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MSU has strategically increased its investments in Latin America and nearly doubled its external funding secured to support research and academic programs in the last five years. The Center for Latin American and Caribbean Studies (CLACS) has led these efforts, as one of 29 international centers and programs under the auspices of International Studies and Programs (ISP). One of the world’s top-100 research institutions, MSU invested $25,421,653 in Latin America and Caribbean studies in 2021-22. The Center’s 209 core and affiliated faculty won $5,017,186 in external research funding in 2020 and published 751 peer-reviewed journal articles and book chapters and 29 books over the past five years. MSU ranked 12th in the nation in study abroad participation, and its 76 study abroad and internship programs in Latin America and the Caribbean, Spain, and Portugal enrolled 686 students in 2018-19. MSU ranked 18th among all US institutions in international student enrollment; 8,256 international students and scholars from more than 140 countries accounted for nearly 15 percent of its total student population; 307 of those students hailed from Latin America and the Caribbean.

# MSU COMMITMENT TO LATIN AMERICAN AND CARIBBEAN STUDIES

**Center, faculty, and library:** MSU’s ISP oversees a budget of $7.3 million and provides a host of support units that service CLACS. MSU expenditures on Latin American and the Caribbean for 2020-21 totaled $25,421,653, excluding the $5,017,186 in external research dollars awarded to CLACS faculty. This figure includes $22,332,868 in faculty salary and fringes for the 209 CLACS core and affiliated faculty members, $3,088,755 for support for LAC students, $361,366 for library resources, and $353,167 for CLACS staff and operating budget. This also includes funds allocated by the Provost and the ISP Dean to develop strategic partnerships with institutions in Latin America around shared research and teaching priorities. This figure excludes funding for ISP staff in centralized units that provide services to all area studies centers: Communications;

Advancement/Alumni Relations; Information Technology; the Office for Global Health, Safety, and Security; International Students and Scholars; Education Abroad; and Global IDEAS, a unit that supports proposal development.

|  |  |
| --- | --- |
| **Table A.1—LAC Tenure-Stream Hires**  **2017-2021** | |
| **#** | **College** |
| 6 | Arts and Letters |
| 3 | Agriculture and Natural Resources |
| 2 | Communication Arts and Sciences |
| 2 | Natural Science |
| 5 | Education |
| 6 | Social Science |
| 1 | Art Museum |
| 3 | Medical Schools (CHM, COM) |

As a demonstration of its commitment to the study of Latin America and the Caribbean, over the last 5 years, MSU hired 27 new tenure-stream faculty and 23 fixed-term faculty who work on Latin America in diverse fields of study, from art to zoology. These

hires have further strengthened the disciplines and thematic areas where MSU has internationally recognized expertise in Latin America. These include the core area studies disciplines of History, Anthropology, Political Science, Economics, and Cultural Studies in the Arts and Humanities. Thematically, MSU has long had an international reputation in the interdisciplinary fields of Sustainability (focusing on the intersections of climate change, energy transformations, and food and water security), African Diaspora Studies, Indigenous Studies, and Gender and Sexuality. MSU’s professional schools are also deeply engaged in LAC, especially in the fields of Education, Health, Communications, Engineering, and Law.

**Linkages:** CLACS actively facilitates research partnerships and exchange programs between MSU and institutions in Latin America and the Caribbean. Each year, CLACS receives $25,000 in Strategic Partnership Funding from the ISP Dean and the Provost to support the efforts of interdisciplinary faculty research groups to establish or expand partnerships with institutions in the region. MSU currently has 52 active partnerships with top institutions in the region (see Table A.2.), which support both research and academic programming.

**Outreach**: MSU is involved in a broad range of outreach activities, which are detailed in Section

H. MSU spent more than $86,000 on LAS outreach during 2018-2020.

|  |  |
| --- | --- |
| **Table A.2—Select Partnerships with Institutions in Latin America/Caribbean** | |
| **Country** | **Institutions** |
| Brazil | Empresa Brasileira de Pesquisa Agropecuaria (EMBRAPA); Univ Federal da Bahia; Univ de São Paulo (ESALQ); Fundação Getúlio Vargas; Univ Fed. do Oeste do Pará |
| Chile | Universidad Mayor; Universidad de Santiago |
| Colombia | International Center for Tropical Agriculture; Universidad Sergio Arboleda; Universidad EAFIT; Fundación CeiBA |
| Costa Rica | Escuela de Agricultura de la Región Tropical Húmeda EARTH; Univ de Costa Rica |
| Cuba | Ministerio de Salud Pública; Universidad de la Habana |
| Dominican Republic | Universidad Iberoamericana |
| Ecuador | National Institute for Agricultural Research/INIAP; Univ San Francisco de Quito |
| Mexico | Consejo Nacional de Ciencia y Tecnologia (CONACyT); Univ Nacional Autónoma de Mexico (UNAM); Hospital Regional de Alta Especialidad, Mérida; Department of Health, Estado de Yucatán; Tec de Monterrey; Univ Autónoma de Yucatán; Centro de  Investigación en Alimentación y Desarrollo, A.C. High-Altitude Water Cherenkov Observatory; Desarrollo Integral de La Familia; Univ Autónoma Chapingo |
| Nicaragua | Universidad de las Regiones Autónomas de la Costa Caribe Nicaraguense (URACCAN); Universidad CentroAmericana |
| Panama | Ministry of Environment; Secretaria Nacional de Ciencia y Tecnología (SENACYT) |
| Peru | Universidad Nacional Agraria La Molina; Centro Internacional de la Papa (CIP); Universidad Pontíficia Católica |
| Uruguay | Universidad ORT Uruguay |
| Regional | Organization of American States (OAS) |

**Support for students:** MSU awards more than 400 scholarships per year to support undergraduate study abroad from endowments totaling $4.5 million. CLACS supports undergraduate internships and research in Latin America, awarding 15 scholarships totaling $9,250 between 2015 and 2019 from endowment funds. At the graduate level, MSU departments are required to offer 4 years of support for doctoral students; over the last five years, support for students pursuing research in Latin America averaged $2.7 million per year. CLACS complements this funding by awarding field research grants to graduate students. A series of Tinker Foundation Field Research Grants enabled us to fund predissertation research for 186 graduate students over the past four cycles, representing 49 fields of study in 10 different colleges. The Center’s most recent Tinker award funded 25 PhD and 4 Masters students from 2018-2021, with 1:1 matched funding by MSU (total:

$120,000). During the hiatus between recent Tinker cycles, CLACS funded 11 pre-dissertation

fellowships from our endowments ($12,750). CLACS’ investment in pre-dissertation research and FLAS support for language training have contributed to our graduate students' success in securing external grants to support their dissertation research. MSU also employs a Fulbright Program Advisor to supports both undergraduate and graduate grant applicants, resulting in 39 Fulbright- Hays DDRA fellowships in the last decade.

# QUALITY OF LANGUAGE INSTRUCTION

* 1. **Languages offered and enrollments:** The Department of Romance and Classical Studies (RCS) serves nearly 4,000 enrolled students per year. It offers training from beginning to advanced levels and degree programs for both undergraduate and graduate students. During academic year 2020-21, RCS offered 15 language, 5 linguistics, and 22 Spanish literature courses. An undergraduate major and minor in Spanish are available, as are minors in teaching Spanish at elementary or secondary levels. At the graduate level, RCS offers an MA in Hispanic Literatures and a PhD in Hispanic Cultural Studies. During the same semester, MSU offered 18 French courses, which enrolled 1,060 students. MSU also offers a minor in Portuguese, with instruction across four levels. Of the ten courses offered in the Portuguese program, three language courses and three literature courses were offered in 2020-21, and 30 students enrolled.

MSU offers basic and intermediate Haitian Kreyol on-demand on campus, and four students studied Haitian Kreyol over the last Title VI cycles. Yoruba is also available on campus on-demand; it has enrolled students pursuing research on African religions in Latin America and the Caribbean. Additionally, one student studied Quechua through the Big Ten Academic Alliance (BTAA) CourseShare.

The BTAA is an academic consortium of research universities from the Big Ten athletic conference. Through the BTAA, over 500 Less Commonly Taught Language courses have been

offered through CourseShare, a framework that allows students to register for language courses shared across campuses in the same way they register for courses on their own campuses. There are no additional fees for shared courses, and grades and credits are reported on the student’s home university transcript. Courses are taught either asynchronously online or synchronously using video conferencing software (e.g., Zoom). Other recent offerings include Spanish for Reading Knowledge and beginning and intermediate levels of LCTLs, including Ecuadorian Kichwa, Yucatec Maya, Haitian Kreyol, Quechua, and Yoruba.

The Center for Language Teaching and Advancement (CeLTA) is working with institutions in and beyond the BTAA to create sustainable models for LCTL language instruction via the *Less Commonly Taught and Indigenous Languages Partnership* (LCTL Partnership). Supported by Mellon Foundation grants of $1.2 million (Phase I; 2016-2019) and $2.5 million (Phase II; 2019-2023), the LCTL Partnership has expanded the BTAA CourseShare system and piloted innovative approaches, which are available to all BTAA institutions. Grant-funded inter- institutional working groups have created materials and courses that are available as Open Educational Resources. The Portuguese working group is creating three advanced courses: the first course was piloted by MSU in Fall 2021; the second course is being piloted by the University of Illinois this semester; and the third will be piloted by the University of Chicago next year.

* 1. **Levels of languages offered:** Spanish offerings span the range from beginning to advanced.

Years 1 and 2 of Spanish language study are managed by a Language Coordinator, who oversees content, methods, and training for 101-102 and 201-202 sequences. Students are expected to achieve Intermediate-Mid level proficiency by completion of SPN 202. All 100- and 200-level courses are technology-enhanced; this expands instructors’ ability to focus instruction on areas where students have the greatest need and enables instructors to devote greater proportions of in-

class time to conversation. The final course in this sequence, SPN 202, functions as a capstone for the first two years of language instruction, integrating speaking, writing, and reading to prepare students for upper-division courses.

Upper-division Spanish courses (300- and 400-level) that count for the major and minor are taught by tenure-stream faculty, as are graduate courses (800-level). Students must complete a sequence of 9 courses that includes courses on grammar, phonetics and pronunciation, and the structure of Spanish, as well as classes focused on reading and writing, media and conversation, and four courses in literature, two encompassing Hispanic literature broadly defined, one on the literatures of Spain, and another on the literatures of Latin America. In addition, students take 3 400-level topics courses in literature, language, or linguistics. Students in the Spanish major are expected to study abroad for at least 8 weeks on one of MSU's programs offering Spanish immersion via intensive study, direct enrollment in a university abroad, or internships. The minor in Spanish begins with 300-level courses on grammar and reading and writing and builds on these with an additional 15 credits at 300- and 400-levels. As a complement to curricular activities, an undergraduate Spanish Club and residential learning community enhance students’ Spanish language capacity through cultural activities such as movies and music in Spanish.

