,293 | 2,665,467 |
| **Activities** |  |  |
| Events, Exhibits, Workshops, Conferences | 63,160 | 61,850 |
| K-16 Outreach Programs | 4,100 | 31,994 |
| Faculty Research/Conference/Travel | 18,000 | 138,750 |
| Student Research/Conference/Travel | 87,230 | 96,849 |
| Linkages in Latin America | 313,997 | 125,443 |
| Library Acquisitions/Travel | 283,375 | 95,410 |
| Publications/Instructional Tools | 91,000 | 320,600 |
| Staff Professional Development/Travel | 12,000 | 4,734 |
| Other (e.g., Supplies) | 73,067 | 11,669 |
| **Total** | **$13,010,473** | **$20,685,421** |
| **Grand** **TOTAL** **(Duke** **and** **UNC)** | **$33,716,237** |

Association of Public and Land-grant Universities for its comprehensive international programs.

**§A1** ***Institutional*** ***Financial*** ***and*** ***Other*** ***Support*** ***to*** ***Latin*** ***American*** ***Studies*.** The UNC Institute for the Study of the Americas (ISA) and the Duke Center for Latin American and Caribbean Studies (CLACS) collaborate with our respective university administrations to strengthen, expand, and integrate new Latin American programs. Both ISA and CLACS are housed in

facilities that join international and area studies centers and unify major components of international education. The Consortium receives funding from both university administrations, as well as foundations, federal agencies, and private donors. Duke and UNC development offices dedicate staff to fundraise for Latin America. The Consortium Mellon endowment generates

$138,000 a year, supplemented by $25,000 from each university.

The ISA annual budget of $692,000, including state allocations, endowments and gifts, supports student and faculty research, diverse programming, study abroad, and three endowed professorships. The College of Arts & Sciences, the Summer School, and the School of Education support shared faculty positions for the Latin American Studies major, graduate assistantships, the Language Across the Curriculum program, and permanent staff positions.

UNC subsidies of $22,500 maintain low costs to students in the Yucatec Maya program. Gifts totaling $75,000 and $210,000 in program grants support the Latin American Studies major and co-curricular activities. Important faculty-led projects include a less commonly taught language revitalization project and multi-million dollar global health research in Central America*.*

In addition to support from the Office of Global Affairs (OGA) and the Hanscom Endowment, CLACS receives endowment yields of $162,000 annually, providing a total operating budget of $655,650. CLACS supports student and faculty research and a visiting professorship. CLACS and OGA support Luso-Brazilian Studies and Haitian Studies, as well as the new Amazon Humanities Lab and the University-wide Brazil Initiative, now in its ninth year. Haitian Studies has expanded to offer new courses, cultural programming, and the Radio Haiti Archives. The Dean of Arts & Sciences supports a Distance-Learning Less Commonly Taught Language Initiative (Haitian Creole, K’iche’ Maya) and the program of Culture and Language Across the Curriculum. Other faculty-led programs include the project to predict and prevent

malaria outbreaks in the Amazon (National Institute of Allergy and Infectious Diseases, $3.4 million) and the Black Lives Matter Brazil-USA project.

***Support*** ***for*** ***Teaching*** ***Staff*** ***and*** ***Library.*** In addition to the support listed in Table A1, the Consortium teaching and library staff receive funding through university research, travel, and publication grants. Recent awards from these programs are detailed in Appendix C and §F. ***Linkages*** ***with*** ***Institutions*** ***Abroad.*** UNC and Duke maintain over 100 linkages with institutions in Latin America (see examples in Tables A2 and D3). Recent noteworthy developments include: 1) a BA-MA agreement between Latin American Studies and FLACSO- Ecuador to allow UNC students to graduate with two degrees in five years; 2) the Federico Gil Visiting Research Professorship in Comparative Latin American Politics at UNC; 3) a new partnership between Duke and the Universidad San Francisco de Quito to develop courses on

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| **Table** **A2.** **Sample** **of** **Institutional** **Linkages** **(not** **including** **Study** **Abroad),** **2020-2021** |
| **Country** | **Activity** | **Affiliation** | **Field(s)** |
| Argentina | Exchange | Duke/U. Torcuato di Tella | Business |
|  | Exchange | UNC/Pontificia U. Católica | Journalism |
| Brazil | Research | Duke/Sustainable Amazon Foundation | Environment, Public Policy |
|  | Exchange | UNC /U. de São Paulo | Dentistry, Pharmacy |
| Chile | Research | UNC/Catholic University of Temuco | Geological Sciences |
|  | Exchange | Duke/Pontificia U. Católica de Chile | Law |
| Costa Rica | Exchange | UNC/ INCAE Business School | Business |
| Colombia | Research | Duke/Centro Internacional de Agricultura Tropical | Biology |
| Cuba | Research | UNC/ Union of Cuban Writers and Actors | Latin American Studies |
| Ecuador | Research | UNC/FLACSO | Social Sciences |
|  | Research/ Training | UNC and Duke/U. San Francisco de Quito | Environment, Geography, Global Health |
| Guatemala | Research | UNC/Center for Disease Control/NGOs | Public Health |
| Honduras | Training | Duke/Centro de Salud Santa Cruz | Global Health |
| Mexico | Exchange | Duke/Centro de Investigación y Docencia Económicas | Political Science |
|  | Research | UNC/National Institute of Public Health | Nutrition |
| Nicaragua | Research/ Training | UNC/U. de Nicaragua, León/Institute for Global Health and Infectious Diseases | Global Health |
| Paraguay | Research | Duke/U. Nacional de Asunción | Energy |
| Peru | Research/ Exchange | Duke/Research Institute of the Peruvian Amazon | Environment, Global Health |
|  | Exchange | UNC/National University of Trujillo | Dermatology |
| West Indies | Training | Duke/U. of the West Indies | Nursing |
|  | Research | UNC/U. of the West Indies | Global Studies |

environmental and health issues in Ecuador; and 4) a Duke Bass Connections project on the impact of gold mining, a collaboration with the Universidad Peruana Cayetano Heredia and Peru’s Ministry of Health. CLACS hosts annual Mellon Visiting Professors, most recently

Professor Silvio Luiz de Almeida (Getulio Vargas Foundation and Mackenzie Presbyterian

University, São Paulo, Brazil, 2020). Both universities host high profile visitors, including Cuban Ambassador to the United States José Cabañas; United Nations High Commissioner for Refugees Filippo Grandi; Founder of *Ni* *Una* *Menos* Verónica Gago; former President of Costa Rica Luis Guillermo Solís; Colombian Ambassador to the U.S. Francisco Santos; and the Mexican Ambassador to the U.S. Marta Bárcena.

***Support*** ***for*** ***Outreach.*** In addition to Consortium outreach activities (§H NRC), our universities dedicate significant support to outreach. UNC World View integrates a global perspective into the K-12 and community college curricula including “Latin America and North Carolina Seminar,” reaching over 14,000 students. The Consortium-Morehead Planetarium and Science Center *Cielos* *del* *Sur* astronomy dome show features stories from Inca and Maya civilizations for K-5 audiences. The Duke Nasher Museum of Art offers K-12 teacher professional development opportunities as well as virtual teaching resources. Its 2019 “Pop América, 1965- 1975” exhibit offered an educator workshop attended by 80 participants from 52 schools.

***Financial*** ***Support*** ***for*** ***Students*.** UNC was the first public university in the nation to provide full financial undergraduate support. The Carolina Covenant provides for full financial need through grants, scholarships and work-study to allow students to graduate debt-free. The Global Guarantee, UNC’s promise of a global education for all students, offers scholarships for barrier- free global learning, including ISA grants. Duke’s Strategic Plan is designed to empower diverse and inclusive communities of excellence to enhance the creation, and dissemination of

knowledge for a rapidly changing world. Admission at Duke is need-blind for US citizens, permanent residents, and undocumented students. Duke meets 100% of financial need through support for costs not included by the calculated family contribution.

UNC offers financial support to Master’s students in the Arts and Sciences. Both universities admit PhD students with departmental awards that include tuition remission, fees, and stipends. Both Graduate Schools offer grants to encourage diversity, including the UNC North Carolina Excellence Fellowship and Duke Dean’s Graduate Fellowship. ISA and CLACS offer 10 top-up grants each year to aid departments to recruit and retain exceptional Latin Americanist students, particularly underrepresented students. UNC and Duke students are also eligible for Graduate School research, writing, and travel fellowships. We facilitate student summer research with support from Mellon, the UNC and Duke Graduate Schools, the UNC College of Arts & Sciences, the Duke Office of Global Affairs, and private donors. CLACS and ISA awarded $376,854 (not including FLAS funds) to students since 2018. The UNC Graduate School and professional schools provide the difference in tuition and fees for FLAS awardees.

ISA offers additional support to students who are not FLAS eligible. At Duke, the Graduate School makes up the difference for all doctoral student FLAS awardees. CLACS negotiated arrangements with master’s programs in the Nicholas School of the Environment, the Sanford School of Public Policy, the Global Health Institute, and the Master of Fine Arts to provide the difference in tuition and fees for 1-2 FLAS students per year in each of their programs.

# §B Quality of the Language Instructional Program

UNC and Duke promote language proficiency in five ways: 1) performance-based education in basic, intermediate, and advanced language courses; 2) Language Across the Curriculum; 3) integration of instructional technologies and multimedia formats; 4) Study

Abroad; and 5) experiential and extracurricular learning opportunities (e.g., civic engagement/ service-learning). In addition, both universities support the development of real-time distance learning. In 2018-19, UNC joined the UNC System Language Exchange to expand the number and diversity of course offerings, including 20 new options in Portuguese and Spanish. In 2013 Duke joined a less commonly taught languages distance learning partnership with the U. of Virginia and Vanderbilt. Duke offers Haitian Creole, Vanderbilt offers K’iche’ Maya. UNC students enroll in these courses via inter-institutional registration. Enrollment is offered at no additional cost to the student.

**§B1-B2** ***Languages*** ***Offered,*** ***Enrollment,*** ***Levels*** ***of*** ***Training*** ***and*** ***Offerings*** ***beyond*** ***Language,*** ***Linguistics*** ***and*** ***Literature.*** At UNC and Duke, the core undergraduate curricula require language training through intermediate level. An increasing number of students continue their language studies beyond the intermediate level, enhancing our ability to promote learning through advanced proficiency and also to offer other languages of the region through advanced

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| **Table** **B1.** **Languages** **Offered** **at** **UNC** **and** **Duke,** **2020-2021** |
| **Language** | **Level** **◊** | **Students** | **Course** **Offerings** |
| French | 1-5 | 512 | 20 Language/Literature/Linguistics |
| Haitian Creole | 1-3 | 26 | 6 Language/Linguistics |
| K'iche' Maya\*ⱡ | 1-2 | 7 | 4 Language/Linguistics1 Practice Session |
| Portuguese | 1-5 | 853 | 26 Language/Literature/Linguistics2 Language Across Curriculum |
| Spanish | 1-5 | 7,905 | 92 Language/Literature/Linguistics15 Business/Law/Health/Media5 Language Across Curriculum2 COIL (online learning) |
| Yucatec Maya\* | 1-3 | 12 | 3 Language/Linguistics1 Practice Session |
| **Total** **Enrollment** | **9315** | **Total** **Courses** | **176** |
| * Level 1=1 full yr. of study or equivalent instruction; Level 2= 2yrs., etc.

\* Extra practice sessions also offered during COVID for advanced learners.ⱡ Distance-learning course. |

level (Table B1). ***Spanish:*** Spanish is offered from elementary through advanced levels

through a variety of options including intensive courses. Intermediate and advanced students choose from a variety of language, literature, culture, Spanish

for the professions, service-learning, and Language Across the Curriculum options. At the graduate level, UNC offers specialized courses in literature, law, and allied health fields. The Duke Medical and Nursing Schools offer beginning through advanced medical Spanish courses; the Law School offers Legal Spanish.

UNC and Duke offer instruction in four less commonly taught languages. On campus: **Haitian** **Creole**, **Portuguese**, and **Yucatec** **Maya** (also offered through our summer institute); through distance-learning: **K’iche’** **Maya.** UNC will offer a new **Guaraní** course every other year as part of LCTL sequence (§I NRC and Budget). CLACS and ISA regularly award AY and Summer FLAS Fellowships to study these languages and also award summer fellowships to study Kaqchikel Maya, Mam, Miskito, Nahuatl, and Quichua.

***Haitian*** ***Creole:*** Duke offers six semesters of Haitian Creole, beginner through advanced.

Creole is taught in-person and as a distance learning course. The course sequence advances students’ communicative abilities and integrates cultural materials. Students may count the sequence toward a major in Romance Studies, which involves advanced study in two of the department’s language/culture sections and an international and experiential learning experience. Students may petition to substitute one sequence of five foreign language departmental courses with a combination of three courses and a required thesis in Creole. Instructor J. Pierre organizes annually a variety of Haitian cultural events, including film screenings, musical performances and lectures. He has also created a series of Creole language-learning videos. ***K’iche’*** ***Maya:*** Duke offers beginner- and intermediate-level K’iche’ Maya. The language is taught through the Less Commonly Taught Language Distance-Learning Partnership with Vanderbilt, with all four courses taught each year by Vanderbilt Professor M. Sattler. Students often continue their studies by attending the Tulane/Vanderbilt summer Maya Language Institute for K’iche’ Maya.

In 2020-21 we supported a weekly advanced K’iche’ conversation session for advanced students. ***Portuguese:*** In 2020-21, 853 students enrolled on both campuses in 27 Portuguese courses (beginning, intensive, accelerated, literature, and culture courses). We offer the second highest enrollment in the U.S. according to unpublished data from MLA’s Fall 2020 partial-sample survey as reported by MLA for this application. Courses are taught by five UNC and three Duke faculty, including tenured professors L. Aidoo and G. Furtado. UNC offers a major and a minor in Portuguese and is piloting a collaboration with Winston-Salem State University to offer virtual Portuguese courses through the Language Exchange (pp. 6, 55). Duke offers a major and a minor in Brazilian and Global Portuguese Studies. Students acquire competency in spoken and written Portuguese, as well as familiarity with the literature and culture of Brazil. Students may count the sequence toward a major in Romance Studies. ***Yucatec*** ***Maya:*** UNC supports a tenured Maya linguistics position and offers courses on Mayan historical linguistics and language during the academic year; intensive beginning through advanced modern Yucatec Maya in the summer (D. Mora Marín and F. Briceño Chel); and a virtual conversation non-credit class for students seeking to augment their skills. Since 2004, 198 students have completed introductory level, 40% of whom continued into the intermediate or advanced levels. We collaborate with programs across the U.S. (e.g., U. of Kansas, U. of Wisconsin-Madison, and Tulane) that offer Yucatec Maya courses to prepare their students for direct enrollment into Level 2 of the Consortium’s intensive Yucatec Maya Summer Institute, allowing students to reach advanced proficiency within two years.

***Options*** ***in*** ***Disciplines*** ***beyond*** ***Language,*** ***Linguistics,*** ***and*** ***Literature.*** Since 2018, the UNC and Duke Language Across the Curriculum (LAC) programs have enabled more than 150 students to integrate high-level Spanish and Portuguese language skills into interdisciplinary

coursework in Anthropology, Business, Environmental Studies, Global Studies, History, Music, Political Science, Public Health and Public Policy. LAC courses can be full classes (3 credits) or discussion sections (1 credit) where all work is in the target language. At UNC, *Desafios* *Sociais* *Contemporâneos* *no* *Brasil* *e* *Portugal* is being offered in Spring 2022 and a new Spanish course is in development in Psychology. The Duke Dean of Arts & Sciences continues to support a program of LAC courses such as *Voices* *in* *the* *Environment* and *Voices* *in* *Marketing* *and* *Advertising* (both Spanish).

On both campuses, service-learning has long been incorporated to integrate the teaching and learning of languages with community service. In 2020-21, 174 UNC students completed intermediate and advanced level Spanish courses and a minimum of 20 hours of supervised service in Spanish-speaking communities. Similarly, through Duke’s Spanish Service Learning Program, intermediate-level students spend 15-20 hours per semester participating in service projects. These courses are part of the Community-Based Language Initiative. Students also combine language training and service-learning through the Study Abroad programs in Ecuador, Mexico and Peru (UNC) and Brazil and Costa Rica (Duke).

**§B3** ***Faculty*** ***in*** ***Language*** ***Instruction*** ***and*** ***Performance-*** ***based*** ***Pedagogical*** ***Training.*** Core faculty who teach language and literature are listed in Appendix C. See also Table B3.1. Spanish Language Program Directors A. Kohl (UNC) and L. Merschel (Duke) supervise the language

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| **Table** **B3.1** **Language** **Faculty** |
| **Language** | **Faculty** | **Instructors** |
| French | 3 | 1 |
| Guaraní | 1 | -- |
| H. Creole | -- | 1 |
| K. Maya | -- | 1 |
| Portuguese | 2 | 6 |
| Spanish | 22 | 30 |
| Y. Maya | 1 | 1 |

coordinators, instructors, and graduate teaching fellows. R. Vernon directs the UNC Portuguese program and M. Silva directs the Duke program. Haitian Creole is taught at Duke by J. Pierre. French with a focus on the Caribbean is taught by E. Serrato and UNC and J. Pierre at Duke.

Maya courses are taught by UNC-based linguists F. Briceño Chel (native speaker) and D. Mora Marín. They are assisted by native speaker TAs trained in Maya language and culture pedagogy

Guaraní will be developed as a new course at UNC by linguist B. Estigarribia.

The language faculty and TAs are trained in communicative performance- and proficiency-based pedagogies based on ACTFL standards, emphasizing four skills of speaking, listening, reading, and writing. Many participate in and offer professional workshops on language education and are leaders in the development of textbooks and multimedia language

teaching materials (Table B3.2). The Consortium sponsored an ACTFL Oral Proficiency Interviewing Workshop in 2017 for its Haitian Creole and Portuguese faculty; the Haitian Creole instructor attended technology and LCTL training workshops at Florida International, Vanderbilt, and the U of Chicago, as well as the 2021 ACTFL Summer Learning session on

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| **Table** **B3.2** **Selected** **Publications** **&** **Teaching** **Materials** |
| **Faculty** | **Title** |
| L. Binotti | “Task-Based Language Teaching in Virtual Reality: The Farmer’s Market Experience,” 2021, **article** |
| F. Briceño-Chel | “Gramática cultural o de cómo la cultura está presente en el pensamiento maya,” 2018, **article** |
| C. Carrasco and A.Kohl | “Literature Revisions” sections for *Anda:* *Curso* *Intermedio,* 2022, **textbook** |
| J. Clifford andD. Reisinger | *Community-Based* *Language* *Learning:* *A* *Framework* *for* *Educators,* 2018, **textbook** |
| B. Estigarribia | *A* *Grammar* *of* *Paraguayan* *Guarani*, 2018,**textbook** |
| J. Lindquist | “Synchronous and Asynchronous Teaching Foreign Languages and Literature Online,” 2019, **article** |
| D. Mora-Marín | “Reconstructing Possession Morphology in Mayan Languages,” 2021, **article** |
| D. Reisinger | [*Affaires* *globales* *S'engager* *dans* *la* *vie*](https://scholars.duke.edu/individual/pub1477884) [*professionnelle* *en* *français,* *niveau* *avancé*.](https://scholars.duke.edu/individual/pub1477884) 2021, **textbook** |

Assessment. In 2020, UNC language faculty participated in an ACTFL webinar on strategies for online teaching. The Yucatec Maya instructors and TAs participate in annual trainings offered in Spanish designed to address indigenous language pedagogy, assessment, virtual teaching, and curriculum development.

The UNC Center for Faculty Excellence and Duke Learning Innovation assist faculty to improve teaching and learning outcomes through workshops, one-on-one training, and departmental training sessions. Language pedagogy training for UNC and Duke graduate students includes an intensive pre-teaching workshop and semester-long, three-hour credit course to study second-language acquisition theories and teaching methodologies. Emphasis is on communicative-language teaching and proficiency-oriented instruction, including pragmatic lesson planning and elaboration of teaching and testing materials. Additional training is provided to Language Across the Curriculum (LAC) instructors. LAC Coordinators on both campuses are trained in foreign language pedagogy and regularly offer workshops, conference presentations, and publish titles in this field.

**§B4** ***Quality*** ***of*** ***the*** ***Language*** ***Program.*** Foreign language instruction at UNC and Duke is structured to meet or exceed national goals and emphasizes performance and proficiency in interpersonal, interpretive, and presentational modes of communication, as well as cultural competence. As recommended by the Association of Departments of Foreign Languages, class size for foreign-language instruction is capped at a maximum of 20 students. In beginning

courses, instruction is proficiency-oriented and interactive, focusing on rapid acquisition of

speaking and listening skills and on grammar sufficient to support these skills. Reading and writing is also introduced with a focus on cultural exposure using authentic materials: texts, multimedia resources, and internet activities. Students also interact with native speakers. The outcome at this level is ACTFL equivalent novice-high or intermediate-low for speaking and writing, and intermediate-low to mid for reading and listening as evaluated in part by oral interviews with trained instructors. In intermediate courses, students are exposed to longer and

more complex cultural and literary media. The focus shifts to skills in writing, reading, and

developing grammar and vocabulary, but continues to develop speaking and listening skills. Upon completion, ACTFL equivalency is intermediate-mid to –high or advanced-low for speaking and writing, intermediate-high or -advanced for listening, and advanced for reading. Interviews are conducted for each student at every level. Oral and written tests reflect proficiency goals by requiring students to use the language in authentic contexts and to carry out real-life tasks. Advanced courses follow several tracks, with language and Latin American

Studies concentrators generally moving on to advanced language courses, literature courses, LAC, or specialized seminars in history, culture, or professional tracks taught in the target language. Professional schools also offer courses such as Business, Legal, and Medical Spanish.

All language classrooms are equipped with multimedia capabilities and provide collections of digitized audio and video materials over campus networks. The UNC Languages and Cultures Technology and Learning Hub (LCTL Hub) and Duke’s Learning Innovation (LI) and IT Services (ITS) offer technology solutions and educational materials for students and faculty. The LCTL Hub and LI/ITS provide online tutorials and workshops on multimedia teaching, equipment training, software/hardware troubleshooting, using technology to document student proficiency and language development, and a library of digital learning tools. They also regularly provide support for the use of Zoom and other teaching platforms.

# §C Quality of Non-Language Instructional Program

**§C1** ***Course*** ***Offerings*** ***across*** ***Disciplines*** ***and*** ***Professional*** ***Schools*.** The Consortium provides comprehensive disciplinary and thematic coverage of Latin America (Tables C1.1 and C1.2).

Academic departments and professional schools teach 371 non-language courses with at least 25% Latin America content. Of the 371 non-language courses, 256 have 50-100%. We offer 80 Latin America-content courses in the professional schools (Appendix A). For example, at UNC,

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| **Table** **C1.1** **Number** **of** **Non-Language** **Specialized** **Latin** **American** **Courses** **by** **Thematic** **Area** |
| Afro- Latino | Business Economics | Education | Environment | Gender | Health | Indigenous | Migration | STEM | Other |
| 47 | 15 | 9 | 26 | 12 | 37 | 22 | 19 | 9 | 175 |

professional students enrolled in *Doing* *Business* *in…* and *Journalism* *International* *Projects* completed field projects in Argentina, Belize, Chile, Costa Rica, Ecuador, Mexico, and Peru. Duke professional school courses include *Exploring* *Medicine* *in* *Foreign* *Cultures*, focusing on Honduras, and the Fuqua School of Business *Global* *Academic* *Travel*

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| **Table** **C1.2** **Number** **of** **Non-Language** **Courses** **by** **Discipline** **and** **Percentage** **of** **Latin** **American** **content** |
| **Discipline** | **25-49%** | **50-100%** |
| African Diaspora Studies | 9 | 16 |
| Anthropology | 11 | 26 |
| Business & Economics | 5 | 5 |
| Education | 2 | 4 |
| Environment & Geography | 18 | 12 |
| Global & Interdisciplinary Studies | 2 | 6 |
| Health | 12 | 20 |
| History | 10 | 40 |
| Journalism & Communications | 3 | 8 |
| Latin American Studies | 3 | 15 |
| Law | 2 | 3 |
| Linguistics and Literature | 7 | 35 |
| Planning | 3 | 2 |
| Political Science & Public Policy | 18 | 19 |
| Religion and Sociology | 5 | 11 |
| Visual and Performing Arts | 5 | 29 |
| Women and Gender Studies | - | 5 |
| **Total** **Number** **of** **Courses** | **115** | **256** |
| **127** **of** **371** **courses** **are** **interdisciplinary** |

*Experience* courses which focus on Argentina, Brazil, Chile, Cuba, Panama, and Peru.

**§C2** ***Specialized*** ***Course*** ***Offerings.*** The Consortium offers specialized courses in 29 Arts & Sciences disciplines (Appendix A). Undergraduate Latin American-content courses span the full curricular progression—from introductory to advanced-level courses—in almost all the social sciences and humanities as well as within multi-disciplinary programs (e.g., Art/Art History Visual Studies, Comparative Literature, Geography, Global Health, and Latin American Studies). At the graduate level, we offer specialized non-language courses in 14 departments and eight professional schools. UNC also sponsors the Collaborative Online International Learning (COIL) program, designed to promote cross-cultural learning through shared curricula with partner classrooms abroad. Since 2020, UNC has offered 16 COIL courses in collaboration with seven universities in Brazil, Chile, Colombia, Ecuador, Grenada, Guatemala, and Mexico. The

UNC International Dialogues program supports the participation of scholars and non-profit leaders in classrooms, including experts from Brazil, Guatemala, and Mexico.

**§C3** ***Number*** ***of*** ***Non-Language*** ***Faculty.*** The 371 Latin America-content courses listed in Appendix A are taught by 132 faculty. Since 2018, eight non-language core faculty have joined our universities in tenured or tenure-eligible positions. Recent hires in African, African- American and Diaspora Studies; Environment, Ecology, Energy; Health Behavior; History; Music; Political Science; and Romance Studies deepen our coverage of the Caribbean, Central America, Chile, Colombia, Mexico, and Peru.

***Pedagogy*** ***Training.*** The UNC Graduate School offers professional development opportunities for graduate and professional students. UNC participates in the Center for the Integration of Research, Teaching, and Learning, a network of research universities committed to preparing future faculty and improving undergraduate education. Offerings combine on-campus pedagogy workshops with online training. Since 2020, 110 students have participated. In 2021, UNC organized a discussion among 50 faculty from MSI/HBCUs and facilitated an online workshop on Inclusive Teaching (150 attendees). The UNC Graduate School also offers the *Preparing* *International* *Teaching* *Assistants* *Program* to ensure that international graduate students have the pedagogical and cross-cultural communication skills needed for interacting with undergraduates in the classroom. Several departments also offer discipline-centered pedagogy through seminars and workshops, faculty mentors, and observation. UNC IT Services’ Teaching and Learning division provides support for learning technologies, including Canvas and VoiceThread media presentations to advance student-learning outcomes.

At Duke, graduate departments and programs provide primary training, assessment, and support for teaching assistants (TAs). In addition, the Graduate School collaborates with Duke

Learning Innovation to offer workshops, consulting, and support for TA training. The Certificate in College Teaching provides pedagogical training in current best practices in the areas of teaching, instructional technology, and assessment. The Preparing Future Faculty program, in which students interact regularly with faculty mentors at Duke and nearby institutions, provides a wider range of training on critical issues in academia, such as academic freedom, tenure, campus governance, teaching, service, and gender issues. The Emerging Leaders Institute allows graduate students to work with leadership facilitators to develop their communication, self- awareness, professional adaptability, interdisciplinary teamwork, and leadership skills. The Graduate School requires 12 hours of Responsible Conduct of Research training, and sponsors Teaching Ideas Workshops and a Professional Development Series featuring training sessions on topics such as *Effective* *Use* *of* *Video* *in* *Teaching* *and* *Learning*.

**§C4** ***Interdisciplinary*** ***Courses.*** Interdisciplinary courses include cross-listed, team-taught and/or courses that utilize interdisciplinary approaches (127 are identified in Table C1.2 and Appendix A). A quarter of the faculty hold joint appointments or shared teaching loads across departments. The undergraduate Latin American Studies curricula are multi-disciplinary by design and require interdisciplinary gateway and capstone courses. UNC students have the option to complete Latin America concentrations in several interdisciplinary majors and minors including Global Studies, Interdisciplinary Studies and Latin American Studies. The Latin American Studies Graduate Certificate, the Global MA, and Religion in the Americas PhD specialization are designed to offer multi-disciplinary perspectives, as is the Graduate Certificate in Participatory Research (with recent projects focus on Colombia, Guatemala, and Peru). Duke undergraduate Latin American Certificate students are required to complete multi-disciplinary courses, as well as interdisciplinary capstone courses such as *Afro-Latin* *America* and *Memory*

*and* *Documentary* *Cinema* *in* *Latin* *America* and can fulfill Latin America concentrations in interdisciplinary majors such as International Comparative Studies. Duke graduate students can pursue interdisciplinary course work through the Masters of Environmental Management, Global Health, and International Development Policy. The Humanities Labs, such as the new Amazon Humanities Lab, and the new courses they generate, strengthen our ability to offer interdisciplinary perspectives. Consortium Research and Training Working Groups foster a cross-campus, interdisciplinary community of Latin Americanists. During the past four years, working group topics included Environment in Latin America; Gender and Sexuality in the Americas; Migration, Gender, and Health; Latin American Politics; and Indigenous Studies.