MSU offers four levels of Portuguese. Course offerings begin with accelerated introductory and intermediate courses (PRT 150 Intensive Portuguese I and PRT 250 Intensive Portuguese II) that allow language learners to advance to Intermediate Mid proficiency in one academic year. This prepares students for third-year Portuguese course work (PRT 320 Advanced Portuguese and PRT 340 Topics in Luso-Brazilian Language and Culture), which enables students to achieve an Intermediate High level of proficiency. Fourth-year training is offered in PRT 350 Introduction to Literary Analysis (Luso-Brazilian Literature) and PRT 490 (Fourth Year), which can be taken

multiple times. The latter is also available to Foreign Language and Area Studies fellowship recipients pursuing advanced study in Brazil or other Lusophone countries. Advanced PRT courses are also available through the BTAA CourseShare; MSU piloted the first one last semester.

Portuguese courses at all levels are organized into modules that allow the courses to be offered in fully online format (due to the pandemic) or as hybrid courses. The advantage of using asynchronous online components even in courses that are taught face-to-face or synchronously online is two-fold: 1) on-line asynchronous components target areas in which students would benefit from additional emphasis, based on ACTFL test results, and 2) moving these components online allows students and instructors to engage in speaking activities for longer periods while they are face-to-face, in person or online.

To enhance the accelerated program in Portuguese, we propose to develop a new linguistics course on the structure of Portuguese to be offered in tandem with PRT 150 and PRT 250 to support accelerated Portuguese acquisition. By strengthening students’ understanding of the structure of Portuguese, this course will accelerate their ability to communicate effectively, preparing them to move into 3rd year coursework and study abroad opportunities in Brazil. Outside of the classroom, Bate Papo, a weekly Portuguese Conversation Table, facilitates advanced fluency, as students practice their language skills with Portuguese faculty and other Portuguese-speaking members of the MSU community. MSU's student-run Brazilian Cultural Association offers opportunities to participate in extra-curricular cultural events.

Beginning and intermediate Haitian Kreyol are available through a 4-course sequence. We are requesting Title VI funds to provide advanced Haitian Kreyol and will offer it regularly through the BTAA CourseShare platform beginning in year 4.

**FLAC offerings:** During 2020-21, 21 FLAC courses were offered. These include independent study projects in RCAH in which small cohorts of students conduct mentored research entirely in a foreign language under the supervision of faculty or a graduate Language Fellow who is a native speaker of that language. Since this program’s inception in 2014, 86 students have completed projects in Spanish, 4 in Portuguese, and 3 in Haitian Kreyol. Other FLAC courses have been offered in fields as diverse as agriculture, medicine, engineering, and arts and humanities.

* 1. **Language faculty:** In AY 2020-21, 17 tenure stream faculty, 8 fixed-term faculty, 7 Instructors, and 25 Teaching Assistants taught the on-campus Spanish curriculum. Portuguese course offerings were taught by 1 tenured faculty member, 3 fixed-term faculty members, and 1 adjunct instructor. In addition, 1 tenured and 2 fixed-term Brazilian faculty (in Linguistics and CeLTA) have experience teaching Portuguese. MSU also routinely has one Fulbright FLTA from Brazil per year to staff courses and deliver language enrichment activities. French courses were taught by 5 tenured faculty, 3 fixed-term faculty, and 1 instructor.

MSU’s LCTL coordinator, Danielle Steider, an OPI-certified evaluator, directs the delivery of LCTLs through MSU’s model of on-demand instruction. She oversees the development of instructional materials, assessment tools, and professional development opportunities for instructors. MSU’s LCTL language programs build competency in conversation, listening, reading, and writing, and employ technology to increase access to culturally authentic materials. An integrated sequence of courses presents language in its cultural context from the beginning of instruction, which is delivered in the target language from the first elementary lesson. Steider is also MSU’s Big Ten Academic Alliance CourseShare Coordinator.

**Language pedagogy training:** Faculty in Spanish and Portuguese and instructors for indigenous languages and Haitian Kreyol engage in on-going training in language-teaching techniques,

technologies, and pedagogies. They work collaboratively with the Center for Language Teaching and Advancement (CeLTA), which supports language teaching and learning at MSU. CeLTA provides professional development opportunities for language teachers as well as learning support services for students. These collaborations have resulted in the development of hybrid technology- enhanced courses that offer multiple advantages, from effectively engaging this generation of learners to enabling language instructors to devote more classroom time to speaking and conversation. CeLTA sponsors 1-2 learning communities each semester to enhance language pedagogy. Recent topics include: Alternative Modes for Early Literacy & Language Instruction, Writing & Language Learning, and Bringing Proficiency & Assessment Together, offered in conjunction with the *Language Flagship Proficiency Initiative* (see below).

* 1. **Performance-based instruction:** CeLTA’s *Language Proficiency Flagship Initiative*, initially funded (2014-19) by the National Security Education Program, represents a national effort to change the way Americans learn languages, aiming to graduate students with superior proficiency in languages critical to US competitiveness and security. The Flagship Initiative introduced performance-based assessment practices to four of MSU’s foreign language programs, including all levels of Spanish and French, to measure learning and assess the impact of particular teaching methods. After the initial grant cycle, the program was extended internally to focus on assessment of LCTLs, including Portuguese.

Currently, MSU’s Spanish and Portuguese programs utilize diverse types of assessment, including performance-based methods. The Residential College in the Arts and Humanities also implements performance-based instruction in its semester-long program in which Graduate Language Fellows, under the guidance of Professor India Plough, mentor small cohorts of RCAH

students to complete group projects in the native language of the Graduate Fellow. Latin American languages used in this program include Spanish, Portuguese, and Haitian Kreyol.

**Resources for language teaching:** MSU’s language instructors enjoy state-of-the-art facilities in a recently completed new wing of Wells Hall, which offers tech-enhanced classrooms and language laboratory spaces. CeLTA’s *Language Learning Laboratory* is equipped with laptops, webcams, headphones, and digital microphones to enable students to interact with streaming media and internet applications and to implement computerized proficiency testing and assignment management. The lab also boasts foreign language satellite television service with recording capability, a professional-grade audiovisual recording studio, and a software application development studio. Staff at the Language Learning Laboratory provide regular workshops for language instructors to expand their capacity to use new forms of technology and innovative techniques to advance language learning and assessment.

**Proficiency requirements:** OPI certification examinations are available to students, and five faculty in Spanish are certified to administer them. The 100-200 program sequences in both Spanish and Portuguese have a target of Intermediate-Mid proficiency for students completing the sequence. Target proficiency for third year coursework is Intermediate-High, and the target for year four is Advanced-Low. RCAH measures proficiency for its students who pursue mentored projects in a foreign language with a Graduate Language Fellow. All RCAH students assessed in Portuguese at the completion of their programs demonstrated Intermediate-High or Advanced levels of language proficiency in speaking. For proficiency targets for LCTLs, see Table B.1.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table B.1—LCTL Year-End Proficiency Goals** | | | | |
| Skill | 1st Year | 2nd Year | 3rd Year | 4th Year |
| Speaking | Int. Low | Int. Mid | Int. High | Advance Low |
| Listening | Novice High | Int. Mid | Int. High | Advance Low |
| Reading | Novice High | Int. Low | Int. High | Advance Low |
| Writing | Novice High | Int. Low | Int. Mid | Int. High |

Oral proficiency, which is required in some MSU programs (e.g., Global Studies, RCAH, Teacher Education), is determined by performance in speaking the language, not the highest level language course completed. Available proficiency tests include the Simulated Oral Proficiency Interview (SOPI) and the ACTFL Oral Proficiency Interview (OPI), which both test speaking proficiency. The SOPI is only administered as an institutional test for Global Studies and RCAH, and other programs by request. Students who want to become teachers of a world language are required by the Michigan Department of Education to take the ACTFL Oral Proficiency Interview.

# QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

* 1. **Quality, extent and variety of course offerings:** In 2020-21, MSU offered 532 non-language courses with at least 25% Latin American content in more than 73 disciplines, departments and programs, and nine professional schools (See Appendix 1). These include offerings in diverse fields ranging from art to agriculture, from anthropology to health sciences, from natural resource management to business. Among these courses, those taught at the 400-level and above may be taken for credit by graduate students.

|  |  |  |
| --- | --- | --- |
| **Table C.1--Professional School Offerings** | | |
| **Professional School** | **# Courses** | **# Enrolled** |
| JRN/Comm Arts | 22 | 472 |
| College of Education | 18 | 973 |
| College of Engineering | 6 | 38 |
| College of Human Medicine | 21 | 325 |
| College of Osteopathic Medicine | 11 | 343 |
| College of Law | 54 | 508 |
| Business | 21 | 1092 |
| Social Work | 2 | 15 |

**Professional schools:** Many of MSU’s professional schools offer courses and academic programs with a Latin America focus. MSU’s Department of Teacher Education (TE) in the College of Education, the top-ranked

program nationally for 27 years running, has demonstrated its commitment to globalizing education by creating a Global Educator Cohort Program (GECP), a first-of-its-kind minor that prepares TE majors to integrate international content into all elementary majors as well as secondary biology, history, social studies, and Spanish. GECP requires three globally oriented foundation courses that include Latin American content, an international experience satisfied

through study abroad, and a year-long internship during the 4th year with a K-12 mentor teacher committed to internationalizing their classroom. Many students complete the internship at Lewton Elementary School, a local Spanish immersion school.

The College of Engineering offers an interdisciplinary Community-Engaged Design program in which first-year engineering students partner with students from the Residential College in the Arts and Humanities to study transcultural engagement and design principles and then work with a Costa Rican community to design and implement a project. To accomplish this objective, students work both virtually and in person via an embedded study abroad program in Costa Rica.

MSU’s medical schools offer scaffolded learning opportunities abroad that enable students to develop and deepen their knowledge of Latin America and the Caribbean as they progress through their degree programs. The College of Human Medicine offers an introductory program 8-week in Costa Rica on global health issues, followed by a second program in Costa Rica, Ecuador, or Peru and more advanced courses in Cuba or Peru. In the College of Osteopathic Medicine, first-year students pursue 2-week experiences in Guatemala, Mexico, or the Dominican Republic; 2nd-year students participate in 3-week programs in Peru and Cuba on the public health system of the host country; and fourth-year students complete clerkships in either Cuba or Peru, working in hospitals and clinics under the direction of Cuban or Peruvian medical professionals. The College of Veterinary Medicine also offers a study abroad experience in Mexico for third- and fourth-year students, who collaborate with veterinarians to provide veterinary care in underserved rural communities.

Additionally, the MSU School of Law’s Global Food Law Program provides a series of specialized courses in laws that apply to Latin American food production and distribution, and the Broad College of Business offers courses on business ethics in Latin America.

**C.1.b & C.2 Quality, extent of course offerings and depth of specialized coverage:** MSU has great breadth and depth in Latin American and Caribbean Studies in the disciplines of History, Anthropology, Cultural Studies, Political Science, and Economics, as well as the interdisciplinary fields of Sustainability Studies, African Diaspora Studies, Indigenous Studies, and Gender and Sexuality. Ten historians of Latin America or the Caribbean teach more than 20 courses on the region. Across the College of Social Science and James Madison College, MSU’s public affairs residential college, seven political scientists pursue research and teaching focused on Latin America, while nine additional political scientists incorporate significant LAC content into their international comparative courses in International Relations or Comparative Politics. Among them, they offer 27 courses with LAC content. Thirteen anthropologists in the College of Social Science or James Madison College teach 19 courses that extend from Latin American prehistory to a range of contemporary issues in the region. Nineteen economists who conduct research on Latin America offer 28 courses across the departments of Economics, Community Sustainability, and Agricultural, Food and Resource Economics.

Reflecting its legacy as a land-grant institution, MSU is a powerhouse in the interdisciplinary field of sustainability studies, where issues involving climate change, energy transformations, and food and water security intersect. More than 50 faculty from the colleges of Agriculture and Natural Resources, Social Science, Engineering, Natural Science, James Madison, and Lyman Briggs (residential college in the natural sciences) conduct research and teach on sustainability issues in Latin America across more than 130 courses and two interdisciplinary

degree options, a major in Environmental Science and Policy and a specialization in Gender, Justice, and Environmental Change.

MSU also has deep institutional strength in African Diaspora Studies across the hemisphere, with 19 faculty pursuing research with Black communities in LAC. MSU’s African Diaspora Research Project, African Atlantic Research Team, and interdisciplinary program in African American and African Studies (AAAS) paved the way for the creation of a new Department of African American and African Studies in 2019. With a new Chair and 7 new faculty, AAAS is now building new curricula and degree programs based on MSU’s strong foundation of Black feminist scholarship across the Americas, with a mission of engaging local, regional, national, and diasporic communities to explore conditions of Blackness and cultivate radical imagination. Collectively, the 19 faculty whose scholarship focuses on Afro-descendant communities in LAC, seven new faculty in AAAS, and faculty in other departments whose research focuses on African diaspora communities offer more than 80 courses that advance this mission.

MSU’s American Indian and Indigenous Studies Program recently expanded its scope beyond North America to engage indigenous communities across the Americas. Eighteen MSU faculty focus on indigenous peoples in LAC from disciplines as diverse as Anthropology, Fisheries and Wildlife, Teacher Education, and Philosophy; 29 faculty focus on indigenous peoples in North America. Forty-five courses focus completely, or in part, on Indigenous peoples in Latin America on themes ranging from art and philosophy to indigenous rights law and indigenous ecologies.

More than forty CLACS faculty pursue feminist research and teaching on gender and sexualities in Latin America and the Caribbean via disciplinary courses in fields ranging from

Spanish literature to History to Forestry. These courses contribute to one interdisciplinary gender- and sexuality-focused UG major, two UG minors, and three graduate specializations.

**C.3. Teaching faculty availability:** CLACS counts on 128 core faculty members and 81 affiliated faculty to offer courses with Latin America content and supervise student research (see Table E.1.). Although the greatest number of courses with 100% Latin America content are offered in the colleges of Arts and Letters and Social Science, courses that present Latin America content in comparative international context are distributed across 16 colleges.

**Training for instructional assistants:** MSU’s Graduate School offers intensive training for new Teaching Assistants each August, with follow-up workshops scheduled regularly throughout the academic year for all graduate teaching assistants. These events introduce TAs to the educational design process (establishing learning objectives, assessing learning outcomes, and engaging students), university policies, problem solving strategies, and resources to address mental health and safety issues. MSU also offers a Certification in College Teaching Program, based on coursework related to higher education pedagogy, and the Graduate School works with multiple colleges to offer year-long fellowship programs that create communities of practice on teaching. **C.4b. Interdisciplinary Courses:** To fulfill general education requirements, undergraduate students must take two interdisciplinary courses in the Arts and Humanities and two in Social Science. Several of these courses have 100% Latin America content: ISS 330C Latin America: Social Science Perspectives; IAH 203 Latin America and the World; IAH 207 Literatures, Cultures, Identities: Modern Mexican Traditions and Identities; IAH 208 Music, Society and the State in Latin America and the Caribbean; IAH 211C Area Studies and Multicultural Civilizations: Latin American Nationalisms and Globalization; and IAH 241F Traditions in World Art: Latin America. These courses often draw students into Latin American studies, but they also impact

large numbers of students who would not otherwise take courses on Latin America. For example, IAH 203 enrolls 150-375 students per term, while ISS 330C enrolls 200 students on average each semester. Additional interdisciplinary courses that fulfill this requirement incorporate Latin American case studies in comparison with case studies from other world regions. The Global Studies in Arts and Humanities major in the College of Arts and Letters also offers interdisciplinary courses that incorporate Latin American content in comparative perspective, while James Madison College offers a large number of comparative international courses that integrate social science disciplines.

# QUALITY OF CURRICULUM DESIGN

* 1. **Undergraduate degree programs:** An interdisciplinary undergraduate major in Global and International Studies with a Latin America track (GLIS-LA) is available to students who want to make the study of Latin America their primary focus. In addition, MSU offers a transcriptable minor in Latin American and Caribbean Studies at the undergraduate level, which students can combine with any disciplinary major. On average, 20 undergraduate students complete the major or minor in Latin American and Caribbean Studies annually. Students have used the Latin American and Caribbean Studies minor to enrich a variety of majors: history, advertising, animal science, international relations, communications, social work, and Spanish.

Additional Latin America-focused programs offering 50-100% Latin American content are available within disciplinary majors: a BA in Spanish with a cognate in Latin American and Caribbean Studies; a minor in Spanish; a minor in Portuguese; and a Spanish Secondary Education Teaching Minor. Interdisciplinary programs that offer 50-100% Latin American content include Global Studies in the Arts and Humanities, African American and African Studies, and American Indian and Indigenous Studies.

Typically, undergraduates combine majors and minors to customize their training and credentials to reflect their particular interests. They develop unique and sophisticated trajectories that layer high-quality study abroad, internship, or other experiential learning programs to complement their intersecting majors and minors. For example, recent graduate Katie Harger double majored in Spanish and Global Studies in the Arts & Humanities, with a LACS minor. She pursued advanced coursework in Spanish at the Universidad San Francisco de Quito to increase her language proficiency and provide cultural content to enhance her success as a future Spanish teacher. Victoria Kulesza majored in International Relations and Spanish, with minors in Peace and Justice Studies and Latin American and Caribbean Studies. Her internship through the Virtual Student Foreign Service in the US State Department integrated these interests in a single project: working for the US Embassy in Bolivia, she researched human rights cases and compiled the data into weekly Human Rights Briefs for internal circulation at the embassy and inclusion in the Department of State’s “Human Rights in Bolivia.” Allison Trainor majored in Spanish with minors in Health Promotion and Latin American and Caribbean Studies. After pursuing a health-focused study abroad program in Latin America that integrated her three degree programs, she landed a job at a health non-profit, working with Spanish-speaking immigrant populations in New York.

**Structure of major and minors:** The GLIS-LA major provides comparative breadth via foundation courses in social science combined with in-depth knowledge in a world region. All students complete broadly focused courses with international comparative content in three different social science disciplines. In addition, the Latin America and Caribbean Studies concentration in this major requires 15 credits of 100% Latin America-focused coursework. In addition, students must demonstrate competency (placing into third-year, minimum) in Spanish or Portuguese, though GLIS-LA majors are strongly encouraged to complete language minors that

take them beyond this level. At least three credits of experiential learning are also required, and GLIS-LA majors satisfy this requirement via study abroad or international internships.

MSU’s minor in Latin American and Caribbean Studies, which is open to students in all majors across the university, requires 15 credits of coursework focused 100% on LAC. The required entrance course for the minor, History 212 National Era Latin America, provides historical context for subsequent courses. Following this introduction, students choose one additional course on Latin America from departments in Social Science (History, Geography, Economics, or Political Science) and two 100% Latin American content courses from a menu ranging from advanced Spanish and Portuguese literature offerings to Art History and Philosophy. Finally, all students complete the exit course, ANP 410 Anthropology of Latin America, which explores contemporary issues in the region, integrating their political, economic, and cultural dimensions. In the exit course, students prepare capstone projects that integrate the skills and regional expertise they have gained through coursework, study abroad, internships, and research. These projects are evaluated against a rubric of learning goals for the minor on an annual basis to assess how effectively the minor is achieving its learning objectives. This review has permitted gaps to be identified and addressed through revisions to the courses included in the minor.

* 1. **Academic and career advising for students:** MSU provides a range of career services programming to make students aware of the employment fields where language skills and international expertise are sought and prepare students to apply for jobs in these fields and areas of national need. Career Services offers opportunities for students to explore career options, learn about the skillsets sought by employers in different fields, find internships, prepare resumes, sharpen interview skills, and connect with alumni mentors in their fields of interest. MSU’s Career Services network also organizes an annual series of panels featuring domestic and international

organizations and enterprises that employ graduates with international and area studies expertise as well as a bi-annual weeklong “Careers in Languages” event. MSU, recognized as a top producer of Peace Corps volunteers, also offers a Peace Corps Prep program to prepare students for entry into the Peace Corps. ISP Area Studies Centers propose to augment these offerings with semi- annual events featuring panels of employers from agencies, organizations, and businesses that recruit graduates with foreign language skills and international expertise. CLACS will sponsor participation by organizations focused on Latin America. To coordinate and institutionalize these activities, ISP has committed to appointing an individual to oversee career preparation planning and events. Additionally, CLACS organizes an annual workshop to help LAC majors and minors articulate in their resumes the specific skills and expertise they have developed via their LACS courses, study abroad, internships, and research.

* 1. **Study abroad and research abroad:** MSU has consistently been a national leader in study abroad participation among public universities. Latin American programs are second in enrollment only to programs in Europe. Typically, 600 MSU students per year enroll in study abroad in Latin America; they account for about 19% of MSU’s study abroad participants, slightly above the national average of 16%. Among CLACS majors and minors, 91% have participated in at least one study abroad program, 12.5% in two, and 9% in three programs. Pre-pandemic, MSU sent an average of 600 students to 20 countries to participate in 63 study abroad or internship programs in Latin America and the Caribbean and 19 additional opportunities to Spain or Portugal—one of the largest offerings by a single campus in the US. As Appendix 1 shows, these experiential learning opportunities, offered by 14 different colleges, address diverse themes, from the arts to politics, economic development, medicine, and zoology. They include both direct-enroll and MSU faculty- led programs, third-party service providers, and short-term service learning, as well as long-term

community-engagement programs. Some programs require prior language fluency, while others incorporate intensive language training.