# §D Quality of Curriculum Design

**§D1a.** ***Latin*** ***American/Caribbean*** ***Instruction*** ***in*** ***Undergraduate*** ***Programs*** ***&*** ***Requirements.*** The UNC BA and Duke undergraduate certificate programs are designed within an interdisciplinary framework and a commitment to rigorous language training. The program requirements serve to ensure that upon completion students will have command of language skills and a broad range of methodological and disciplinary perspectives (Table D1.1). An increasing number of our students join honors programs requiring a combination of primary research, advanced coursework, and a senior thesis, and apply to ISA, CLACS, and other university sources for grants to conduct research in Latin America. At UNC, Latin American Studies courses are taught by core faculty (F. Babb, L. Pérez, C. Radding, A. Silva) who dedicate a portion of their teaching assignment to the major, including the introductory and capstone courses. A Graduate Assistantship offers two student-designed Latin American Studies courses.

The Duke Certificate gateway course is taught regularly by advanced PhD students and post-doctoral fellows. Capstone courses are taught by tenured faculty (*Borges* *and* *Literary*

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| **Table** **D1.1** **Undergraduate** **Programs,** **Requirements,** **and** **Degrees** **Conferred** **2018-2021** | **Degrees** |
| **UNC** **Chapel** **Hill** |
| *B.A.* *in* *Latin* *American* *Studies*10 area courses including interdisciplinary Gateway and Capstone Seminar Intermediate Language Proficiency in Spanish, Portuguese, or Maya | **9** |
| *B.A.* *in* *History,* *Latin* *America*10 history courses including interdisciplinary Capstone Seminar; 4-6 on Latin America | **2** |
| *B.A.* *in* *Global* *Studies,* *Latin* *America*10 area courses including interdisciplinary Capstone Seminar; 3 on Latin America Intermediate Language Proficiency in Spanish, Portuguese, or Maya | **162** |
| *B.A.* *in* *Romance* *Studies* *in* *Hispanic* *Literature* *&* *Culture;* *Hispanic* *Linguistic;* or *Portuguese*8 upper-level language/literature coursesAdvanced Language Proficiency in Spanish or Portuguese | **206** |
| *Romance* *Studies* *Minor* in *Hispanic* *Studies*, *Spanish* *for* *the* *Professions;* *Spanish* *Translation* *and* *Interpreting;* or *Portuguese*5 upper-level language/literature courses in Spanish or Portuguese Advanced Language Proficiency in Spanish or Portuguese | **697** |
| **Duke** |  |
| *Undergraduate* *Certificate* *in* *Latin* *American* *Studies*5 area courses including interdisciplinary Capstone Seminar and upper-level courses3 courses in Spanish, Portuguese, French, or 2 courses in Haitian Creole or K’iche’ Maya | **8** |
| *B.A.* *in* *International* *Comparative* *Studies,* *Latin* *America*10 area courses including Gateway; Capstone Seminar; and upper level courses, 4 on Latin America; 4 courses in Spanish, Portuguese, French, Haitian Creole, or K’iche’ Maya. | **20** |
| *B.A.* *in* *Spanish/Latin* *American* *Studies,* *Department* *of* *Romance* *Studies*7 language/literature courses in Spanish including 2 survey and 3 upper-level 3 courses on Latin America. Additional proficiency in Portuguese strongly encouraged. | **37** |
| *Minor* *in* *Spanish/Latin* *American* *Studies,* *Department* *of* *Romance* *Studies*5 language/literature courses in Spanish (including 1 survey and 2 upper-level) | **160** |
| *B.A.* *in* *Brazilian* *and* *Global* *Portuguese,* *Department* *of* *Romance* *Studies*6 language/literature courses in Portuguese; 4 area courses on Brazil; At least 8 upper-level courses*\*Minor* *in* *Brazilian* *and* *Global* *Portuguese* *is* *also* *available\** | **1** |

*Representation* *in* *the* *Contemporary* *World* (R. Rosa), and *Indigenous* *Americas* (D. Nelson). ***Training*** ***Options*** ***for*** ***Graduate*** ***&*** ***Professional*** ***School*** ***Students,*** ***Program*** ***and*** ***Language*** ***Requirements.*** Graduate students specialize in Latin America through Arts & Sciences and professional degree programs. Over the past five years, at least 186 master’s theses and dissertations at both universities have focused on the region (149 Arts & Sciences; 37 Professional Schools). Students in these degree programs can simultaneously earn a UNC or Duke Graduate Certificate in Latin American Studies. For details, see Table D1.2.

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| **Table** **D1.2** **Latin** **American** **Studies** **Graduate** **Certificates** **2018-2021** |
| **Program** | **Requirements** | **Certificates** **Awarded** |
| Duke Graduate Certificate in Latin American and Caribbean Studies | * 6 courses focused on region (18 credits total)
* Dissertation/thesis on Latin American/Caribbean topic
* Demonstrated proficiency in a language of region
 | * 11 from professional schools: Environmental Management (MEM), International Development Policy (MIDP)
* 10 from Arts and Sciences: Experimental and Documentary Arts (MFA); Fine Arts/Dance (MFA); History (PhD); Liberal Studies (MA); and Romance Studies (PhD)
 |
| UNC Graduate Certificate in Latin American Studies | * 5 courses focused on region (15 credits total)
* Dissertation/thesis or equivalent on a Latin American/Caribbean topic
* Advanced Proficiency in Spanish or Portuguese
 | * 12 from professional schools: Global Public Health (MPH and PhD)
* 33 from Arts and Sciences: Anthropology, Geography; History, Media, Political Science, and Romance Studies. (MA and PhD)
 |

Students at UNC may earn an MA or PhD in Latin American History, Religion in the Americas, or Romance Studies. MA and PhD programs offering training on Latin America also include Anthropology, Art History, Comparative Literature, Geography, Global Studies, Music, Political Science, and Sociology. The Schools of Dentistry, Global Public Health, Medicine, and Nursing have long trained students to work in Latin America. Master’s and PhD programs at Duke training students on the study of Latin America include Art History/Visual Culture, Cultural Anthropology, Environmental Studies, Experimental/Documentary Arts, Global Health, History, International Development, Political Science, Public Policy, and Romance Studies.

Both Duke and UNC require Master’s and PhD students to demonstrate language proficiency necessary to complete their research. The UNC Graduate School administers the Foreign Language Proficiency Assessment exam for students to document their language skills for commonly-taught languages and LCTLs upon request. The exams include the translation

of general interest text and a section focused on reading comprehension skills. Duke departments administer similar language exams for MA and PhD students. Most Latin Americanist graduate students are advanced proficient in Spanish or Portuguese, and often also study another

language of the region such as Haitian Creole, K’iche’ or Yucatec Maya. All recipients of

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| **Table** **D1.3** **Professional** **School** **Training** **Programs** **in** **Latin** **America** **since** **2018** |
| **Duke** **Fuqua** **School** **of** **Business** tied 11th overall, USN&WR, 2018 |
| *Global* *Academic* *Travel* *Experience* courses and *Global* *Executive* *MBA* with trips to Argentina, Brazil, Chile, Cuba, Peru. (81 students). *Doing* *Business* *in* *Latin* *America*, annual conference. |
| **UNC** **Kenan-Flagler** **Business** **School** 19th overall, 4th online MBA, USN&WR, 2018 |
| *MBA* *Exchange* (semester), *Doing* *Business* *In* (short-term) to Argentina, Brazil, Chile, Costa Rica, Mexico and Peru and *Star* *Global* to Brazil (251 students) |
| **UNC** **School** **of** **Dentistry,** 13th overall QS World University Rankings, 2018 |
| Service-learning programs: *Brazil,* *Mexico* *and* *Nicaragua* *Projects* (100 students) |
| **UNC** **School** **of** **Education,** 11th Special Education, USN&WR, 2018 |
| Developing new short term Study Abroad program in partnership with U. San Francisco de Quito to foster research, education, and outreach in the Galapagos for MAT and BA in Science Teaching students. |
| **Duke** **Nicholas** **School** **of** **the** **Environment** 6th Environment and Ecology, USN&WR, 2018 |
| Joint Environment/Public Policy *PhD* *on* *Environmental* *Policy*. PhD: *Ecology*, *Marine* *Sciences*, *Conservation*, and *Earth* *and* *Ocean* *Sciences*. Professional MA degrees: *Environmental* *Management* and *Forestry*. |
| **UNC** **School** **of** **Law** |
| *Immigration* *and* *Human* *Rights* offers training—primarily Central American and Mexican case work; and 9 Latin American-based study/practice abroad programs. (28 students) |
| **UNC** **School** **of** **Media** **and** **Journalism** |
| Global Immersion Programs with Pontificia Universidad Católica Argentina and Pontificia Universidad Católica de Chile and International Projects (Argentina, Cuba, Ecuador, Panama). (120 students) |
| **Duke** **School** **of** **Medicine** 10th for research, USN&WR, 2018 |
| Inter-disciplinary *Master* *in* *Global* *Health* designed for students, researchers, policy makers, and practitioners, who choose a field experience abroad including partners in Costa Rica, Guatemala, Haiti, Honduras, Mexico,Nicaragua, Peru; *Exploring* *Medicine* *in* *Foreign* *Cultures* course with 10-day field trip to Honduras. (51 students) |
| **UNC** **School** **of** **Medicine** 1st in Primary Care, USN&WR, 2018 |
| Offers *Global* *Health* *Modules* and *Medical* *Spanish* courses (500 students), and internships in Argentina, Brazil, Costa Rica, Guatemala, Honduras, Mexico, Nicaragua, and Peru (300 students) |
| **UNC** **School** **of** **Nursing** 14th overall, USN&WR, 2018 |
| *Health* *Care* *in* *Global* *Health* course offers sections in Guatemala; and partnerships with Universidad Autónoma de Tamaulipas, Mexico and the Galapagos Science Center, Ecuador (30 students) |
| **Duke** **School** **of** **Nursing** 2nd overall, USN&WR, 2018 |
| International training/research programs (Barbados, Guatemala, Honduras, Jamaica, Nicaragua) |
| **UNC** **Gillings** **School** **of** **Global** **Public** **Health** 1st public, 2nd overall, USN&WR, 2015 (last year reviewed) |
| MA and PhD concentrations in *Global* *Health*, Residential and Online Certificates in Global Health. The *Gillings* *Global* *Gateway* offers partnerships in 9 Latin American countries and the Pan American Health Organization as priority areas for research, teaching, and service (30 students) |
| **Duke** **Sanford** **School** **of** **Public** **Policy** 18th overall USN&WR, 2018 |
| *Masters* *in* *International* *Development* *Policy* and *Global* *Public* *Policy* MA programs prepare individuals for careers in foreign policy, international development, trade, human rights, democratization, and security andhumanitarian intervention. (65 students working on Latin America in 4 years) |
| **UNC** **School** **of** **Social** **Work** 5th overall USN&WR, 2018 |
| UNC Board of Trustees recently approved the new Global Social Development Innovations Center to focus on enhancing the lives of marginalized populations around the world. |

research grants are required to demonstrate competence in the language of the country to be visited. Both campuses offer Spanish-language courses for students in the professional schools through intermediate (Law) and advanced (Allied Health) levels. Graduate and professional

school students may also obtain training through summer intensive language programs.

Both ISA and CLACS solicit participation from the professional schools and underrepresented fields. Table D1.3 highlights professional schools’ training programs in Latin America. Recent ISA graduate interns include students from Planning and Social Work.

CLACS fellowships currently support students in Environmental Policy, History, Public Policy Studies, and Romance Studies (including Haiti and Brazil studies). We award FLAS fellowships to professional school MA degree students on both campuses, including 50 awards since 2018. Consortium Research and Training Working Groups and state-wide North Carolina Conference on Latin American Studies serve to provide interdisciplinary training for graduate students (e.g., cross-campus discussion and public presentation of research, coordination of teaching, and publication). Over 60 students participate annually. Since 2018, the Consortium funded travel for over 90 students to present at professional conferences (e.g., Latin American Studies Association, Modern Language Association, Southeast Council on Latin American Studies, the Reunión Internacional de Historiadores de Mexico, etc.). During the pandemic we supported students participating in virtual conferences.

**§D2:** ***Academic*** ***and*** ***Career*** ***Advising.*** Consortium faculty and staff assist students to compete for grants, internships, study abroad, research, and career opportunities. Faculty serve as mentors throughout the students’ academic careers, sharing experience and expertise on ways to conduct research in and on Latin America. Core Latin Americanist faculty work with the Academic and Study Abroad Advising Offices. Staff and librarians advise students through specialized conference panels (e.g., Copyright and Academic Publishing), presentations, and individual meetings. The UNC ISA Executive Director serves as Director of Undergraduate Study for the Latin American Studies major and advises graduate and professional students on

graduate certificate, FLAS, grant, and career opportunities. The Duke CLACS Associate Director serves as the Director of Graduate and Undergraduate Studies, manages the certificate programs, and advises students on FLAS and other funding opportunities. The UNC and Duke Career Centers provide counseling, resource libraries, online services, workshops, and on- campus recruiting for students seeking international opportunities. The UNC Area Studies Centers host global career workshops with alumni to discuss career trajectories and provide practical advice. Recent sessions include *Women* *in* *the* *Federal* *Government* and *Global* *LGBTQ* *Career* *Night*. Duke Academic Advising provides trained Directors of Academic Engagement who are specialized advisors, including one with global expertise, to assist undergraduate students to make use of global opportunities and build intercultural competencies. At Duke, the School of Public Policy, the School of the Environment, and the Global Health Institute have full-time career and internship advisors to work with students pursuing international careers. The Duke CLACS director advises and provides contacts to students interested in government careers.

**§D3** ***Research*** ***Opportunities*** ***and*** ***Study*** ***Abroad***. ISA and CLACS provide funding for undergraduate research and study abroad in Latin America. Since 2018, 45 UNC and 27 Duke undergraduate students have earned grants through our programs. In addition, the UNC Office of Undergraduate Research (OUR) offers opportunities for students to engage in research and creative performance. OUR faculty advisors mentor students to present their research

results through publications and conference papers. Recent projects focused on health in Guatemala, ecology in Ecuador, and wage equity among Caribbean migrants. The Duke Undergraduate Research Support Office serves a similar purpose. Awards for research and training in Latin America are made through University-wide competitive programs such as the

Dean’s Summer Research and Mellon Mays Fellowships. Recent projects focused on the role of health promoters in rural Honduras and the history of U.S.-Brazil relations in the 20th century.

Both universities provide research and service opportunities for undergraduates in Latin America and the Caribbean. These may include academic year and summer research-intensive projects, such as a Digital Democracy project with the Harákmbut peoples of the Peruvian Amazon conducted by UNC *Rural* *Latin* *America* and Duke Bass Connections which supports

interdisciplinary research teams of faculty, graduate and undergraduate students (Brazil, Guatemala, Honduras, Peru). Duke Engage funds undergraduates wishing to pursue an immersive (8-week minimum) experience (e.g., *Chile:* *Developing* *Workforce* *Skills* *and* *Conserving* *the* *Forest* *Environment).* Students participated in virtual programs during the pandemic and at UNC maintained engagement with faculty and peers in the region through COIL courses.

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| **Table** **D3.** **UNC** **&** **Duke** **Study** **and** **Training** **Options** **Abroad** **and** **Enrollment** **since** **2018** |
|  | **UNC** | **Duke** |
| **Country** | **#** **of** **Programs** | **#** **of** **Students** | **#** **of** **Programs** | **#** **of** **Students** |
| Argentina\* | 6 | 67 | 5 | 13 |
| Bahamas\* | 1 | 2 | - | - |
| Belize\* | 1 | 26 | - | - |
| Bolivia | - | - | 1 | 1 |
| Brazil\* | 2 | 9 | 2 | 8 |
| Chile\* | 7 | 46 | 4 | 25 |
| Colombia | 2 | 28 | 1 | 2 |
| Costa Rica\* | 3 | 33 | 2 | 66 |
| Cuba | 1 | 1 | 4 | 12 |
| Dom. Rep.\* | 1 | 5 | - | - |
| Ecuador\* | 6 | 62 | 1 | 1 |
| Guatemala\* | 1 | 1 | - | - |
| Honduras\* | 1 | 28 | - | - |
| Mexico\* | 4 | 37 | 1 | 1 |
| Panama\* | 2 | 3 | 1 | 1 |
| Paraguay | 1 | 1 | - | - |
| Peru\* | 4 | 137 | 2 | 2 |
| Turks & Caicos | - | - | 1 | 1 |
| Uruguay\* | 2 | 3 | 1 | 1 |
| Virtual Costa Rica Ecuador, Mexico | 4 | 61 | - | - |
| **Total** | **49** | **550** | **26** | **134** |
| \*Includes in-country, for-credit training programs for Business, Journalism, Health Affairs, Nursing, Pharmacy, Medicine and STEM fields. |

Both universities encourage study abroad to enable undergraduates to gain cultural competencies and experience transnational and multi-cultural environments (Table D3). Forty- seven percent of Duke and 43% of UNC undergraduate students study abroad for academic credit. Study abroad fairs, peer advising, and post-

travel reflection courses foster a culture of global education. Duke offers study abroad faculty- led programs in Brazil, Chile and Costa Rica. Duke students may also select from nine approved programs offered by other institutions. UNC sponsors six faculty-led programs in Costa Rica, Ecuador, Mexico, and Peru. It has approved 96 programs offered by other universities and programs in Latin America. Students may petition to apply to additional programs.

At the graduate level, the areas of student research include: Argentina, Bolivia, Brazil, Colombia, Chile, Cuba, Dominican Republic, Ecuador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, and Peru. The School of Education and the Consortium developed a study abroad program in Ecuador for Master of Arts in Teaching students. Due to the pandemic, the program launched a virtual collaboration now in its second year. UNC and Duke Study Abroad programs attract undergraduate and graduate students from universities across the country. Students receive academic credit while remaining enrolled at their home institutions and apply financial aid toward program costs. For both graduate and undergraduate students, the Consortium offers grants to study languages in the region. We currently support study of Haitian Creole, K’iche’ Maya, Nahuatl, Portuguese, and Yucatec Maya.

# §E Quality of Staff Resources

**§E1** ***Teaching*** ***Faculty*** ***and*** ***Other*** ***Staff*** ***Qualifications*.** A total of 196 Consortium faculty (see Appendix C) teach Latin America, of whom 130 are core faculty who devote 50-100% time to Latin America research, teaching, advising and supervision in area studies and language and literature. UNC has 44 core faculty in area studies and 29 in language and literature; Duke has 31 and 26 respectively. Of the total core faculty 31 hold endowed chairs. All tenured and tenure-track faculty hold terminal degrees in their fields, as do most non-tenure-track teaching faculty. Our Librarians are trained specialists in their fields. They contribute regularly to the

Seminar on Acquisitions of Latin American Librarian Materials (SALALM), the Latin American Studies Association (LASA), and the Latin America Southeast Resource group (LASER).

***Professional*** ***Development*** ***Opportunities*** ***and*** ***Overseas*** ***Experience.*** The Consortium’s distinguished faculty are productive in the publication of books, articles in peer-reviewed journals, conference presentations, and consultations with government agencies and NGOs (Appendix C). Since 2018, 27 Consortium faculty earned research leaves. We also awarded conference and overseas travel grants to 38 faculty members (18 Social Sciences; 11 Humanities; 7 Professional Schools; 2 Sciences). The Consortium funds professional staff and librarian travel to meetings (e.g., SECOLAS, LASA, SALALM), to visit partner institutions in the U.S. and Latin America and supports enrollment in professional development.

***Faculty*** ***and*** ***Staff*** ***Participation*** ***in*** ***Student*** ***Teaching,*** ***Supervision*** ***and*** ***Advising*.** Appendix C shows that Consortium faculty teaching is well distributed among lower division, upper division, and graduate courses. In the last five years, our faculty has supervised over 680 theses and dissertations, earned 42 teaching awards; and 20 have served as Directors for Undergraduate or Graduate Studies or led honor or mentoring programs that foster diversity and increase the number of students pursuing doctoral degrees. The professional staff is well integrated into the teaching and advising mission of our centers. As detailed in pages 20-21, the ISA Executive Director and CLACS Associate Director serve as undergraduate and graduate advisors. In addition, the Outreach Coordinator collaborates with School of Education faculty and advisors to review MAT fieldwork portfolios and lead education events. The ISA Associate Director teaches for the Latin American Studies major and supervises undergraduate research fellows, graduate students in the Global Studies MA program, and interns. She earned the Office of the Provost Public Service Award for Engaged Teaching. The Duke Program Coordinator teaches two

graduate courses annually and advises master’s degree students in the Nicholas School of the Environment. He manages the undergraduate grants programs.

**§E2** ***Center*** ***Staff*.** The Consortium is governed by two co-Directors. UNC co-director Dr. Louis

A. Pérez (J. Carlyle Sitterson Professor of History; Director since 2007) devotes 50% of his time to ISA/Consortium duties. At Duke, Latin American Studies leadership is shared by Dr. Dennis Clements (Professor of Pediatrics/Community & Family Medicine, Duke, and Adjunct Professor of Epidemiology, UNC; Consortium co-Director since 2008 dedicating 35% time to the Consortium) and the CLACS Director Patrick Duddy (former U.S. Ambassador to Venezuela and Visiting Associate Professor, Office of Global Affairs and Fuqua School of Business). He began serving in 2015 and devotes 50% time to CLACS.

The Consortium has a 10-person professional staff. The ISA staff includes Executive Director B. Riefkohl Muñiz, who oversees all operations and develops programs including LCTL initiatives; Associate Director Dr. H. Gill, who leads the Central America-Mexico migration initiatives; Program Associate B. Gilmore; the Yucatec Maya Academic and Resident Directors (contractual); and Department Manager J. Shuett, who manages financial administration. The Consortium Outreach Coordinator C. Zaragoza is based at UNC and is supported by Duke and the UNC School of Education. She works primarily with pre-service and in-service K-12 teachers and faculty at MSIs and community colleges. In addition, two Graduate Program Assistants and several undergraduates provide support. CLACS staff includes Associate Director N. Hartman, who serves as the chief operating and financial officer and oversees administration of the Duke Brazil Initiative. The Program Coordinator Dr. M. Rojas-Sotelo directs the Latin American Film Festival and plans special events. Administrative and web- design support is provided by the Communication Assistant J. Prather and a student assistant.

## Composition of Oversight Bodies and Departments, Schools and Library Representation. Both

ISA and CLACS respond to and collaborate with their respective faculty advisory bodies through regular bi- annual meetings. The faculty leadership is responsible for strategic planning, fund- raising, recruitment, and

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| **Table** **E2.** **Membership** **in** **UNC-Duke** **Oversight** **Committees,** **2020-2021** |
| **Function/** **Committee** | **Language** | **Area** **Studies** | **Professional** | **Library/Press** | **Center** | **Total** |
| **Strategic** **Planning** **and** **Performance** |  |
| Duke CLACS Council | 17 | 30 | 14 | 2 | 3 | 66 |
| UNC ISA Advisory Board | 2 | 6 | 2 | 1 | 6 | 17 |
| Consortium Editorial Committee | - | 3 | - | 3 | 2 | 8 |
| Consortium Working Groups Review | - | 1 | 1 | - | 3 | 5 |
| **Grants** **&** **Fellowships** **Selection** |  |
| Duke FLAS Selection | - | 1 | 2 | - | 2 | 5 |
| UNC FLAS Selection | 1 | 1 | 1 | 1 | 1 | 5 |
| Duke Faculty & Student Travel | - | 1 | - | 1 | 2 | 4 |
| UNC Faculty & Student Travel | 2 | 1 | 1 | - | 1 | 5 |

program advocacy. ISA Advisory Board and CLACS Council members guide policy decisions and represent diverse departments, professional schools, and the libraries (Table E2).

**§E3** ***Encouragement*** ***of*** ***Applications*** ***for*** ***Employment*** ***from*** ***Underrepresented*** ***Groups.*** Duke and UNC offer equal opportunity to all employees and applicants without regard to age, color, disability, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status. Both universities have developed an institutional culture committed to equal opportunity, sustained by administrative units dedicated to rigorous application of federal, state and university guidelines. The Duke Office for Institutional Equity in partnership with the Office of the Vice Provost for Faculty Advancement (OVPFA) and the UNC Equal Opportunity and Compliance Office coordinate policies and practices that prohibit discrimination and harassment on the basis of the above listed categories. The Duke Anti-Racism campaign reaffirms the university’s commitment to addressing systemic racism on its campus. The OVPFA and the Office for Institutional Equity expanded incentive funding to hire diverse faculty with a $16 million grant from the Duke Endowment. This

multifaceted effort includes both individual and cluster hires. This year it has resulted in the recruitment of two new Latina faculty who focus on Latin American studies. The UNC commitment to advance scholars from underrepresented groups in higher education has been especially successful in the Carolina Postdoctoral Program for Faculty Diversity, an initiative designed to mentor scholars from underrepresented groups for tenure track appointments. This program has resulted in the appointment of 15 current Latin Americanist scholars at UNC. ISA is committed to equitable hiring practices to address the structural inequality that has adversely affected women and underrepresented groups. Position announcements encourage applications from underrepresented communities; requirements often include fluency in Spanish and are disseminated widely in communities with Latin American ancestry. ISA promotes diversity in its leadership, a practice critical for recruiting staff from underrepresented communities. Half of ISA staff, including the Director, Executive Director, and Outreach Coordinator, identify with an

underrepresented racial or ethnic group.

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| **Table** **F1.1** **Strength** **of** **Latin** **American** **Holdings** |
| **Holdings** | **Duke** | **UNC** |
| Spanish | 278,760 | 230,031 |
| Portuguese | 39,770 | 58,274 |
| English/French/Other | 100,823 | 128,463 |
| Indigenous | 1,911 | 2,097 |
| Specialized/Professional\* | 11,579 | 6,527 |
| Maps | 2,457 | 1,982 |
| Films/Videos | 2,493 | 2,491 |
| Print Journal Subscriptions | 154 | 60 |
| Subscription Databases | 40 | 37 |
| Spanish e-journals | 4,037 | 1,164 |
| Portuguese e-journals | 1,477 | 820 |
| English e-journals | 281 | 1,732 |
| **Total** **Holdings** | 443,782 | 433,678 |
| **\*Business,** **Divinity,** **Health,** **Law,** **Library,** **Media** **and** **Journalism,** **Medicine,** **and** **Nursing.** |

# §F: Strength of the Library

**§F1.** ***Strength*** ***of*** ***Holdings.*** The UNC and Duke Libraries command major regional, national, and international resources. Since 2017, the combined Duke and UNC Latin American collection has ranked fourth in size and expenditures for Latin American collections in the U.S. among libraries

reporting to the Seminar on the Acquisition of Latin American Library Materials. Both libraries purchase extensive digital formats (e.g., databases containing journals, newspapers, and primary

documents) while maintaining print collections. All academic units have access to the main library collections and materials in the professional schools.

UNC continues to expand its main collection in indigenous languages and culture materials, focusing on Guaraní, Nahuatl, and Yucatec Maya (e.g., literature; resources for language acquisition and cultural context; and reference materials, including linguistic atlases and maps). UNC continues to add to its main collections in *Literatura* *periferia* published by Afro-Brazilian authors; small press titles from Argentina, Brazil, Colombia, Cuba, and Mexico that document 21st century Latin American popular and literary culture; the Mexican Comics Collection, including mainstream comics, graphic novels, and other ephemera; additional titles to complement the Flatow Collection of Latin American *Cronistas,* original and early publications detailing the Spanish conquest and colonization (this collection is in queue for digitization); the Stuart Collection comprising nearly 11,000 volumes of Maya-related materials, placing UNC among a small number of significant collections on the archeology of the Maya region; Cuban studies materials, including the Catherine Murphy MAESTRA Collection, digital archives used to produce the 2012 documentary film on the 1961 Cuban literacy campaign; and the *Louis* *A.* *Pérez,* *Jr.* *Collection* *1891-2017,* letters chronicling aspects of life in 20th century Cuba. New acquisitions of importance include artists’ books from Colombia and Mexico including a poetry collection by Mexican indigenous women in languages such as Mixtec, Otomi, and P'urhepecha.

The UNC Health Services Library (HSL) worked with faculty at the UNC Institute for Global Health and Infectious Diseases (IGHID) to make medical texts and resources available to students and faculty at partner institutions in Nicaragua. HSL librarians assist students, faculty and clinicians with course assignments and projects (e.g., family planning amongst indigenous women in Latin America and the effect of water utility privatization in Brazil).