MSU’s diverse study abroad options have been designed to enable students across a wide range of majors and economic circumstances to immerse themselves in a Latin American context. To support student participation in Study Abroad, MSU awards over 400 scholarships per year from endowments totaling more than $4.5 million, including an endowment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Table D.1–MSU Students Enrolled in LAC Study Abroad Internships or Programs** | | | | | |
|  | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** |
| Argentina | 12 | 19 | 63 | - | - |
| Bahamas |  | 4 | 6 | - | - |
| Belize | 61 | 41 | 45 | 58 | - |
| Brazil | 2 |  | - | 14 | - |
| Chile |  | 2 | 2 |  | - |
| Costa Rica | 37 | 12 | 61 | 51 | 5 |
| Cuba | 64 | 47 | 60 | 17 | - |
| Dominican Republic | 15 | 35 | 41 | 51 | 5 |
| Ecuador | 16 | 36 | 12 | 5 | - |
| Guatemala | 9 | 7 | 12 | 23 | - |
| Haiti |  |  | 1 |  |  |
| Mexico | 176 | 172 | 192 | 158 | 16 |
| Nicaragua |  | 19 | - |  | - |
| Panama |  |  | - | 1 | - |
| Peru | 33 | 50 | 42 | 4 | - |
| Spain & Portugal | 140 | 168 | 144 | 98 | 1 |
| St. Vincent | - | - | - | 10 | - |
| Multiple Countries | 22 | 29 | 5 | 42 | - |
| ***Total*** | ***587*** | ***641*** | **686** | **532** | **27** |

dedicated to supporting first generation college student participation in study abroad.

**Research:** MSU currently offers two study abroad research opportunities for undergraduates in Latin America: the Maya Culture History Field School in Belize provides five weeks of supervised research in a bioarcheological project in which students learn excavation, mapping, and data analysis skills; the Marine Biology program in the Bahamas provides parallel training in marine research. We have prioritized the expansion and diversification of research opportunities for undergraduate students majoring or minoring in Latin American and Caribbean Studies and request funds to develop a structured program of preparation and mentored research.

**Access to non-MSU programs:** In addition to promoting MSU study abroad experiences, CLACS advises students about FLAS-eligible summer programs and study abroad programs offered by

other institutions, promoting these through our biweekly bulletin and social media platforms. MSU’s Office of Education Abroad manages non-MSU program enrollments and credit transfers.

# QUALITY OF STAFF RESOURCES

* 1. **Qualifications of faculty/staff:** At MSU, 209 Core and Affiliated faculty, representing 53 departments across 16 different colleges, work in Latin America. They represent the humanities and social science disciplines that traditionally anchor area studies as well as STEM and

|  |  |  |
| --- | --- | --- |
| **Table E.1—LACS Faculty by College** | | |
| **College** | **Core** | **Affiliated** |
| Arts & Letters (CAL,RCAH,BAM,MUS) | 55 | 43 |
| Social Science (CSS, JMC) | 45 | 46 |
| Natural Science (CNS, LBC) | 4 | 5 |
| Agriculture & Natural Resources | 34 | 10 |
| Business | 1 | 5 |
| Communication Arts & Sciences | 8 |  |
| Education | 9 | 10 |
| Engineering | 2 | 3 |
| Health/Medicine (CVM,CHM,COM) | 8 | 12 |
| Law | 3 | 3 |
| ISP/Library/Other | 4 | 7 |

professional disciplines. The CLACS core faculty comprises 126 tenure- stream faculty and 30 fixed-term faculty, continuing appointments, or faculty specialists; among the tenure- stream faculty, 87% are tenured.

During the decade between 2010 and 2021, MSU faculty won $44,097,664 in external grants for research in Latin America; in 2020-21 LAC faculty garnered $5,017,186 in external research grants. The highest value grants were awarded by the National Science Foundation, the National Institutes of Health, the US Agency for International Development, the USDA-FAS, and NASA. The Center's core faculty includes 1 Nobel laureate, 1 member of the National Academy of Sciences, 2 members of White House-appointed advisory boards, 1 MSU Foundation Professor, 2 Hannah Distinguished Professors, and 2 University Distinguished Professors. Over the last 5 years, CLACS faculty received 18 awards from disciplinary professional societies, 3 book awards, 8 awards for articles, 24 teaching awards, 13 film awards, and 2 Grammy nominations. They published 751 peer-reviewed journal articles and book chapters and 29 books, and they were awarded nine patents.

As a land grant institution, MSU has long been recognized as a national and international leader in sustainability fields that focus on the interplay of social and ecological systems, a thematic area that requires interdisciplinary collaborations among agricultural, natural resource, and social scientists. Dr. Emilio Moran, Hannah Distinguished Professor and National Academy of Sciences member, exemplifies this leadership. A social scientist with decades of experience in Brazil, in the last five years Dr. Moran has led interdisciplinary teams that include geographers, economists, hydrologists, wildlife ecologists, engineers, and journalism faculty from MSU as well as partners from top Brazilian institutions to study food, energy, and water challenges in the Brazilian Amazon. Funded by NSF grants totaling $5.8 million and a $1.6 million grant from the Belmont Forum, these projects have also supported graduate students and postdocs (see Table A.2). Beyond Brazil, CLACS faculty conduct externally funded research on resource governance and livelihoods issues from Mexico to Chile. MSU’s leadership in food and agricultural research is also reflected in its Feed the Future Innovation Lab for legumes, a project funded continuously since 1980 by the US Agency for International Development that works with Latin American partners to enhance food security in Guatemala, Honduras, and Haiti.

MSU’s strength in African diaspora studies extends from research on the Atlantic slave trade to contemporary Black activism across Latin America and the Caribbean. Historian Walter Hawthorne has won grant awards totaling $4.17 million from NEH and the Mellon Foundation to create an online data hub that offers new digital tools and analytical approaches to facilitate study of the Atlantic slave trade and the individual histories of enslaved Africans by both scholars and the public, while his colleague David Wheat has won two major awards for his 2016 book *Atlantic Africa and the Spanish Caribbean*, *1570-1640* (UNC Press). The recent hire of Hannah Distinguished Professor Darlene Clark Hine reinforces MSU’s excellence in Caribbean history.

Faculty from literary and cultural studies like Leonora Paula pursue research on Afro-Brazilian feminist’s efforts to open political spaces in contemporary Brazil, while her colleague Yomaira Figueroa was recently awarded a $2 million Mellon Foundation grant to launch the Diaspora Solidarities Lab (DSL), a Black feminist digital humanities lab with a commitment to transformative justice. Engaging partners from across the US and the Caribbean, the DSL will support storytelling and community engagement through digital archives, museum and gallery exhibitions, community workshops, and course modules, as well as a new hire.

Similarly, MSU’s expertise in Indigenous Studies spans from archeological and bioarchaeological research on the ancient peoples of Central and South America to the study of colonial texts to the work of anthropologists, philosophers, natural resource scientists, and Teacher Education faculty who focus on contemporary decolonial struggles by indigenous peoples to control both the physical spaces required for livelihood—lands, territories, and resources—and the epistemological spaces required to sustain communities and cosmovisions.

Additionally, more than 40 core faculty members pursue research on gender and sexualities across a wide range of disciplines and across all of our other thematic strengths. Many CLACS faculty who study contemporary Black and Indigenous struggles approach these themes via decolonial feminist theory, and faculty who focus on natural resource governance or agricultural decision making explore the gendered dimensions of these processes. CLACS collaborates often with MSU’s Center for Gender in Global Context to advance conversations among feminist scholars working on a broad range of issues across the Americas.

MSU’s professional schools are also deeply engaged in Latin America. Our Department of Teacher Education (TE), whose programs have been ranked number one in the US for 27 consecutive years by US News and World Report, includes five faculty whose research engages

Latin America. Six faculty members in other departments within the College of Education also engage Latin America in their scholarship and teaching. The international reputation of MSU’s top-ranked TE program has attracted attention from education ministries in Latin American countries; recently, CLACS collaborated with the College of Education to win a Fulbright award to support programming that enhanced the teaching capacity of K-12 teachers in Argentina.

In addition to the programming in Latin America offered by MSU’s medical schools and the law school detailed in section C.1., other professional schools with deep engagements in LAC include the College of Communication Arts and Sciences, home to seven faculty with expertise in Latin America, including three in the School of Journalism. Environmental Journalism Professor Bruno Takahashi and colleagues have won US State Department grants to build capacity in investigative environmental reporting in Chile and Ecuador and NSF grants to study post-hurricane communications in the Caribbean. Journalism professor Rachel Mourao has extended her research on news coverage of social movements in Brazil to collaborate on an NSF-funded study of information ecosystems in Amazonian communities.

**Professional development:** MSU offers a broad range of professional development support for faculty and staff. MSU's Academic Advancement Network, based in the Provost’s Office, serves academics of every rank, appointment type, and career stage. Its programs support leadership training, develop robust communities of practice to support teaching excellence, and help faculty build and sustain impactful research trajectories. The Office of the Vice President for Research and Graduate Studies supports faculty scholarship and grant proposal development with bridge funding grants of $25,000 in the social, natural, and agricultural/environmental sciences; seed grants of up to $400,000 to support new interdisciplinary research initiatives; $25,000 grants to support individual research and creative projects by faculty in the arts, humanities, and social

sciences; and $100,000 grants to support the projects of faculty teams in the humanities. Two university-wide programs, the Lilly Fellows Program and the Adams Academy, support teaching excellence through mentorship and engagement on teaching and learning during a fellowship year. In support of international work specifically, the ISP Dean’s Special Foreign Travel Fund supports faculty travel to international conferences, and CLACS awards $25,000 in Strategic Partnership Grants annually to support the development of collaborative faculty research projects

with colleagues at Latin American institutions.

**Teaching and advising:** Under MSU's undergraduate academic advising model, a professional advisor guides students enrolled in the GLIS-Latin America major or the LACS minor through university, college, and program requirements, while CLACS staff and core faculty advise our majors and minors concerning substantive topics, study abroad, internships, and research in Latin America, including directing them to funding available to support these activities. The Provost’s Undergraduate Research Initiative provides funds to support the integration of undergraduates into faculty research, and many CLACS faculty mentor students through this program.