The Duke University Libraries (DUL) continues to expand its collections on Latin America and the Caribbean within the Human Rights Archive (HRA). Newly acquired materials include the Sergio Sánchez Santamaría Art Prints collection, the Institute for Justice and Democracy in Haiti records, and the Washington Committee for Human Rights in Argentina records. The HRA acquired the George Vickers papers (Central America) and the Juan E. Méndez papers (Argentina). DUL also expanded print collections related to Brazil’s Santa Catarina state. The Radio Haiti-Inter project digitized the Radio Haiti archives (1970-2003) with support from NEH. In the past two years, 47 key programs from this archive were uploaded to YouTube and the Internet Archive, making the content more widely available.

Other 20th and 21st century materials include advertising items covering Cuban history from pre-Columbian times to 1935 published by the Corona cigar company; a rare two-volume work on Mexican home economics and recipes from 1904; and a rare artists’ book depicting the protest and history of disappearances in Chile during the Pinochet government. Diverse collections on Central America span the 19th century to the present and include materials on interoceanic canals in the 1800s to photographic albums of Guatemala assembled by United Fruit Company workers, and records of human rights activists during the 1980s. Materials also include a collection on current conditions related to migration from Central America in the records of Americans for Immigrant Justice. The Duke LAS librarian coordinates purchases within the main library collection for faculty and students in the schools of Business, Divinity, Environment, Global Health, and Public Policy and collaborates with the Law School to add materials to the Law library.

***Financial*** ***Support*** ***for*** ***Library*** ***Staff*** ***and*** ***Acquisitions.*** For 2020-21 our universities provided $380,285 in acquisitions funding and $374,988 for staff salaries and fringe benefits

(i.e., six FTEs including librarians, catalogers and student assistants). The Duke LAS librarian retired in August 2021. A search is presently underway to fill the position in 2022. UNC and Duke librarians are members of the ISA Advisory Board and the CLACS Council,

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| **Table** **F1.2** **Latin** **American** **Library** **Expenditures,** **2020-2021** |
| **Category** | **Duke** | **UNC** |
| **Library** **Acquisitions** |  |  |
| Monographs | $167,000 | $67,903 |
| Print Serials | 56,000 | 3,717 |
| Electronic Databases | 12,200 | 10,707 |
| Films/Videos | 5,275 | 6,253 |
| Special Collections | 38,450 | 4,380 |
| LAMP Membership | 800 | 800 |
| LARRP Project | 900 | 900 |
| Digital Library of the Caribbean | 5,000 | - |
| **Library** **Staff** **Salaries** **&** **Fringe** | $179,803 | $195,185 |
| **Total** | **$465,428** | **$289,845** |

respectively, serve on selection committees and editorial boards, and participate in events. During FY 2018 and 2019, we provided the Latin American librarians with Title VI and endowment funds for acquisitions trips and participation in professional meetings. Travel included Mexico, Argentina, Uruguay, Portugal, and Spain. Funds for FY 2020 and 2021 were repurposed to hire graduate student assistants and to increase acquisitions.

***Cooperative*** ***Agreements*** ***with*** ***other*** ***Libraries*** ***and*** ***Online*** ***Databases.*** Since 1940, the Latin American collections have divided acquisition responsibility along geographic lines (Table

F1.3). Both libraries acquire general instructional materials while specialized resources are purchased cooperatively to avoid duplication. UNC and Duke membership in the Center for Research Libraries

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| **Table** **F1.3** **UNC-Duke** **Cooperative** **Collection** **Agreement** |
| UNC: Argentina, Brazil (humanities), Chile, Paraguay, Uruguay, Venezuela, Caribbean(Spanish and French) |
| Duke: Andean countries (except Venezuela),Mexico, Brazil (social sciences), Central America, Caribbean (English and Dutch). |

(CRL) and participation in its Global Resources Network, the Latin American Research Resources Project and the Latin American Materials Project have served to expand our international holdings and have given us a leadership role in planning and decision making. Duke is a member of dLOC which works with partners in the Caribbean and the U.S. to digitize and increase public access to important collections. Both libraries contribute content to dLOC.

Both libraries are charter members of Latin America Southeast Resources, a consortium of major regional libraries and the UNC LAS librarian is the current chair. With funding from CRL’s Latin American Materials Project, the UNC librarian collaborated with colleagues at the Universidad Nacional de la Patagonia Austral in Argentina to digitize and provide open access to two sets of rare historical documents. The Duke Libraries joined with the Latin America North East Library Consortium to sponsor Latin American, Caribbean, U.S. Latinx, and Iberian Online Free Database of E-Resources. Examples of databases from Latin America of particular interest to the professional schools are SciELO and RedAlyc.

**F2.** ***Access*** ***to*** ***Library*** ***Holdings.*** UNC libraries are open to the public and extend borrowing privileges to students and faculty at all NC state universities and community colleges, Duke faculty and students, National Humanities Center scholars, as well as NC residents and alumni. Duke libraries are open to the public and full privileges are given to students and faculty at UNC, NCSU, NCCU, and the National Humanities Center. Duke and UNC use virtual reference software and instant messaging to answer user questions. E-mail links to the Latin American Collection librarians offer specialized reference assistance to scholars around the world. They also assist the Consortium College Educator Research Fellows from MSIs and community colleges. UNC and Duke are members of the Triangle Research Library Network (TRLN). Both libraries’ catalogs are available around the world through their individual Web sites and the TRLN online catalog. TRLN offers a free expedited (24-hour) inter-library lending service.

Both libraries are interlibrary loan net lenders. DUL is also part of the SHARE Virtual Discovery Environment, a platform that allows browsing of library collections organized according to a Library of Congress initiative called BIBFRAME. Both institutions digitize public domain material by providing content to digital open-access collections, including the Digital Public

Library of America, HathiTrust Digital Library, Internet Archive, and the Digital Library of the Caribbean. Both libraries have developed reckoning initiatives to address inequality and promote racial equity, inclusion, and antiracism with various projects, including the review of descriptive records to identify language that recreates and reinforces previous inequities in our collections. The LAS cataloger at UNC is the coordinator of the Library of Congress Latin American and Indigenous Peoples’ Funnel project organized to propose new subject headings and change old headings related to Latin America and the experience of the indigenous peoples of the Americas. During the pandemic both libraries continued to provide access to the print collections through pick-up services, purchasing available e-formats, and digitizing non- copyrighted content. During this time, the libraries have expanded or completed existing collections and acquired new ones, particularly holdings of primary documents.

# §G Impact and Evaluation

**§G1a** ***Impact*** ***on*** ***University,*** ***Community,*** ***Region,*** ***and*** ***Nation*.** The Consortium outstanding

teaching and research in language and area studies (see §B, C, D) and its expansive Outreach Program (§H NRC) impact wide constituencies among educators, students, business owners, media,

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| **Table** **G1.1****Impact** **as** **seen** **through** **Consortium** **Activities** **and** **Resources,** **2018-2021** |
| ***Activities*** | **Principal** **Sector(s)** **Impacted** |
| **Univ.** | **Comm.** | **Region** | **Nation** |
| Enrollment in Latin American courses | 21,112 | √ | **√** | **√** | √ |
| Event participation | 17,736 | √ | **√** | **√** | √ |
| Social Media andListserv Followers | 18,726 | √ | √ | √ | √ |
| Website Use | 75,791 | **√** | **√** | **√** | √ |
| Faculty publications andpresentations | 992 | **√** |  | √ | √ |
| LCTL, Film, K-12Instructional Materials | 1,912 | √ | **√** | **√** | √ |
| Awards and Grants | 246 | √ |  | **√** | √ |
| *\*Based* *on* *use* *of* *Consortium* *produced,* *developed* *or* *coordinated* *activities.* *Includes* *participation* *in* *webinars* *and* *materials* *downloaded.* |

and the public at large. See Table G1.1 for select indicators. **Activities**: The Consortium organizes a range of programs to support research, develop new courses and instructional

materials, sponsor diverse speakers programs, and promote the dissemination of new knowledge through conference presentations and publication of research. The Consortium co-sponsors over 85 events annually and acts as a hub for other regional, national, and international organizations, e.g., Southeastern Council on Latin American Studies Conference (2022), American Society of Ethnohistory (2020 and 2021), and the Americas Research Network Indigenous and Minority Languages Summer School (2022). Over 11,000 people participate annually in Consortium programs. See §G2 for impact to national audiences. **Training** **Programs.** In 2020-21, Latin America content courses reached over 21,000 undergraduate and graduate students (mainly at UNC and Duke, but also at area universities through inter-institutional registration). Of these more than 6,500 students enrolled in advanced language and Latin America courses. See Appendix A for courses and §G2 for career placements.

**§G2** ***Career*** ***Placement*** ***in*** ***Employment,*** ***Education*** ***or*** ***Training*** ***in*** ***Areas*** ***of*** ***National*** ***Need*** ***and*** ***Efforts*** ***to*** ***Increase*** ***the*** ***Number*** ***of*** ***Students*** ***in*** ***these*** ***Areas.*** Our universities train students likely to pursue careers in areas of national need and government service. From 2018 to 2021, UNC and Duke Latin Americanists included 19 graduates who obtained positions in the federal government, 13 in state government, 74 in the U.S. military, 24 in international organizations, 123 in business, 44 in non-governmental organizations, 41 in K-12 education, and 126 in higher education. We contribute to a culture of national service as an AmeriCorps VISTA (UNC and Duke) and a Segal AmeriCorps Education Award (Duke) site. Duke and UNC rank among the top schools in the nation for Teach for America placements (Duke 6th and UNC 9th in 2019). In 2019, UNC ranked 5th in Peace Corps volunteers, including 23 to Latin America. In December 2021 Duke signed a partnership agreement with the U.S. Army’s 18th Airborne Corps to promote military innovation. The 2019 *Princeton* *Review* survey of Best Schools for Entrepreneurship

Studies ranked UNC as 15th for both undergraduates and graduates.

In awarding its FLAS and other grants, the Consortium dedicates priority funding to students in areas of national need. We regularly support students in Environmental Management, Global Health, Public Policy, City & Regional Planning, and Social Work to study Haitian Creole, K’iche’ Maya, Portuguese and Yucatec Maya. FLAS student placements include positions at American Bird Conservancy, Better Cotton Initiative, the city of Durham, Department of Labor, Government Accountability Office, National WIC Association, and Proctor and Gamble, as well as academic positions at major U.S. universities.

The Consortium addresses areas of national need in three ways: 1) through the development of language instruction to include advanced levels in Haitian Creole, Portuguese, and Yucatec Maya, as well as specialized Spanish courses for the professions (Business, Health, Law); 2) the expansion of area studies training across arts and sciences and professional schools; and 3) support for new research and scholarship. Endowment funds support student research and training in the social and natural sciences and health and environment fields. Both universities have made Global Health education a priority and support research on cancer, chronic and infectious diseases, water quality, environment and occupational health and training in Brazil, Cuba, Dominican Republic, Ecuador, Guatemala, Honduras, and Peru. Specific examples include a project led by Consortium co-Director Dennis Clements to build a health clinic in Honduras, funded by the World Bank and involving students in the *Exploring* *Medicine* *in* *Foreign* *Cultures* course; a Duke project led by Associate Professor of Global Environmental Health William Pan to forecast malaria outbreaks and develop strategies to control its spread in the Amazon; and UNC programs to train students on the impact of migration and remittances on Mexican and U.S. economies. ISA works with public and private organizations in Mexico that support small

business development, community infrastructure, and skills training in migrant communities. ***Contribution*** ***to*** ***Improve*** ***Supply*** ***of*** ***Specialists*.** We train over 21,000 students a year through our Latin American language and area courses. Latin America is prominent among undergraduate programs designed to deepen knowledge of regions and languages (e.g., study abroad, immersive and service learning, and LAC courses). Through endowments and university support we award travel grants to undergraduate and graduate students conducting research to address national needs. Graduate students from departments across the universities have completed projects such as *Class-based* *Variation* *in* *Government* *Responsiveness* in Brazil; *Judicial* *Enforcement* *of* *Property* *Rights* in Colombia; *Oil,* *Infrastructure,* *and* *Memory* in Ecuador; and *Measuring* *the* *Impacts* *of* *Forest* *Management* *on* *Biodiversity* *and* *Land* *Use* *Change* in Mexico. Also an indicator of the quality of graduate training is the outcome of national fellowship competitions and career placement. In the past five years, Duke and UNC have been recognized as Top Producers of U.S. Fulbright students, including 19 awards to Latin America. Our graduate students regularly earn Fulbright-Hays, Mellon/ACLS, NIH, NSF, SSRC, and Wenner Gren fellowships. Our graduates now hold tenure-track or tenured positions at Florida International, Indiana, NCA&T, NCCU, Stanford, Tulane, U. California, U. of Massachusetts, U. Michigan, Princeton, U. of Virginia, U. of Wisconsin-Madison, among many others. Latin Americanist professional school graduates hold positions at the Clinton Health Access Initiative in Panama, Goldman Environmental Prize, National Science Foundation, Pan American Health Organization, Refugee International, among others.

## §G3 Activities that address national needs and disseminate information to the public.

Each year over 34,000 patrons borrow and/or access resources developed by the Consortium and made available through the K-16 lending library, online, or disseminated at events (§H NRC).

Our activities reach a national audience through webcasts of lectures and training videos. The Consortium national impact is also measured by the productivity of its faculty, students, and professional staff through publication, radio and television appearances, articles in national media, and presentations to government officials, including the U.S. Senate Foreign Relations Committee, the U.S. State Department, the U.S. Naval Academy, the Council on Foreign Relations, and the Council of the Americas. Consortium faculty also serve on editorial advisory boards, field professional organizations, and the Latin American Studies Association, including five past presidents and Executive Council members and past presidents of the Americas Research Network, the Conference of Latin American Historians, the American Society of Ethnohistory, and the Society of Economic Anthropology. The ISA Executive Director is past president of the Consortium on Latin American Studies Programs and continues to serve on the language committee. Our two academic presses rank among the top publishers on Latin America in the nation, having published over 120 books in Latin American studies in the last four years and are Top 40 Sellers in Latin American History (*Library* *Journal*, 2021). Duke publishes *The* *Hispanic* *American* *Historical* *Review*, the premier journal in the field; UNC publishes *The* *Latin* *Americanist*, the journal of the Southeastern Council of Latin American Studies. With Consortium funds, UNC Press and Duke University Press publish the *Latin* *America* *in* *Translation* series. Sixty titles have appeared in the series to date, with seven more in production. ISA and UNC Press launched an open access, peer-reviewed series, *Studies* *in* *Latin* *America*, which promotes new scholarship through the digital environment. The Duke Human Rights Archive partners with the human rights community to preserve the history and legacy of global human rights. Most recent acquisitions include a book about 25 years of dictatorship in Argentina. The Archive supports two national/international awards: the Méndez Human Rights

Book Award and the Human Rights Audio Documentary Award.