In particular, MSU’s three residential colleges, the home colleges of many CLACS minors, offer intensive advising, mentoring, and research opportunities for undergraduates: the Residential College in the Arts and Humanities (RCAH) pursues community engaged arts and humanities, James Madison College offers public affairs majors anchored in social science disciplines, and Lyman Briggs College focuses on the natural sciences. All three have a strong international focus and robust study abroad offerings in Latin America. Their faculty who work in Latin America are leaders in integrating undergraduates into research and engagement in the region.

* 1. **Center staffing & oversight:** CLACS is housed in MSU’s International Studies and Programs, a stand-alone unit with its own building managed by its own Dean and Associate

Provost, who reports directly to the Provost. The ISP Dean's Office includes an Associate Dean for Research and Strategic Partnerships and an Associate Dean for Academic Programs as well as two Assistant Deans. This team oversees international programming carried out by five area studies centers, two thematic centers, the Office for Education Abroad, the Office for International Students and Scholars, and the Visiting International Professionals Program.

CLACS has an in-house staff of eight. The 75%-time director, Laurie Medina, recently served a 2-year term as Chair of the Center Directors Section of LASA. The 100%-time associate director, Emily Holley, is an elected member of the Executive Council of CLASP and a member of its Publications and Research Committee, as well as a current member of the Executive Board for the LASA Center Directors Section. CLACS also employs a 100%-time Office Manager/Fiscal Officer, a half-time Communications Coordinator, a half-time Outreach and Events Coordinator and Undergraduate Advising Liaison, and two part-time student program assistants. Additionally, MSU employs a 100%-time bibliographer for Latin America, Spain and Portugal. CLACS is also supported by centralized ISP units that provide service across centers, including Advancement, Communications, Human Resources, and Global Ideas (grant proposal support).

**Involvement of faculty from diverse disciplines in oversight:** CLACS is subject to five levels of oversight. (1) Core Staff meet weekly to confer on upcoming activities, analyze outcomes of completed activities, and act upon lessons learned. (2) The CLACS Advisory Committee meets at least once each semester. CLACS’ bylaws require that this committee always includes faculty representing the Colleges of Arts and Letters, Social Sciences, Agriculture and Natural Resources, and the professional schools, in addition to three at-large representatives. The Latin American Librarian has regularly served on the Advisory Committee as an at-large representative. The Advisory Committee provides advice and feedback to the director regarding Center plans and

priorities and insists upon accountability. (3) The core faculty meet annually to receive updates and exercise voice in center planning. (4) Annually, the ISP Dean evaluates the performance of all area studies centers in relation to center, ISP, and university strategic plans. (5) Comprehensive reviews of centers’ performance and leadership are conducted every 5 years, led by the ISP Dean’s Office. These elicit feedback from faculty, administrators, and students from across campus, as well as analysis by expert external reviewers.

**E.3 Nondiscrimination and broader representation:** MSU and CLACS are committed to diversity, equity, and inclusion. MSU's Office of the President houses a Senior Advisor for Diversity, who directs the Office for Inclusion and Intercultural Initiatives with a full-time staff of eight. Each MSU college also appoints its own Diversity and Inclusion Officer, who reports to the presidential-level office. Together, these professionals monitor and enforce institutional equity in the areas of recruitment, hiring, and bias incident reporting. They also award grants to fund activities that advance diversity, equity, and inclusivity; sponsor an awards program for units that excel in these efforts; convene an annual Best Practices Summit; and advise the President’s Advisory Committee on Disability Issues.

CLACS itself has recruited an extremely diverse staff: 80% of its professional staff are women; 60% of the professional staff belong to underrepresented minorities. Our private and public spaces are fully accessible to the differentially abled, and our staff are fully trained and sensitive to the needs of MSU’s diverse population (See also G.3).

# STRENGTH OF LIBRARY

MSU Libraries (MSUL) is a distinguished national learning resource and information repository offering cutting-edge services and facilities, including a brand new state-of-the-art

Digital Scholarship Lab with a 360-degree immersive visualization room (the first in a US academic library), a virtual reality room, and a dedicated space for digitization projects.

* 1. **Library holdings:** The MSUL catalog contains more than 8.7 million unique titles, including over 2.5 million electronic books and journals and 966,577 maps, government documents, and sound recordings. With the donation of the Rovi Media collection, the catalog contains more than 700,000 music CDs and other sound recordings, more than 160,000 DVDs, and over 17,000 video games, making it one of the largest publicly accessible media collections in the world. FY2020 counts show 3,626,261 full-text article retrievals from MSUL databases.

The Latin American and Caribbean studies collection numbers in the hundreds of thousands of print and electronic volumes. Spanish language resources alone total 226,834 volumes (144,744 in print) and there are 37,789 volumes in Portuguese (27,395 in print). MSUL offers dozens of major digital resources specific to the field in addition to content found in aggregated periodical and e-book bundles. MSUL Special Collections is home to the largest and most comprehensive collection of comics in the world, consulted regularly by national and international popular culture researchers. The collection includes 2,268 different comic art titles from Latin American countries representing an estimated 5,000 comic books. Mary Jo Zeter, Latin American and Caribbean studies bibliographer emerita, developed niche collections of small and alternative press publications such as handmade “*cartonera*” books, Cuba’s *Ediciones Vigía*, works from Mexico’s *Taller Leñateros*, and Brazilian “*literatura de cordel*.”

The Map Library holds more than 5,000 maps of the region and licensed digital maps of Brazil, Cuba, Nicaragua, and Santiago, Chile. A full-time GIS librarian offers support for learning and using GIS and can advise on finding geospatial datasets, cleaning data, and choosing software or an appropriate platform for projects. A robust collection of international intergovernmental

organization resources, including publications of the OAS, the UN and its related agencies, and those of the world and regional development banks, is another library strength. Researchers have a wealth of statistical information at their disposal, such as numeric data files issued by the World Bank, OECD, and others.

**Institutional financial and staff support:** Library support for acquisitions totaled an estimated

$361,366 in FY 2021. (Baseline allocations totaled $197,000, with an estimated $164,366 for major digital resources *specific to Latin American studies* charged to central funds.) The LAC bibliographer works regularly with more than a dozen book dealers based in the region and with print and digital resource vendors in the US, Portugal, and Spain. The LAC collections work is supported by acquisitions and cataloging staff competent in Spanish, Portuguese, and French. During the past grant cycle, the LAC bibliographer emerita was active in the Seminar on the Acquisition of Latin American Library Materials (SALALM), serving as Chair of the Dan C. Hazen Fellowship review group. She was elected to the SALALM Executive Board and served as co-editor of the SALALM Newsletter. She was also an indexer for the Hispanic American Periodicals Index and has served on the advisory committee of the Latin Americanist Research Resources Project, a national initiative administered by the Center for Research Libraries consortium, and as elected member and Chair of the CLACS Advisory Council for multiple terms. Following Ms. Zeter’s retirement during summer 2021, Terrie Wilson was appointed as Interim Latin American Studies librarian, and a search is currently underway for a new Latin America librarian with degrees in Library Science and Latin American Studies and the expectation of engagement and leadership in national LAC librarian partnerships.

* 1. **Cooperative arrangements:** MSU’s participation in several consortia enhances access to resources. Membership in the Center for Research Libraries, for example, provides access to its

more than 6,100 foreign newspaper titles, 38,000 foreign journals, and 800,000 foreign dissertations, as well as major international microfilm and paper collections.

**Access to external resources:** MSU faculty and students have rapid access to the collective library holdings of the BTAA, a consortium of 15 research universities in the Midwest, and the Center for Research Libraries, through its UBorrow platform. Benefits include an extended loan period of 12 weeks, with the option to renew for undergraduates as well as for faculty and graduate students. Our membership in the nationwide interlibrary borrowing program OCLC/Worldcat fills borrowing and loan requests not filled through the BTAA. Items borrowed through interlibrary loan by MSU students, faculty, and staff totaled 15,158 in FY2020.

**External access to MSUL resources:** All Michigan residents have access to the MSU Libraries’ collection through MeLCat, a statewide resource-sharing cooperative. The MelCat database allows users at Michigan public, school, and college libraries to search for materials held by MSUL and directly initiate requests for delivery to their local library. It is one of the only statewide initiatives in the US to combine the resources of a major research library with K-12 school and public libraries in a unified catalog. Items from the MSUL collection loaned to other libraries (via all platforms) totaled 40,783 in FY2020; about 40% of MSUL lending activity is to institutions outside Michigan.

# IMPACT AND EVALUATION

1. **1a. Program impact:** The impact of CLACS academic programming is felt across campus, while CLACS’ outreach to K-12, community college, and MSI educators, government, and business extends throughout our region and across the country. During 2020-21, 40,095 students enrolled in LAS courses with at least 25% content; 3,553 matriculated into languages; 8,180 students enrolled in 100% LAC courses. According to data collected from graduates who

completed our undergraduate major or minor during the five years preceding the pandemic, 94% were employed or pursuing graduate studies in fields that build on their training in Latin American Studies. Among them, 34% went on to graduate or professional study. All who pursued higher degrees entered fields of study related to their Latin American and Caribbean Studies degree, including programs in the social sciences and international law.

* 1. **Student placement in areas of national need:** On average, MSU graduates 20 UG students per year with degrees in Latin American and Caribbean Studies. Among these students, 34% pursue graduate or professional degrees,

**Chart G.1--UG Placement by Sector 2015-2019**

Teaching Government 13% 13%

For-profit

Corporation 7%

Graduate Study 34%

Non-profit

Sector 33%

33% are employed in the non-profit sector, 13% work in government positions, 7% work in for-profit companies, and 13% work as K-12 teachers, including teachers of Spanish.

MSU is a top producer of Peace Corps

volunteers, and a significant number of our minors and majors join the Peace Corp immediately after graduating. Ninety-four percent of LACS UG graduates report that they are working or pursuing higher degrees in fields that build on their undergraduate training in Latin American and Caribbean Studies. We will build on this strength by collaborating with other area studies centers to offer career panels to make students aware of the range of career opportunities available in areas of national need.

At the graduate level, in the past five years CLACS core faculty mentored 30 students who completed master’s theses and 101 doctoral students who completed dissertations based on research in Latin America or the Caribbean. A recent survey of alumni demonstrated that more

than 60% of these students are currently working in higher education, though 32% are working in government, non-profit, and business sectors. MSU alumni have served in prominent roles outside of academia, including as U.S. ambassadors to Venezuela, Bolivia, and the Dominican Republic; as USAID Mission Directors in Peru and Colombia; as Minister of Racial Equity in Brazil; and as Program Directors in the Inter-American Development Bank.