**§G4** ***Evaluation*** ***Plan*** ***and*** ***Response*** ***to*** ***Evaluations*.** For the next four years, our evaluation plan will focus on Title VI absolute (teacher training) and competitive priorities (collaborations with community colleges and minority serving institutions; and language programs). Title VI

funding enables us to offer area studies and advanced language

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| **Table** **G4.1** **Recent** **Evaluation** **to** **Improve** **Consortium** **Programs** |
| **Program** | **Response** |
| Haiti Teachers Fellows Program | Development of specialized sessions and resources forHigh School and Community Colleges. |
| K-12 Advisory Board | Creation of curated lists of online global resources forteachers pivoting to virtual learning. |
| Collaborations: Community College | Development of global career orientations andmentoring for students. |
| Collaborations: HBCUs | Development of joint courses to fill curricular gaps inLatin American area and language courses. |
| Yucatec Maya Summer LanguageProgram | Development of academic year offerings andperformance-based training for native speaker TAs |

training in the less commonly taught languages, train K-12 teachers to develop and implement curriculum units, partner with community colleges and MSIs to advance Latin American studies capacities, and promote access to and disseminate knowledge of Latin America to education, government, business, and the public at large. These goals are achieved through annual activities targeted to diverse constituencies. Our success is measured by a comprehensive and systematic evaluation plan. See Table G4.1 for response to recent evaluations to improve programs.

The Consortium will work with an external evaluation team to develop a comprehensive and action-oriented plan designed to provide outcome-measure-oriented data to assess progress toward anticipated outcomes. Our experienced evaluation team will be led by Dr. J. Montana Cain, an independent evaluation and learning consultant, who will guide the development and implementation of the evaluation plan. Dr. Cain’s methodological expertise is enhanced by her content expertise. She earned a PhD in measurement and evaluation from UNC and holds a Master in Second Language Acquisition from SUNY-New Paltz. Prior to her career in

evaluation, she was a K-12 Spanish and ESL teacher for seven years and taught a variety of courses to preservice teachers at the postsecondary level. She and her colleagues developed the *Globally* *Competent* *Teaching* *Continuum* which is currently used by educators and schools of education nationally and internationally. In her position as the Director of Evaluation with Children’s Trust of South Carolina, she led the evaluation of all programs, which included federally funded initiatives such as statewide coalitions and parenting programs. She is an active member of the American Evaluation Association and serves on several leadership boards, presenting at conferences, and facilitating workshops. Her work has been published in peer- reviewed journals, including the *International* *Journal* *of* *Critical* *Pedagogy,* *Teaching* *Education,* and *Education* *Policy* *Analysis* *Archives.*

Dr. Cain will conduct an outcome evaluation to measure the success of desired objectives

and a process evaluation to assess the factors that contribute to or otherwise impede success. A

comprehensive evaluation plan has been established to measure outcomes, indicators, and data sources. Table G4.2 provides an abridged framework. Quantitative and qualitative data will be collected and analyzed to assess progress. Quantitative measures (such as surveys, attendance, enrollment data, graduation rates, and employment data) and qualitative measures (such as interviews, focus groups, and document review) will be triangulated to 1) examine trends over time; 2) measure changes from the baseline; and 3) identify the impact of Consortium activities (and in some instances the UNC and Duke Area Studies Centers collectively) on undergraduate and graduate students, faculty, K-12 educators, and the public at large. The evaluation plan is a cost-effective strategy that leverages the longstanding collaboration among UNC and Duke Area Studies Centers and strengthens the collective impact across the represented world regions. The Consortium evaluation plan focuses on four areas identified through past evaluations and

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| **Table** **G4.2** **Evaluation** **Plan** **and** **Framework,** **2022-2026** |
| **Objectives** | **Activities** | **Indicators** **(sample)** | **Data** **Sources** |
| Train K-12 teachers with greater understanding of Latin American studiesAbsolute Priority: Teacher Training | * K-12 Advisory Council
* International Education Week
* STAR Fellowship
* Morehead Planetarium *Cielos* *del* *Sur* Program *Cielos* *del* *Sur* programs
* Teacher Training: Connecting the Americas and Voice & Vision Workshops
 | # of K-12 teachers (e.g., county, subject, grade, race/ethnicity, gender, rural/urban, etc.)Responsiveness to identified needs of teachersExtent to which teachers share with other teachers | Meeting documents; Event registration; Event feedback survey(focus: quality); End of Year Educator Survey (focus: participation, personal impact, and classroom application) |
| Strengthen collaborations with Minority Serving Institutions in language and area studiesNRC CPP 1 | * College Educator Research Fellowships
* MSI Global Symposium
* Expanded Curricular Access Initiative
 | # of courses that integrate language or area content# of students who enroll# of MSI faculty who partner with Consortium | Focus group or survey with MSI faculty; Consortium records; Event feedback survey; MSI/Language Exchange records |
| Strengthen collaborations with Community Colleges in language and area studiesNRC CPP 1 | * *Scholar* *of* *Global* *Distinction* Program
* College Educator Research Fellowships
* MSI Global Symposium
 | # of community colleges who participate# regional representation of community colleges# of courses that integrate language and area content | *Scholar* *of* *Global* *Distinction* and Consortium records; Focus group or survey with community college faculty;Event feedback surveys |
| Improve supply of specialists in language instructionNRC CPP 1 and FLAS CPP 1 and 2 | * FLAS awards
* Language Across the Curriculum
* Virtual Portuguese Collaboration with HBCU WSSU and UNC

Center for European Studies | Representation among FLAS applicants, fellows and language students# of students who utilize expertise in careers# of students in professions that address national needs | Consortium records; FLAS Biennial Survey (USED);FLAS Fellow Focus Group;Language Student Survey; Language Alumni Survey |

strategic planning as important areas for growth, corresponding to NRC priorities.

**Teacher** **Training:** Our goal is to measure the quality and effectiveness of K-12 teacher professional development. We will evaluate the opportunities developed for pre-service and in- service teachers, including assessment of new courses and the integration of Latin America content into existing ones. Evaluation strategies will review the consultation processes with the

K-12 Teacher Advisory Board and the NC Department of Public Instruction to allow us to improve programming and integrate Latin America content into K-12 pedagogy.

**Collaboration** **with** **Community** **Colleges**: We will evaluate our collaboration with North Carolina community colleges to promote the internationalization of the curriculum and expand faculty, librarian, and student participation in Latin America coursework and programming through the *Scholar* *of* *Global* *Distinction* program developed by UNC World View. We will assess the success of professional development opportunities as measured by new community colleges courses, the addition of Latin America content to the existing curriculum, and the expansion of Latin America programs, including global career opportunities. Along with partner faculty from participating colleges, we anticipate sharing lessons learned and best practices at the annual state-wide North Carolina Conference on Latin American Studies, the Connecting Your Classroom to the World Conference, and the Global Studies Symposium on NRC, Community College and MSI Collaborations organized with Florida International and Vanderbilt.

**Collaboration** **with** **Minority** **Serving** **Institutions**: Since 2014, we have been working with a network of Minority Serving Institutions in North Carolina. Evaluation efforts will assess program capacities as measured in the expansion of Latin America courses and student enrollment in these courses. We will assess the success of Latin America content and language courses and review programs designed to expand the Consortium’s collaborative reach with MSIs, including shared-speaker arrangements and expanded online access.

**Language** **Instruction**: We will develop metrics to evaluate the programmatic success of the newly created Portuguese and Guaraní courses and the Language Across the Curriculum program. Data sources to be consulted will include enrollments, faculty, student and alumni surveys and focus groups. These languages programs will also be assessed through scheduled

departmental pedagogical reviews to improve the curriculum.

The evaluation plan will address factors unique to Consortium priorities and programs. Dr. Cain will work collaboratively with the Consortium to collect, analyze, and interpret the data. As the independent external evaluator, she will oversee the development of

data collection tools and support data collection to ensure credibility and validity. She will also provide coaching and technical assistance as needed. Dr. Cain will meet with each center biannually. The first meeting will focus on the Consortium; the second meeting will include all the area studies centers/NRCs.

**§G5** ***Equal*** ***Access*** ***for*** ***Individual*** ***Participants*** ***from*** ***Traditionally*** ***Underrepresented*** ***Groups*.** Both Duke and UNC emphasize equal access and treatment for students, faculty, and staff from traditionally underrepresented groups. Both universities administer oversight offices and training programs to ensure compliance. The commitment extends to all programming events, to the community at large, and to all stake-holders across the state. The participation of traditionally underrepresented groups in Latin American programs is ensured through affordable study abroad options and expanded funding opportunities. Students receive this information early in their academic careers to encourage participation. As part of evaluation efforts, the Consortium collaborates with other area studies centers to identify and remove obstacles to international education opportunities for students from underrepresented groups. Progress is monitored through systematic data gathering. Before the pandemic, UNC created initiatives to support co- curricular study tours (e.g., UNC First Year Experience to Trinidad) and launched the Global Guarantee as a priority in the current capital campaign to fund overseas travel for students eligible for financial aid. Efforts have subsequently shifted to address equity and access in virtual learning. As a result, many UNC programs record high participation among students from

underrepresented groups and first-generation college students (e.g., UNC Lookout Scholars Borderlands Program that takes students to Arizona and Mexico to study the root causes of migration). Similarly, Duke’s David M. Rubenstein Scholars Program offers merit scholarships to support first-generation, low-income students selected for academic success, leadership experience, and community service. In addition to defraying tuition and room and board, the program also supports two summer terms of study abroad as well as research projects, experiential learning, and professional development opportunities. Students are mentored by faculty and advanced students.

The Consortium subscribes to policies that no qualified person shall by reason of a disability be denied access to, participation in, or benefits of any program or activity operated by the universities. Campus programs and facilities are accessible to the physically challenged through building design and assistance provided by designated offices to assure reasonable accommodations to enable students to meet the demands of university life as independently as possible. We offer closed-captioning for the hearing impaired in our virtual events. We also provide simultaneous translation in our events. The Consortium Outreach Program engages underserved populations, including NC Department of Public Instruction-designated “low performing” schools, Title III community colleges, MSIs, public libraries, and community-based centers that serve communities of Latin American ancestry and the elderly (see §H NRC).

# §H NRC. Outreach Activities

## §H NRC1. Regional and National Impact of, and Faculty and Professional School Involvement in, Outreach Activities.

Our Outreach Program draws upon a long history of collaboration with local and regional schools, colleges, universities, and the community at large across the state, the mid-Atlantic, and

beyond. Since its inception in 1991, the Outreach Program has evolved into a dynamic educational center partnering with K-16 schools,

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| **Table** **H** **NRC** **1.1** **Communities** **Served,** **2018-21** |
| **Communities** | **Impact** |
| **Direct** | **Indirect** |
| K-12 Educators\* | 3,382 | 10,146 |
| K-12 Studentsⱡ | 460 | 55,350 |
| Post-Secondary Educators | 350 | 1,050 |
| Students | 478 | 133,840 |
| Business/Media | 355 | -- |
| General Public | 8,833 | -- |
| \*Avg. indirect impact: K-16: 3 per teacher. ⱡ Avg. indirect impact: 25 students/class for elementary schools; 25 students/class x 3 classes per day for middle/high schools x 2 semesters = 150 students per teacher; Postsecondary: 35 students x 4 classes x 2semesters = 280 students per teacher. |

disseminating materials through websites and a lending library, sponsoring community events, and distributing resources to museums, businesses, media, and government. The 3,382 K-12 and 350 post-secondary educators directly impacted by our programs over the last three years learned new pedagogies and acquired new curricular content for their classrooms (Tables H NRC 1.1 and 1.2). Materials and programs are shared nationally through our Consortium and the Consortium in Latin American Studies Programs websites. Special effort is made to reach underserved populations, including teachers from districts with large minority

populations, schools defined by the state as “low performing,” community colleges, and MSIs. Virtual programming attracts a range of audiences from all over NC, the U.S., and Latin America. The Outreach Program expanded its national reach with the creation of the Haiti Teacher Fellows Program, a year-long virtual fellowship program for high school and community college educators. Fellows received curricular resources and books about Haiti to use in their classrooms. In a post-program survey, Fellows reported an increase in student research about Haiti. An estimated 85 faculty are engaged in outreach activities described in Appendix C and in Table H NRC 1.3, and sections §H1a and §H1c.

**§H1a.** ***Outreach*** ***to*** ***Elementary*** ***and*** ***Secondary*** ***Schools.*** More than half of the 2,523 K-12 schools in North Carolina receive Title I funding. Forty-three percent of NC children live in poverty, ranking 36th in the nation.

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| **Table** **H** **NRC** **1.2** **Latin** **American** **Outreach** **Resources,** **2018-21** |
| **Outreach** **Resources****(distributed,** **borrowed,** **screened,** **or** **downloaded)** | **Number** **Distributed** |
| Curriculum Materials | 96,196 |
| Culture Boxes / K-12 Book Collections | 525 |
| Webinars/YouTube Videos | 1,697 |
| Latin American Films | 3,865 |

Black and Hispanic children in NC account for 63% of these children (NC Poverty Research Fund, 2021). Our Outreach Program works with the faculty from the UNC School of

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| **Table** **H** **NRC** **1.3** **Sample** **of** **K-12** **Outreach** **Activities,** **2018-2021** |
| **Activity** **(Location,****Duration)** | **Participants** | **Partners/Presenters** | **Impact** | **Outcomes** |
| **Direct** | **Indirect\*** |
| Teaching the African Diaspora in Latin America (virtual, 90 minutes) | K-12 educators | UNC faculty, NCDPI staff, curriculum specialists | 130(nation- wide) | 11,375 | Training sessions, curricular resources. |
| Passion, Politics, and Art in 20th Century Mexico (NC Museum of Art, 1 day) | K-12 educators | Carolina Public Humanities, Carolina K-12, NC Museum of Art staff, UNC faculty | 14(1/3 from rural counties) | 1,850 | Training sessions, curricular resources, and development of new curricular units. |
| Cultural Kitchens: Pupusas (virtual, 60 minutes) | K-12 educators | UNC Carolina Navigators, Staff at So Good Pupusas | 81 | 7,150 | Training sessions, curricular resources. |
| Latin America and North Carolina (UNC, 2 days) | K-12 educators | UNC World View, UNC and Duke Faculty | 170 | 14,875 | Training sessions, curricular resources. |
| \*Avg. indirect impact: 25 students/class for elementary schools; 25 students/class x 3 classes per day for middle/high schools x 2 semesters = 150 students per teacher. |

Education and the Duke Program in Education to address educational disparities in NC. We regularly provide in-class presentations and textbooks about Latin American content, offer

special events and summer courses for students, and developed a study tour to Ecuador. During 2018-21, we worked with teachers representing all NC Board of Education districts, particularly with schools experiencing an increase of students arriving from Latin America.

The Consortium sponsors professional development workshops, in-service teacher training, study tours, book clubs, online resources, a library of instructional materials, webinar series, and web-based curriculum units. Workshop programs distribute toolkits containing articles on evidence-based pedagogy, curriculum materials, and resources aligned

with NC state-wide curricular standards (Table H NRC 1.2 and 1.3). We select topics for our workshops to meet these standards and offer Continuing Education Units for participation.

During 2018-21, we offered a total of 100 contact hours to participants. We reached more than 1,800 K-12 teachers and administrators, thereby enabling us to distribute state-of-the-art resources, to expand our reach across the state, and sustain contact with teachers. We collaborate with the NC Department of Public Instruction and other UNC and Duke Area Studies Centers to offer annual workshops for International Education Week such as “Global North Carolina: Bringing International Competencies to Teachers and Classrooms.” In 2019, Latin America talks focused on migration and regional cultural competencies.

The Outreach Program collects data on registration, attendance, and event evaluations to measure output and impact of programs. In 2019, the UNC and Duke Area Studies Centers created the K-12 Teacher Advisory Council, a board of 15 educators that evaluates and supports the direction of K-12 outreach. Representing diverse grade levels and disciplines, its members provide valuable feedback on programs and resources, guide the planning of future activities, and advocate on behalf of the area studies programs. Popular programs such as the Cultural Kitchens webinar series were developed in response to their recommendations.

**§H1b.** ***Outreach*** ***to*** ***Postsecondary*** ***Institutions.*** The Consortium works with local and regional four-year and community colleges. Faculty from these institutions participate in the College Educator Research Fellowship (CERF) program and attend Consortium events (Table H NRC

1.4). The CERF program is targeted to MSIs and community colleges to develop a Latin

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| **Table** **H** **NRC** **1.4** **Sample** **of** **Post-Secondary** **Outreach** **Activities,** **2018-2021** |
| **Activity** | **Partners** | **Participants** |
| College Educators Research Fellowships (annual competitive curriculum development and research fellowships) | Community Colleges: Davidson County, Durham Technical, Pitt. Universities: Georgia Southern, Lees-McRae, UNC Charlotte, UNC Greensboro, University of Puerto Rico, Winthrop, Xavier of Louisiana | 10 |
| Foreseeable Flight: A Conversation with Journalist Óscar Martínez | Central Carolina Community College | 30 |
| UNC World View Global Education Symposia for Community Colleges, annual | UNC World View and NC Community Colleges | 173 (representing 13 community colleges from across NC) |
| North Carolina Conference on Latin American Studies (2019, 2021) | UNC Charlotte and UNC College of Arts and Sciences | 605 (representing 23 universities, colleges, incl. HBCUs and community colleges) |
| NC Latin American Film Festivals, annual during Hispanic Heritage Month | North Carolina Museum of Art, Chicago Latino Film Festival, Durham Technical Community College, Latin American film directors, local movie theaters | 3,756 |

America-specialized curriculum. These programs have had a decisive curricular impact. Fellows conduct research and engage faculty and librarians on both campuses. As part of the fellowship, scholars created or revised Latin American courses and programs at their home institutions. One 2018 CERF fellow from Durham Technical Community College used the research from her project in several conference presentations, including the Latin American Studies Association, and contributed to an edited volume entitled *How* *We* *Take* *Action:* *Social* *Justice* *in* *K-16* *Language* *Classrooms* (AATSP, 2022). In addition, half of all CERF fellows have led professional development sessions to K-12 teachers as part of Consortium outreach events.

The Outreach Program developed the “Student Teachers Across Regions of the Americas Virtual Exchange Program” for Master of Arts in Teaching students at UNC and Duke and education students at the Universidad San Francisco de Quito. The program enhanced teacher expertise in the educational systems of Ecuador and the United States and provided opportunities for students to incorporate global education into their classrooms. We plan to continue this program and to add a study tour once international travel is permitted again.

**§H1c.** ***Outreach*** ***to*** ***Business,*** ***Media*** ***and*** ***the*** ***General*** ***Public.***

The Outreach Program collaborates with state and local governments, businesses, museums, churches, retirement communities, and public libraries to sponsor programs, free and open to the public (Table H NRC 1.5). We arranged the visit of the Colombian Ambassador to the U.S. to Duke for a Business Roundtable to discuss business opportunities for collaboration between NC and Colombia. Participants included representatives from NC Department of Commerce and the

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| **Table** **H** **NRC** **1.5** **Sample** **Outreach** **Activities** **to** **Business,** **Media,** **Government,** **General** **Public,** **2018-2021** |
| **Activity** | **Audience** | **Attendees** |
| Film screening of *El* *pueblo* *soy* *yo:* *Venezuela* *en* *populismo* with discussion led by former US ambassador to Venezuela | Durham Tech Community College students and faculty; local community members | 32 |
| New Roots Oral History Workshop | Durham Mayor’s Hispanic/Latino Committee | 19 |
| News & Observer Community Forum: Hurricanes and North Carolina | Local media; local community members | 35 |
| The Story Lab at Frank Porter Graham Bilingüe Family History Night | Frank Porter Graham Bilingüe Dual Language Elementary School students, parents, and staff | 119 |
| “Making Sense of Cuba-U.S. Relations” presentation | Carolina Meadows retirement community | 75 |

Economic Development Partnership of NC as well as local business and corporate leaders. UNC coordinates programs with municipal governments designed to promote best practices among local businesses, civic organizations, community leaders and Latin American immigrant

communities. As a result, several NC cities have implemented language access plans to provide multilingual communications and expanded leadership opportunities to local residents. Faculty and staff often contribute to and/or are interviewed by local, national, regional and international media (Appendix C). In response to Hurricane Dorian in 2019, one faculty contributed an op-ed to the Raleigh News & Observer and subsequently participated in a community forum to discuss the relevance of Caribbean hurricane preparation to NC. The acclaimed annual NC Latin American Film Festival has expanded regional, national, and international collaborations with peer institutions and cultural producers. Guest film directors present their work and visit classes at UNC and Duke as well as partner institutions in the community. The 2020 and 2021 festivals were mostly virtual, allowing us to attract nearly 3000 attendees nationwide. The festival offers local public schools special programming. Our resource film library owns nearly 700 films. It is among the largest specialized K-12 film collections in the country and includes titles unavailable elsewhere, including films in indigenous, Creole, and Portuguese languages. The Consortium publicizes all its activities, events, and resources to its over 3000 followers/subscribers through flyers, press releases, websites, social media, newsletters, and listservs.

# § H FLAS Awardee and Selection Procedures

**§*H*** ***FLAS*** ***1*** ***Advertising,*** ***Selection*** ***Process*** ***and*** ***Priorities.*** FLAS competitions are coordinated with other area studies centers and with the fellowship offices of our schools to standardize procedures. We hold separate competitions at UNC and Duke but follow similar selection criteria (Table H FLAS 1). Each year the notice and guidelines of the competitions are sent to Latin Americanist faculty, graduate study directors, and students on both campuses and are posted through our listservs, websites, and social media. We reach out to incoming students to ensure they have the opportunity to apply.

During 2022-2026, we will give preference when awarding fellowships to students who demonstrate financial need as determined by the estimated family contribution in the Free Application for Federal

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| **Table** **H** **FLAS** **1.** **FLAS** **Selection** **Process** |
| **Steps** **in** **FLAS** **Selection** **Process** | **Timeframe** |
| Informational meetings about fellowships | Sept-Dec |
| FLAS competition announcements/advertisement | Nov-Dec |
| FLAS application (incl. completion of FAFSA form) deadline | Dec-Feb |
| Work with Financial Aid offices to interpret FAFSA results | Jan-Feb |
| Interdisciplinary FLAS selection committees (made up of areastudies and language faculty) make decisions | March-April |
| Summer FLAS notifications | March-April |
| Seek approval from IFLE on Summer FLAS awards/travel | March-April |
| FLAS notifications *(contingent* *on* *IFLE* *funding* *notification)* | March-April |
| Pre-course testing (for summer fellows) and post-course testing(for AY fellows) by language instructors | April-May |
| Submit Summer report and final AY report via IRIS | July 1 |
| Seek approval from IFLE on AY FLAS awards/travel | June-August |
| Pre-course testing (for AY fellows) and post-course testing (forSummer fellows) by language instructors | August |
| Submit final Summer FLAS and AY FLAS reports via IRIS | September 1 |
| Complete biennial survey of alumni over period of 8 years | Every 2 years |

Student Aid form. We will also award at least 25% of the academic year FLAS fellowships for the study of modern foreign languages other than French, German and Spanish. It is common for Fellows in all disciplines to attain advanced proficiency in Portuguese. Other Fellows complete multiple levels of study in Haitian Creole, K’iche’ Maya, and Yucatec Maya. We will continue to work with our professional schools to encourage applications for advanced level study.

***Student*** ***Application*** ***Procedures,*** ***Selection*** ***Criteria*** ***and*** ***Advising.*** Applicants must submit an application form, a *curriculum* *vitae*, transcripts, a proposal describing their plans for language study and relevance to their curriculum and career plans, a language proficiency evaluation (if applicable), faculty letters of recommendation, and their FAFSA student aid report. Our Financial Aid offices assist us with analysis of the FAFSA forms. Students who propose to do overseas dissertation research must also submit a research plan, letter of affiliation, and endorsement from their dissertation advisor. FLAS Fellowship decisions are made by interdisciplinary committees of Latin Americanist faculty, including language and professional

school professors. The committees review all proposals and rank them using a weighted scale that considers academic merit, financial need, and the extent to which the proposed study or use of the language matches Title VI priorities. Every effort is made to award the FLAS fellowships to students from a variety of disciplines and professional schools. In recent years we have made awards to master’s degree students in Environmental Management, International Development Policy, Law, Public Health, Public Policy and Social Work, as well as doctoral students.

We will award all AY fellowships for the study of Guaraní, Haitian Creole, Portuguese, K’iche’ Maya, and Yucatec Maya. The summer competition also considers the study of other LCTLs, such as Nahuatl and Quechua. We offer the Summer FLAS to intermediate and advanced level undergraduate students. FLAS for beginner-level language study will be offered only if the graduate student already has advanced-level skills in another language of the region. We will continue to encourage multi-year language study in our future fellowship competitions to ensure that students attain a high level of language proficiency. In this way students are ready to use the language as they go into the field to conduct graduate research or begin their professional careers. For example, a Brazilian Portuguese FLAS recipient and Master of Public Policy student (Duke) became the Standards and Assurance Program Officer at the Better Cotton Initiative; and a Haitian Creole AY FLAS recipient and Master of Public Health (UNC) is now senior associate at Palladium Group, a global impact firm working with clients to build global business partnerships. In addition to career advising discussed in §D2, FLAS students receive individualized academic advising and mentoring from their faculty advisors and FLAS coordinators.

# §I FLAS Competitive Preference Priorities (CPP):

**FLAS** **CPP** **1:** When awarding FLAS Fellowships, preference will be given to meritorious

students with demonstrated financial need as indicated on their FAFSA form. This determination will be based on financial circumstances and not on other aid.

**FLAS** **CPP** **2:** We will award at least 25% of academic year FLAS fellowships in modern foreign languages other than French, German, and Spanish.

# §I NRC Program Planning and Budget

**§I.1** **NRC** **Development** **Plan** **and** **Timeline.** This development plan outlines Consortium programming strategies to strengthen existing commitments and support new initiatives. We will continue to diversify programming of the successful “Latin America and the United States in the 21st Century Seminar” series and the annual state-wide North Carolina Conference on Latin American Studies. The Consortium also plans to inaugurate an initiative to assign programming priority to matters of national interest in Latin America. We will respond to and focus on the root causes of Central American migration as articulated by the National Security Council summons (July 2021) “to leverage the expertise and resources of a broad group of public and private stakeholders,” to address an issue of vital national concern. Through a combination of interdisciplinary course development, research support, and a series of symposia and public programs, the Consortium will address the historical, economic, and environmental factors contributing to Central American demographic dislocations.

The Consortium commits its programming strategies to enhancing a deeper understanding of Latin America through language training, area studies instruction, faculty research and publication, and commitment to teacher training and outreach with business, government, and the public at large. We will continue to expand programs of demonstrable past success to accommodate best-practices into which we will incorporate concerns of national interest. The proposed activities fall into eight categories summarized in Table I.1 NRC.