* 1. **Center activities address national needs and disseminate information to the public: Addressing national needs:** CLACS has contributed to the supply of specialists on Latin America and its languages, as indicated in G.2, by awarding scholarships to support internship and research experiences for undergraduate students in Latin America and working to expand curricular offerings on-campus and abroad. CLACS has supported graduate student research with endowment funds and a series of Tinker Field Research Grants. Over the last decade, these combined sources supported predissertation field research for 105 graduate students, representing 28 fields of study across 9 colleges. In recent Title VI cycles, our students have studied Haitian Kreyol, Quechua, Mixtec, Yucatec Maya, and K’iche Maya as well as Portuguese and Spanish. **Fellowships awarded will address national needs:** CLACS will award all five UG AY FLAS fellowships to support study of Latin American LCTLs designated as areas of national need. Applicants for summer FLAS fellowships and graduate academic-year FLAS awards will be weighted more heavily if the proposed language of study is a LCTL designated as a national need. High priority will also be accorded to qualified students who demonstrate financial need. **Disseminate information to the public:** Our faculty conduct policy-relevant research; as a result, they are often invited to advise US government agencies, such as the National Aeronautics and Space Administration, as well as global organizations, such as the United Nations Development Program and the Food and Agriculture Organization. To amplify the impact of our faculty's

expertise across policy and business sectors, CLACS collaborates with MSU's Institute for Public Policy and Social Research, a liaison unit for disseminating faculty research to policy makers in the public sector, and MSU’s Center for International Business Education and Research, which plays a similar role via-a-vis the private sector.

In addition, the Center regularly sponsors Latin America-focused events that are open to both the campus community and the broader public, including symposia, speakers on current events, workshops, film festivals, music series, and art exhibitions. In 2019-21, over 11,000 participants benefitted from CLACS’ outreach programs (with $86,784 expended on outreach). Online events during the pandemic expanded the reach of many of these events across the US and beyond; for example, a speaker series on inclusive Spanish drew an audience of more than 1,000 from the US, Latin America, and Europe.

* 1. **Evaluation plan:** CLACS will work with the Community Evaluation and Research Collaborative (CERC), independent evaluation consultants with decades of experience in project evaluation, to: 1) identify performance measures, data sources, and methods; design survey instruments and interview protocols; assign roles/responsibilities; and determine data collection intervals; 2) implement their respective data collection, analyses, and suggestions for areas of improvement; and 3) interpret the results of CERC’s formative and summative assessments. These assessments will document the quality, outcome, and impacts of our Title VI activities; identify needs and obstacles to be addressed for successful program implementation; and guide future programming goals, as well as ensure sustainability of Title VI programs. The summative assessment will be incorporated into the center’s larger self-study to prepare for the external review in year 4.

**Use of recent evaluations:** CLACS programming is reviewed at regular intervals, with results guiding revisions to our programs and activities. Our major and minor have well-defined learning

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| **Table I.1.– MSU CLACS Comprehensive Evaluation Plan 2022-2026** | |
| **Guiding Evaluation Questions** | |
| To what extent has CLACS expanded high-quality LAC content in MSU, Community/Tribal College/MSI, & K-  12 curriculum? | |
| To what extent has CLACS increased high-quality LCTL offerings at MSU, across the BTAA, and across the  US? | |
| To what extent has high-quality training and LAC content been expanded for K-12 pre-service and in-service  teachers? | |
| To what extent have partner MSI and Community College students accessed high-quality MSU courses,  advanced language offerings, study abroad or benefitted from outreach programming? | |
| To what extent have the general public, government agencies, and businesses benefitted from CLACS outreach  programming? | |
| **Data Collection Methods (qualitative & quantitative)** | **Proposed Data Metrics** |
| Formative assessment—Identify performance measures, data sources and methods, design survey instruments and interview protocols, assign roles/responsibilities, and set data collection intervals. CLACS Director & Associate Director will work with CERC independent evaluation consultants across all program phases: planning, implementation, completion, and reporting to:   1. Collect baseline data & identify key metrics designed to measure achievement of SMART goals/objectives 2. Engage Stakeholders and perform needs assessments: Conduct interviews with key stakeholders (e.g., faculty, students, language instructors, K-12 teachers, postsecondary faculty, MSI collaborators) 3. Gather qualitative feedback on curriculum development: UG & GR focus groups (e.g., new minors, majors, academic programs and LCTL languages) 4. Assess effectiveness of outreach programming: post- event evaluation forms to capture immediate feedback 5. Perform program adjustments based on feedback solicited and evaluation review intervals 6. Use evaluations to improve programs | Key data indicators—outcome-measure-oriented data used to determine if CLACS is producing outputs as expected, achieving desired outcomes, and generating measurable impact at local, regional, and national levels:  # of new academic programs, courses & modules created  # of enrollments in new programs, courses/modules # of new LCTLS developed; frequency and levels taught  # of FLAC courses offered and enrollments in courses # of UG & GR (including STEM & Professional School) students pursuing advanced-level languages # of UG & GR (including STEM & Professional  School) students achieving advanced-level proficiency  % of FLAS fellows, GR & UG LACS students placed in employment areas of national need  % of UG majors/minors/FLAS fellows who pursue graduate degree programs  # of faculty, teacher, student, staff participants in events  # of traditionally underrepresented students enrolled in LACS academic programs. |
| Summative assessment—Assess quality, outcomes, and impact of implemented project activities to determine the degree to which CLACS achieved its goals and objectives. The summative assessment in YR 4 will inform our  self-study, which will guide the external evaluation. Final reports and evaluation findings will be disseminated to stakeholders. Sustainability plans and future programming goals and objectives will be charted. | |

objectives and require capstone projects designed to demonstrate the degree to which students achieve these objectives. A rubric approved by MSU's Director of Assessment, Academic Program Review, and Accreditation is applied annually to evaluate a random sample of capstone projects

to determine whether students are achieving proficiency in the program's learning goals. These reviews have informed revisions to courses and program structure. The center’s strategic plan was developed in alignment with MSU, ISP, and Core Faculty priorities, and CLACS has developed new initiatives and methods of work to advance these priorities. Annual reviews of the center’s overall performance by the ISP Dean have been consistently positive, endorsing these new directions, strategies, and initiatives.

More comprehensive internal and external reviews are conducted by the ISP Dean’s Office every five years. The most recent review of the center and director elicited assessments of the center’s performance from core faculty, students, and administrators across campus via surveys, forums, and the solicitation of written comments. The results were overwhelmingly positive, recognizing the center as “highly effective in forming strategic coalitions and building partnerships to catalyze interdisciplinary research and scholarship.” The external review recommended expanding the number of endowed chairs in LACS. Since then, working with upper administration, we have hired endowed chairs in History and Geography. The review also recommended the hire of an applied linguist to coordinate the Spanish program, establish performance metrics, and articulate program levels. The Language Coordinator position in Spanish responds to this recommendation. External reviewers also recommended developing on-campus instruction in Quechua, given the extent of faculty and research and study abroad offerings in regions where Quechua is spoken; this proposal requests funds to do this.

* 1. **Equal access provisions:** CLACS ensures accessibility in its virtual spaces (website, course modules, announcements, and content of events) and in the physical spaces where its activities occur (Center office and event venues). The Center provides accommodations to enable persons with disabilities to participate in all its activities. The Center also intentionally recruits individuals

from underrepresented minority groups, focusing on institutions and programs where minority populations are concentrated; organizations, offices, and programs that serve minority populations; and sponsoring programming on themes of special interest to underrepresented minority groups. For additional details, see GEPA 427 Statement and E.3, p. 32.

# OUTREACH ACTIVITIES

* 1. **Elementary and secondary schools:** Beyond serving the MSU community, CLACS is a public resource on Latin America for K-12 educators, MSI and community college faculty and students, businesses, and government officials throughout Michigan and the Midwest, across the nation, and internationally. MSU CLACS partners with the top-ranked CoE,faculty and other MSU area studies units, and regional organizations of educators on signature outreach activities. CLACS intentionally designs our outreach programming in response to current issues and needs expressed by our area schools. For example, in response to a request from the Michigan World Language Association (MiWLA) and member teachers, CLACSs will co-host a series of summer institutes designed to assist world language educators to use culture to provide content in their target languages, including Spanish. MiWLA, an organization of over 800 world language professionals who teach at elementary, secondary, college, and university levels, delivers workshops and institutes in concert with an annual conference that represents Michigan’s largest and most comprehensive opportunity for professional development in language education. We request funds to expand beyond our previous conference workshops into formal summer institutes that will qualify for MI State Board of Education Continuing Education units.

Our high-quality programs also have national impact. For example, the center has led Fulbright-Hays Group Projects Abroad to Ecuador, Peru, Mexico, Belize, and Costa Rica, with the most recent providing language and cultural programming in Costa Rica for three MSU pre-service

teachers and 11 in-service teachers from New York to New Mexico, and Florida to Wisconsin. We plan to apply for at least one GPA during the grant cycle to capitalize on our strong partnerships in Colombia cultivated through CLACS’ participation in the Land-Grant University-Colombia Consortium, an initiative of nine US land grant universities in partnership with the US Embassy in Bogota that supports peacebuilding in Colombia through rural development and education.

Developed through a partnership among MSU area studies centers and the College of Education, the award-winning LATTICE (Linking all Types of Teachers to International, Cross- cultural Education) Program is a learning community that cultivates and supports trans-cultural teaching and learning objectives in K-12 classrooms through professional development opportunities for teachers. LATTICE offers in-service programming for teachers in monthly 4- hour sessions, each attended by approximately 50 educators from 14 mid-Michigan school districts, and MSU faculty. CLACS also collaborates with other MSU areas studies centers and their faculty to host annual Summer Institutes for K-12 teachers that integrate Latin American content into global themes. In 2021, 195 educators from 11 Mid-Michigan school districts participated in virtual LATTICE sessions that featured expert speakers and lively discussions on a range of global issues.

Teachers participating in LATTICE have requested programming to address current challenges and unmet needs around global diversity, equity, and inclusion. The Art-Based Global Education Workshop, piloted in February 2022; “Reading the World”: Children’s/Young Adult Literature-based Global Educators Workshop; and a local book club respond to urgent calls for school and districts to develop equitable and inclusive policies, curricula, and practices. These partnerships provide pedagogical tools and curricular resources to K-12 teachers from diverse school districts to apply global DEI principles to their teaching. To increase the program’s impact,

CLACS will also prepare supplemental OER materials to enable teachers who seek to form learning communities at their schools to advance through the online modules together.

Since its inception in 2008, the Community Language School (CLS) at MSU has offered language and culture programming to audiences from preschoolers to high school seniors, serving 400 students annually with a staff of 20 instructors. CLACS partners with CLS to cultivate an interest in language and diverse cultures among K-12 children. Last year, CLS offered a LAC LCTL for the first time, piloting Portuguese for elementary students.