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| **Table** **I.1NRC** **Development** **Plan** **and** **Timeline** **of** **Consortium** **Proposed** **Activities,** **2022-2026** |
| **Activity** | **Year** **1** | **Year** **2** | **Year** **3** | **Year** **4** |
| Language Instruction | Develop AY Guaraní | Offer AY Guaraní | Offer AY Maya | Offer AY Guaraní |
| Offer Haitian Creole, K’iche’ Maya, Yucatec Maya (summer), Language Across the Curriculum.Offer virtual Elementary & Intermediate Portuguese with HBCU WSSU. |
| Indigenous Language Instructor Pedagogy Workshop |  | Indigenous Language Instructor Pedagogy Workshop |  |
| Area Studies Instruction | Root Causes of Migration, UNC | Sounds of Migration, UNC | Root Causes of Migration, UNC | Heritage and Migration, UNC |
| Exploring Medicine in Honduras, Duke |
| STAR exchange program with the Universidad San Francisco de Quito, Ecuador and UNC School of Education |
| Outreach/ Teacher Training | K-12 programs *Connecting* *the* *Americas*, *Voice* *and* *Vision*, *International* *Education* *Week* |
| Collaborate with UNC World View and Americas Award to offer K-12 programs |
| Develop and offer programs for community college and four-year college educators including CERF research fellowships; Conference on NRC, Community College and MSI collaboration, *NC* *Latin* *American* *Studies* *Conference*, *Latin* *America* *and* *the* *U.S.* *in* *the* *21st* *Century* Seminars |
| Offer *Cielos* *del* *Sur* Morehead Planetarium shows and workshops for STEM teachers. |
| Offer *Film* *Festival* and special event programs; Lending Library resources*NC* *Latin* *American* *Studies* *Conference* (with UNC-Charlotte and regional SECOLAS conference) including K-12, Business, Media, Local Government and Community Sessions |
| Outreach Program travel to present findings at professional conferences. |
| Collaboration with Minority Serving Institutions andCommunity Colleges | Collaborations with MSIs through *Expanded* *Curricular* *Access* *Initiative*, invite partners to *NC* *Latin* *American* *Studies* *Conference*, develop joint courses with NCCU and WSSU. Offer courses through UNC-system Language Exchange to reach six participating MSIs. |
| Offer curriculum development grants and expand global career training opportunities to*Scholar* *of* *Global* *Distinction* community colleges |
| FLAS | Preference to students with demonstrated financial need; and at least 25% for the study of LCTLs |
| Library Travel and Collection Development, Research andDissemination | Travel by Latin American librarians to purchase specialized acquisitions |
| Mexico | Colombia | Peru | Mexico (Yucatan) |
| Faculty Research Travel Grants for UNC-Duke Faculty and dissemination of open access*Studies* *in* *Latin* *America* with UNC Press and UNC Library |
| Evaluation, Duke & UNC | Annual Evaluation of Consortium projects by external review team.K-12 Teacher Advisory Council meetings |
| Administration | Support for program management.Consortium directors/staff travel to TVI Directors Meeting, Year 1 only |

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1. Language Instruction. A LCTL Teaching Fellow will offer academic year **Yucatec** **Maya**

courses in collaboration with the UNC Department of Romance Studies. Yucatec Maya will also be taught through the Consortium Summer Institute. The Summer Institute is funded by fees and receives UNC subvention to maintain low cost for students. For details on expanded **Portuguese**

offerings see Item 4 below. Duke will expand **Haitian** **Creole** courses through the advanced level and continue to support **K’iche’** **Maya** through distance-learning. The Consortium will also add new **Guaraní** courses to its portfolio of LCTL languages. All courses are designed to be FLAS-eligible. Both campuses will continue to offer **Language** **Across** **the** **Curriculum** courses. In collaboration with several U.S. universities we will participate in the **Indigenous** **Language** **Instructor** **Pedagogy** **Workshops**.

1. Area Studies Instruction: We offer courses dedicated to inter-American relations, including

classes that address transnational migration (**Migration** **and** **Heritage**), health (**Exploring** **Medicine** **in** **Honduras**), and education (**STAR** **Ecuador** program for Master of Arts in Teaching students). Consortium area studies programming places a premium on the exchange of new knowledge and dissemination of new ideas through the convocation of scholars, policy makers, and educators in public forums to engage in fruitful dialogue to address matters of national interest: one more way the Consortium shares its intellectual assets and programmatic resources as means of undergraduate and graduate student education, teacher training, and public engagement**.** We will offer joint courses and shared-speaker programs with HBCU North Carolina Central University (see Item 4 below). The Consortium will also continue to expand the reach of the annual state-wide **North** **Carolina** **Conference** **on** **Latin** **American** **Studies**, which serves as an important venue for graduate student training and a site of collaboration among faculty and students from MSIs, four-year and community colleges across the state.

1. Outreach/Teacher Training: The Consortium Outreach Program engages over 53,000 people a

year (Table H NRC 1). The innovative K-12 professional development workshops will continue as an important part of the **Connecting** **the** **Americas** and **Voice** **and** **Vision** programs; the **UNC** **World** **View** **“Latin** **America** **and** **North** **Carolina”** seminar similarly reaches hundreds of

teachers and school administrators. Topics are chosen from among recommendations offered by teachers, the K-12 Teacher Advisory Council, and the NC Standard Course of Study. Based on the success of the **Haiti** **Teacher** **Fellows** **Program**, the Consortium will extend the year-long fellowships to teachers: Year 1 will focus on Migration, Year 2 on Environmental Issues, Year 3 on Guatemala, and Year 4 on Mexico. The Program will remain online to encourage the participation of fellows from rural and/or underrepresented areas. We will collaborate with UNC and Duke Areas Studies Centers and the NC Department of Public Instruction to provide Latin America programs to **International** **Education** **Week**, a week-long series of both in-person and online workshops. The Consortium continues its partnership with the **Americas** **Award** to integrate high quality children’s and young adult books to teacher education activities. Teacher- focused workshops will direct attention to issues of national interest through the annual **North** **Carolina** **Latin** **American** **Studies** **Conference** and **North** **Carolina** **Latin** **American** **Film** **Festival.** In 2021, we partnered with the **UNC** **Morehead** **Planetarium** **and** **Science** **Center** on “*Cielos* *del* *Sur*,*”* a bilingual astronomy program focused on the Maya, Inca and Kaxinawá peoples. Based on its success, and as a way to expand outreach programming to STEM educators, we plan to collaborate with Morehead staff and a Maya archeologist to develop teaching resources, organize professional development workshops, and sponsor field trip opportunities for science and math teachers. In all K-12 activities we collaborate with the K-12 Teacher Advisory Council to evaluate the content and quality of programs and **share** **best** **practices** **at** **professional** **conferences**. Outreach initiatives to the **business** **community** **and** **media** **outlets** serve to provide up-to-date information about Latin America often vital to their needs. Outreach programs to **state** **and** **local** **governments** promote best-practices working with immigrant residents.

1. Collaborations with MSIs and Community Colleges: The Consortium will expand

collaboration with community colleges and MSIs to enhance access to resources, increase opportunities for professional development, and promote course development.

Long-standing partnerships with HBCUs will be strengthened through the **Expanded** **Curricular** **Access** **Initiative** **(ECAI)** with North Carolina Central University (NCCU) and Winston Salem State University (WSSU). In collaboration with NCCU, WSSU, UNC Romance Studies and UNC Center for European Studies, ECAI will add Latin America content and Portuguese language courses to the HBCU curriculum. The curricular selection is based on a needs assessment conducted by participating HBCUs. At NCCU, student learning will be

supported by an on-campus facilitator. We will offer Latin American courses to NCCU students through existing inter-institutional agreements. Additional activities will be developed to integrate student research and career preparation. At WSSU, we will offer a virtual two-year

(elementary and intermediate) Portuguese sequence through the UNC System Language Exchange. The Language Exchange enables students from all UNC campuses (including six MSIs: ECSU, FSU, NCA&T, NCCU, UNCP and WSSU) to obtain transfer credit in language courses while paying tuition at their home university. Through this arrangement, UNC and WSSU faculty will alternate offering the virtual elementary and intermediate level courses. An Inter-Institutional Portuguese Facilitator will provide inter-campus logistical support to the faculty and engage the students in language learning activities. By working together at the elementary and intermediate levels, our universities will leverage resources and create opportunities to offer in-person advanced level courses on both campuses. Advanced level courses are not presently offered at WSSU due to limited resources.

We will continue to participate in the **Scholar** **of** **Global** **Distinction** program, a partnership between community colleges and UNC World View to develop and offer globally intensive courses and activities through which students earn a global distinction credential on their transcript. The program has institutionalized global education and incorporated Latin American Studies curricula at 25 community colleges across North Carolina and the southeast. We will provide new opportunities for curriculum development, co-sponsor Latin America events at participating community colleges, and launch a global career opportunities program for community college students.

The Consortium supports **College** **Educator** **Research** **Fellowships** **(CERF)** to faculty from two- and four-year colleges in the southeast and mid-Atlantic region. CERF Fellows obtain access to Duke and UNC libraries and other resources to develop courses and programs. Priority will be given to faculty from community colleges and MSIs and to proposals that create new Latin American courses or add substantial content to existing courses at the applicant’s institution. Previous CERF Fellows have been instrumental in the development of study abroad, service-learning, and language and area studies programs on their home campuses.

We will invite our partners to share best practices and strategic planning initiatives at the **Global** **Studies** **Symposium** **on** **NRC,** **Community** **College,** **and** **MSI** **Collaboration**, a partnership with UNC and Duke Area Studies Centers, Florida International, and Vanderbilt to offer professional development and networking links to faculty at community colleges and MSIs.

1. FLAS Awards: The FLAS awards will continue to support Less Commonly Taught

Languages in Haitian Creole, K’iche’ and Yucatec Maya, Portuguese, and add Guaraní during the academic year. Summer fellowships will support other languages of Latin America. See §H FLAS and §I FLAS Competitive Preference Priorities.

1. Library Collection/Research and Dissemination: The Consortium commitment to the open-

access **Studies** **in** **Latin** **America** publication series and **Latin** **American** **Library** **Collections** serve to support new research and facilitate dissemination of scholarship. Acquisition and travel funds will enable the purchase of specialized materials otherwise difficult to access in the United States. Funds also support **faculty** **travel** **research** grants with priority to junior faculty.

1. Program Evaluation: The evaluation plan detailed in pp. 37-41 will focus on Title VI absolute

and competitive priorities based on four strategic areas: Teacher Training, Collaboration with MSIs, Collaboration with Community Colleges, and Language Instruction.

1. Administration: UNC has contributed new funds to the ISA program budget to reduce

administrative costs by 30 percent. Title VI resources will also allow Consortium staff to attend the Title VI Directors meeting.

The timeline of activities to implement these objectives is presented in Table I.1. NRC. Additional details can be found in §I.2 NRC and §I.4 NRC and the Proposed Budget. The four- year program proposal and budget are based on a firm commitment of institutional support (§A)**.** We will make maximum use of existing resources and available personnel, pool funds, and collaborate with program constituencies on and off the Consortium campuses. Title VI funding will serve to leverage additional University resources to expand existing programs and inaugurate new ones. At Duke, the Dean of Arts & Sciences has renewed the commitment to the Culture and Language Across the Curriculum program and the distance-learning language partnerships for Haitian Creole and K’iche’ Maya. At UNC, the College of Arts and Sciences has provided seed funding for a series of programs that address the root causes of Central American migration. The UNC School of Education has committed to continued funding of the Outreach Coordinator position (also funded by Duke and Title VI).

**§I.2** **NRC** ***Quality*** ***and*** ***Purpose*** ***of*** ***Center*** ***Activities.***

The proposed activities (see Budget and Table I1. NRC) respond to Title VI purposes: to strengthen nationally recognized educational centers of excellence in foreign language and area studies. The Consortium supports Latin American language and area studies courses; development of curricular resources and library collections; program development in coordination with minority serving institutions and community colleges; training for K-16 educators; public conferences and seminars; research and dissemination; language and area studies fellowships; and evaluation. Our activities summon diverse perspectives and invite a wide range of views. We encourage government service in areas of national need and promote strategies to enhance national competitiveness. Through nationally recognized programs of distinction, the Consortium prepares the next generation of leaders to address areas of national need in secondary and higher education, in government and policymaking circles, in business and the public at large. The quality of the activities offered in this proposal is continually assessed through the Consortium evaluation plan and through established program reviews conducted by our respective universities. In 2018, an external program review of ISA commented that “Latin American Studies is exceptional for the distinction of its faculty and scale of its operation, the reach and diversity of its activities, and its central role in the production of Latin American and Caribbean scholarship.” Similarly, the UNC College of Arts and Sciences continually affirms its commitment to Latin American Studies and gives prominence to the program in its fundraising strategies, most recently asserting that “strengthening the field of Latin American studies curriculum is a priority for the College, with philanthropic support as a cornerstone of this effort.” The Duke 2019 Southern Association of Colleges and Schools re- accreditation review reaffirmed its commitment to diversity, access, and internationalization.

The Duke Area Studies Centers are scheduled for program review by the Global Priorities Committee in 2022.

**§I.3** **NRC** ***Reasonable*** ***Costs*** ***of*** ***Proposed*** ***Activities*.** This cost-effective and realistic proposed budget offers programs consistent with Consortium objectives. Duke and UNC have a long- established tradition of cost sharing, co-sponsorships, and collaborations through which to maximize Consortium resources. Activities will also be organized in collaboration with other Title VI centers, other campus units, and other institutions. Status as an NRC serves as a “multiplier” factor, a distinction that results in added university funding and increases private donations, endowments, and grants to support staff salaries, faculty research and travel, undergraduate education, and graduate training.

**§I.4** **NRC** ***Long-Term*** ***Impact*** ***on*** ***Undergraduate,*** ***Graduate,*** ***and*** ***Professional*** ***Training*** ***Programs.*** At the end of the project, the Consortium will have strengthened existing programs and consolidated new ones. The long-term impact on undergraduate, graduate, and professional training programs at Duke, UNC, as well as HBCU and community college partners, is measured by increased enrollments and degree recipients, enhanced knowledge of Latin America, and greater language proficiency. We support language instruction in Haitian Creole, K’iche Maya, Portuguese, and Yucatec Maya, in addition to the new offerings in Guaraní, as well as through Language Across the Curriculum and overseas programs in Ecuador and Honduras for professional school students. FLAS awards to graduate and professional school students serve to strengthen language proficiency and area studies. We will continue to expand library collections to aid classroom instruction and enhance research capacities. The impact and reach of Latin American initiatives are further projected through the annual state-wide North Carolina Conference on Latin America Studies and the annual Film Festival, both of which engage

diverse constituencies from among scholars, educators, film makers, and the public at large. The “Latin America and the United States in the 21st Century Seminar” series continues to provide an important venue to exchange ideas and engage with other Latin Americanists on matters of national needs.

**§J** **NRC** **Competitive** **Preference** **Priority** **1:** ***Partnership*** ***with*** ***MSIs*** ***and*** ***Community*** ***Colleges***. As detailed in §I we propose four collaborative activities with MSIs and Community Colleges:

1. **Expanded** **Curricular** **Access** **Initiative** to add Latin American and Portuguese language course offerings to the curriculum offerings of two North Carolina HBCUs. Expanded Curricular Access Initiative courses will be open to students from all UNC System campuses (including six MSIs: ECSU, FSU, NCA&T, NCCU, UNCP and WSSU).
2. **The** **Scholar** **of** **Global** **Distinction**, a collaboration between the North Carolina Community College System, UNC World View, and the UNC and Duke Area Studies Centers to develop and offer globally intensive courses and activities through which students earn a global distinction credential, will add new Latin American studies courses and develop global career programs for students.
3. **Global** **Studies** **Symposium** **on** **NRC,** **Community** **College,** **and** **MSI** **Collaboration**, a collaboration with UNC and Duke Area Studies Centers, Florida International and Vanderbilt, will offer professional development and networking opportunities to our partners at local community colleges and MSIs. We will sponsor partner participation at the events.
4. **College** **Educator** **Research** **Fellowships** **(CERF)** offer faculty from two- and four-year colleges in the southeast and mid-Atlantic region access to Duke and UNC libraries and other resources to develop Latin American course content. We will sponsor CERF Fellows and integrate their work into our Outreach Program activities.