**Postsecondary institutions:** Thirty years ago, in 1992, CLACS and other MSU area studies centers collaborated with community college partners to establish the Midwest Institute for International Intercultural Education (MIIIE), a consortium of community and tribal colleges working to internationalize instruction at member institutions. The MIIIE has since expanded to 134 member institutions across 25 states. CLACS has worked closely with MIIIE to offer summer institutes for faculty from member institutions and will continue to do so. CLACS Core Faculty regularly present at these institutes, which reach nearly 400 MIIIE faculty. Beyond this, CLACS proposes to deepen our partnerships with two nearby institutions, Lansing Community College (LCC) and Saginaw Chippewa Tribal College (SCTC), to seed new course modules with Latin American content, provide access for their students to MSU study abroad and language offerings, and build pipelines that enable students to transfer seamlessly to MSU to complete 4-year degrees in majors and minors that include LAC content.

**Business, media and general public:** Much of the research conducted by CLACS core faculty is policy-relevant, and our faculty are sought out for consultation by Michigan agencies; US government agencies including the National Aeronautics and Space Administration and the US Agency for International Development; government agencies in Latin American countries such as

Brazil, Mexico and Colombia; and global organizations such as the United Nations Development Program. To amplify the impact of our faculty's expertise, CLACS collaborates with MSU's Institute for Public Policy and Social Research, a liaison unit for disseminating MSU faculty research to policy makers in the public sector, and MSU’s CIBER, which plays a parallel role via- a-vis the private sector. We are requesting funds to collaborate with CIBER to update Latin America content for its globalEdge, a high-impact virtual resource for businesses interested in engaging markets or suppliers in Latin America.

In addition, the Center regularly sponsors Latin America-focused events that are open to both the campus community and the broader public, including symposia, speakers on current events, workshops, film festivals, music series, and art exhibitions. In 2019-21, over 11,000 participants benefitted from CLACS outreach programs. The 2020 Latinx Film Festival filled venues both on- and off-campus, and the Latin IS America music festival entertained audiences from across mid-Michigan, as it explored conversations between Latin American and US musical forms. Online events during the pandemic expanded the reach of many of our events across the US and beyond; for example, a speaker series on inclusive Spanish drew an audience of hundreds from the US, Latin America, and Europe.

CLACS also regularly collaborates with MSU’s Broad Art Museum to develop programming related to Latin America-focused exhibitions and to integrate those exhibitions into courses at MSU and in K-12 schools in the region. A 2019-20 exhibition, *The Edge of Things: Dissident Art Under Repressive Regimes* in Argentina, Brazil and Chile, was accompanied by a scholarly lecture on contemporary political violence and a poetry walk led by Chilean poet Marjorie Agosin. The exhibition attracted an audience from across southern Michigan and enriched courses in Romance and Classical Studies, History, Anthropology, Philosophy, and Art

History. A current exhibition on Frida Kahlo explores the relationship between her health challenges and her artistic production, in part through the lens of disability studies. Given Kahlo’s fame, this exhibition has drawn large numbers of visitors. Additionally, CLACS faculty have integrated the exhibition into courses on gender, health, and the body, and CLACS has collaborated to develop an outreach workshop for local teachers.

# PROGRAM PLANNING AND BUDGET

**I.1 Proposed activities and relation to NRC program goals:** CLACS will pursue four goals that closely align with NRC priorities: 1) Expand academic programs, course offerings, and co- curricular programming on Latin America and the Caribbean at MSU [AP-1]; 2) expand LCTL offerings on MSU’s campus and throughout the Big 10 Academic Alliance and pilot an innovative model for the accelerated teaching of LCTLs [FCP-2]; 3) strengthen training for K-12 pre-service and in-service teachers through collaboration with the College of Education [AP-2]; and 4) expand Latin America content in MSI and Community College courses and curricula and provide access to MSU courses and study abroad offerings to students at two nearby partner institutions [CP-1]. **Development Plan: (see Timeline, Table I.1.).**

**Goal 1: Expand academic program, course offerings, and co-curricular programming on Latin America and the Caribbean at MSU.** We propose to **support development of a new UG major and minor and a PhD program in African American and African Studies**; **develop additional Latin America content for the UG minor and graduate certificate program in American Indian and Indigenous Studies,** which recently expanded to include Latin America; **develop a new minor in Indigenous Languages of Latin America** in the Department of Linguistics; and **develop a new minor in Global Community-Engaged Engineering.** We will seed a new course in English, Afro-Brazilian Cultures of Resistance, in support of the new AAAS

programs and a new Anthropology course, Archaeology of South America, to expand AIISP programs. These courses will be at the 400-level, which may be taken for credit by both UG and GR students. CLACS will partner with African and Asian Studies to fund course module development leading to the new minor in Engineering. Additionally, we will seed three new courses in Linguistics to develop a new minor in Indigenous Languages of Latin America: one course on the structure of an indigenous language (piloted in Quechua, with other languages in subsequent years), a second course on research methods in linguistics, and a summer field research course in the target language for students to apply those methods.

CLACS will collaborate with partners from across campus to **organize a major thematically focused symposium each semester** on themes that cut across multiple Latin America-focused courses. We embed the symposia into multiple courses, including courses that focus on the selected theme in a US context that would be enriched by comparative Latin American content. Proposed themes include Afro-descendant and indigenous social movements, gender and sexuality, resource conflicts, and the impacts of climate change. CLACS will also **support a biannual Latin American film festival and Latin American art exhibitions at MSU's Broad Art Museum,** facilitate integration of these events into courses to enrich their content, and support internships that allow students to apply LAC expertise in preparing these events.

CLACS will expand opportunities for UG student research in LAC by **developing a structured program for mentored undergraduate research abroad** in years three and four. CLACS will seed the development of an independent study course by one faculty member each year to train a small cohort of students in the methods and contextual knowledge required for their integration into an on-going faculty research project during the subsequent summer, where they will be supervised by the MSU faculty member or their in-country research partners. CLACS

Endowment scholarships will defray student costs. Each research preparation course will continue to be offered in subsequent years. The Center will also **provide professional development opportunities for faculty and staff** to support their efforts to expand the curriculum, develop projects, enhance course content and pedagogy. CLACS will also **build MSU's library collection in areas of new or anticipated hires**.

**Goal 2: Expand LCTL offerings on MSU’s campus and throughout the Big 10 Academic Alliance and pilot an innovative model for the accelerated teaching of LCTLs.** CLACS will **add first and second year on-campus Quechua courses and 3rd year Haitian Kreyol.** We will **pilot a novel approach to accelerated LCTL instruction by developing and offering a course on the structure of Portuguese, followed by a course on the structure of Quechua**. Development of a **new minor in Indigenous Languages of Latin America***,* based in Linguistics, will support this approach. We will **seed a new joint position in Afro-Brazilian Studies in Portuguese and the Center for Integrative Arts and Humanities;** this hire will teach PRT and IAH courses and develop new materials, modules, and programs to expand Portuguese offerings. In collaboration with CeLTA, the LCTL Downloadable Online Open Resources Project, and the Center for Open Educational Resources in the Less Commonly Taught languages, **we will support the production of online Open Educational Resources textbooks and language learning materials for Portuguese and Quechua.** These projects do not currently have any Latin American indigenous language textbooks or resources online. Additionally, CLACS will **support the Language Proficiency Flagship Initiative by allocating funds to administer the ACTFL/ OPI exams for all FLAS AY fellows**. The Center will **collaborate with CLASP and other NRCs to support the Indigenous Languages of Latin America Workshop** at Stanford University, **funding participation by MSU indigenous LCTL instructors**.

CLACS will partner with MSU CIBER to **offer Business Portuguese**. In collaboration with CeLTA, CLACS will offer a **non-credit Portuguese language program for MSU faculty, students, and staff** interested in becoming engaged in Brazil and continue the **Community Language School Program in Portuguese for K-12 students**. We will also partner on **World Languages Fair and Global Festival events**, which draw hundreds of high school students, teachers, administrators, and parents to campus to explore opportunities available for language and international study at MSU and learn about careers open to graduates with world language and international expertise. CLACs will **target FLAS awards to LCTLs that meet national needs, seed a FLAC course in Spanish** in IAH, and seed **FLAC undergraduate mentored research projects in Spanish and Portuguese** in the Residential College in the Arts and Humanities.

**Goal 3: Strengthen training for K-12 pre-service and in-service teachers through collaboration with the College of Education.** CLACS will **expand Latin America content for pre-service teachers by enriching Teacher Education’s Global Educators Cohort Program (GECP).** The GECP minor prepares Teacher Education majors to integrate international content into their future teaching. Program requirements include a series of three globally oriented foundation courses taken in the first two years, an international experience satisfied through study abroad, and a year-long internship completed during the fourth year with a K-12 mentor teacher committed to internationalizing their classroom. GECP has partnered with a Spanish-immersion school in Lansing, Lewton School, to place students in fourth-year internships. After a recent curriculum revision, GECP faculty seek to develop a series of shorter-term clinical experiences at Lewton for first- through third-year students, supported by new foundation course modules to help students better understand the contexts that drive Latin American immigration to the US. CLACS proposes to meet this need by supporting **collaboration with faculty and administrators at**

**Lewton School to create 1st through 3rd year clinical experiences**; **development of Latin America modules focused on indigenous movements and migration in Latin America for foundation courses in the GECP minor**; and **development of a LAC focused social justice seminar for third-year GECP students** that will build on the content developed in the foundation courses and clinical experiences. **At the graduate level, CLACS will support the creation of a new course, TE 991 Decolonial, Postcolonial, and Anti-Colonial Theories in Education**, which will draw on critical theory emerging from Latin America. The graduate course will expand the perspectives of future university faculty, who will prepare the next generations of K-12 teachers.

CLACS will continue its long **collaboration with the College of Education to deliver workshops to K-12 teachers through the award-winning LATTICE program***.* LATTICE offers in-service programming for teachers in monthly 4-hour sessions, each attended by approximately 50 educators. In response to requests from LATTICE member teachers for programming to develop capacity to support global diversity, equity, and inclusion efforts, an Art- Based Global Education Workshop, related to the Kahlo exhibition at the MSU Broad Art Museum will pilot in February 2022, and CLACS will develop additional programming, including “Reading the World,” a children’s/young adult literature-based workshop in conjunction with a local book club. CLACS will partner with MSU Asian and African Studies centers to **offer summer institutes for in-service K-12 teachers who wish to expand international content in their classes.** In concert with CLASP and other NRCs, CLACS will **support the *Americas Book Awards,* the *Global Read Webinar Series*, and a soon-to-be-launched national book club** and **sponsor a *Teaching the World Consortium* booth at the annual meetings of K-12 and Community College educator organizations.**

**Goal 4: Expand LAC content in MSI/Community College courses and curricula and provide access to MSU courses and study abroad offerings to students from partner institutions.** CLACS will **collaborate with the Midwest Institute for International Intercultural Education (MIIIE),** an organization with 134 member institutions across 25 states, including 118 members eligible under Title III and Title V, **to co-organize two summer institutes annually for MSI and community college faculty** on themes that align closely with MSU’s strengths.

In addition, **CLACS will partner with two nearby institutions, Lansing Community College (LCC) and Saginaw Chippewa Tribal College (SCTC), to seed new course modules on Afro-Brazilian and Indigenous mobilization in Latin America for key courses in Cultural Anthropology, Native American Studies, and Spanish; provide access for their students to MSU study abroad and language offerings; build pipelines that enable students to transfer seamlessly to MSU to complete 4-year degrees in majors and minors that include LAC content; and support LCC and SCTC faculty travel to LASA and/or involvement with CLASP.** A formal pipeline program launched between MSU and LCC in 2021 will serve as a model for building similar opportunities with SCTC, these actions to pilot manageable, measurable, and replicable programs with these LCC and SCTC will enable expansion of this model in the future. CLACS will also fund **development of online modules on Latin America for community college courses**, to be housed with an extensive set of online modules already developed by MSU African and Asian Studies Centers. We will also fund **updates to Latin America content on MSU CIBER’s globalEDGE**, a virtual platform that serves as a teaching resource, and a resource for businesses. With millions of visitors and 27,989 business executive subscribers, globalEDGE Business Review reaches farther and has more impact and visibility than any journal in international business.

**I.2. Activities are high quality and directly related to purpose of NRC program:** The proposed activities build on the excellence of MSU’s faculty, curriculum, and language offerings in LAC, as documented in sections B, C, D, and E of the proposal. These activities directly address the purpose of the NRC program by partnering with a language resource center of excellence to 1) expand MSU’s current LAC language offerings (Spanish, Portuguese, Haitian Kreyol, and Yoruba) to include Quechua, expand availability of LAC LCTLs and employ innovative online LCTL pedagogies across the BTAA and then extend to other partners across the US; 2) develop high-quality courses to augment MSU’s current offerings of 532 LAC-content courses across 73 disciplines, including 9 professional schools; 3) build on MSU’s 52 active linkages with top- ranked LAC universities and government partners to develop new research exchange opportunities; 4) sustain and deepen CLACS’ outreach to MSIs/Community Colleges, K-12 teachers, business, government, and the general public with CoE faculty leaders from top-ranked programs and University Outreach and Engagement.

* 1. **Cost effectiveness:** CLACS collaborates with units across campus, in our region, and across the nation to deliver programming that leverages synergies, advances shared priorities, and maximizes impact while reducing cost. Many of our on-campus partnerships with MSU’s CIBE, other area studies centers, and CeLTA work on three priorities simultaneously: enriching MSU’s academic programs, expanding outreach to the public, and supporting K-16 programming on Latin America. CeLTA support also makes it possible to offer high quality LCTL instruction in indigenous languages via a cost-efficient on-demand system. Beyond our campus, our proposed activities build strategically on past investments and leverage current strengths, including decades- long collaborations with MIIIE and LATTICE and participation in the Big 10 Academic Alliance.

Nationally, we collaborate closely with CLASP and the national network of Latin America NRCs to advance shared teaching and outreach goals, building on synergies for greater impact.

* 1. **Impact on undergraduate training:** The proposed activities will enhance undergraduate expertise in Latin American Studies at MSU, via a new UG major and minor and a PhD program in African American and African Studies; a new minor in Indigenous Languages of Latin America; a new minor in Global Community-Engaged Engineering; and increased Latin America content in the UG minor and graduate certificate program in American Indian and Indigenous Studies. Our structured program for mentored undergraduate research abroad will have resulted in on-going undergraduate research in two disciplines and two countries and a model for expanding research offerings to other disciplines and countries. Such opportunities will deepen students’ language capacity, understanding of the region, and research skills to better prepare them for graduate study or employment related to Latin America and the Caribbean.

Expanded on-campus LCTL offerings will include 1st and 2nd year Quechua courses and a 3rd level of Haitian Kreyol. We will also have piloted an innovative approach to accelerated LCTL instruction and created online Open Educational Resources textbooks and language learning materials for Portuguese and Quechua. LCTL education across the US will have been strengthened by MSU collaborations with CLASP and other NRCs to support annual Indigenous Languages of Latin America Workshops.

New modules, courses, and clinical experiences in a local Spanish-immersion school will provide additional Latin America content and case studies to undergraduate and graduate students in Teacher Education, preparing them to incorporate Latin American content and pedagogies into their future teaching. Enhanced understanding of Latin American contexts will also prepare them to effectively engage immigrants from the region in their future classrooms. In-service K-12

teachers will have created new Latin American content for their courses via monthly LATTICE workshops, annual summer institutes, and participation in book clubs at local and national scales. MSI and Community College courses and curricula will have expanded Latin America content, offering their students important comparative perspectives to enrich their understanding of the global context in which we live and open new options for further study. Students at a nearby Community College and Tribal College will be able to build on this content by accessing MSU language courses and study abroad offerings; many of them will transfer to MSU to pursue 4-year

degree program that include Latin American content.

# DEGREE TO WHICH PRIORITIES ARE SERVED

MSU CLACS' proposed programming fully addresses all priorities, both absolute and competitive.

* 1. **Competitive Priority #1: Collaboration with community colleges and MSIs:** CLACS will collaborate with MIIIE to engage community college and MSI faculty via eight summer institutes. The Center’s long relationship with MIIIE (underrepresented minority students comprise about 37% of enrollment at MIIIE member colleges), will facilitate the infusion of resources and information on Latin America for community college and MSI faculty and administrators. In addition, CLACS will work intensively with Lansing Community College and Saginaw Chippewa Tribal College to expand Latin America content that is relevant to their curriculum, provide access to MSU courses and study abroad programs, and create pipelines for students to complete 4-year degrees at MSU in programs with LAC content. Collaborations with MSU’s CIBER will also infuse business education at the community college level with Latin American content.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table I.1.– MSU CLACS Timeline** | | | | |
| **Activity** | **Yr 1** | **Yr 2** | **Yr 3** | **Yr 4** |
| **Goal 1–Expand and enhance Non-Language LAC academic programs, course offerings, & co-curricular programming on Latin America/Caribbean at MSU** | | | | |
| Create new UG minor in Linguistics: Indigenous Languages of Latin America |  | Create 2 courses: Structure of Quechua &  Research Methods | Teach Structure of Quechua\*, Res Methods\*;  Run summer field course\* | UG minor approved |
| Create new UG minor in Engineering: Global Community- Engaged Engineering | Create new module | Teach module 1; create new module | Create new course module; teach module 2\*; new minor approved | Teach module 3\* |
| Create new UG major and minor, new PhD in African American & African Studies | UG major and minor, PhD in AAAS approved | Create new course: Afro- Brazilian Cultures of Resistance | Teach Afro- Brazilian Cultures\*; create new modules | Teach new modules\*; create additional course modules |
| Expand Lat Am content for UG minor/GR certificate in American Indian & Indigenous Studies | Create new course: Arch of S America | Teach Arch of S America\*;  create new module | Teach module 1\* create new course module | Teach Arch of S America & module 2\* |
| UG Mentored Research Abroad |  | Create HST research prep course | Teach HST research prep course; HST student summer research; create  CCP research prep course | Teach research prep courses (CCP, HST)\*;  Student summer research (CCP, HST)\* |
| Co-curricular Symposia | 2 delivered | 2 delivered | 2 delivered | 2 delivered |
| Co-curricular Symposia, Global Law |  | X |  | X |
| Career Development Events | 2 delivered | 2 delivered | 2 delivered | 2 delivered |
| **Goal 2–Expand LCTL offerings & innovative instruction at MSU and across BTAA; produce OER course textbooks to be available across US** | | | | |
| Indigenous Language Development, Instruction and Administration: Quechua I & II | Develop Quechua I | Teach Quechua I; develop Quechua II | Teach Quechua I & II at MSU\*; [teach Struct. of Quechua; goal 1] | Teach Quechua I & II on BTAA CourseShare\* |
| LCTL Language Development, Instruction and Administration: Haitian Kreyol III Advanced | Develop Haitian Kreyol III | Teach Haitian Kreyol III at MSU\* | Teach Haitian Kreyol III at BTAA  CourseShare\* | Teach Haitian Kreyol III at MSU |
| Training for LCTL Instructors | X | X | X | X |
| Hire new faculty to teach Luso- Brazilian Studies, PRT/IAH | Hire faculty member | X | X | X |
| PRT Summer Immersive Institute |  | X |  | X |
| Develop & teach Business PRT | X |  | X |  |
| Non-credit PRT for MSU faculty/ students w/interest in Brazil | X | X | X | X |
| Teach PRT in CeLTA Community Language School for Youth | Elementary level | Secondary level | Elementary level | Secondary level |
| Create OER textbooks through Latin American LCTL Partnership | Create and upload PRT 150 Textbook | Create and upload PRT 250  Textbook | Create and upload Quechua  I Textbook | Create and upload Quechua  II Textbook |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Offer FLAC LCTLs in RCAH | Haitian Kreyol | PRT | Quechua | Quechua |
| *Taller de Lenguas Indígenas de América Latina*, with LAC NRC collaborating institutions | X | X | X | X |
| World Languages Day | X | X | X | X |
| **Goal 3 – Strengthen training for K-12 pre-service and in-service teachers** | | | | |
| Develop Latin America content for GECP/TE Curriculum (also Goal 1) | Create new modules for GECP  Foundation Courses | Teach new modules\*; create new grad seminar | Teach new grad seminar\*; create  new 3rd year GECP course | Teach new 3rd year course\* |
| Create short-term clinical experiences for 1st-3rd year GECP students at Lewton Spanish Immersion School | Plan 1st year experience with Lewton teachers/admin | Pilot 1st year experiences\*; design 2nd year experiences | Pilot 2nd year experiences\*; design 3rd year experiences | Pilot 3rd year experiences\* |
| Global DEI Institute for pre- & in- service teachers at MSU Art Museum | X | X | X | X |
| Global DEI Institute on Children & Young Adult Literature | X | X | X | X |
| Prof Development Workshops (w/ CoE, ASN, ASC, LATTICE) &  Global Reads Book Club | 4/yr | 4 per yr | 4 per yr | 4 per yr |
| Summer Institutes for Visual, Communication/Performing Arts | Graphic Novels & Comics | Street Art/Graffiti | Theater & Dance | Music, Folklore & Storytelling |
| Summer Institutes for World Language Teachers (MIWLA) | 1 per yr | 1 per yr | 1 per yr | 1 per yr |
| Participating w/other national NRCs in Teaching the World Consortium | X | X | X | X |
| Collaborate w/ CLASP on Americas Book Awards; Co-sponsor w/other NRCs the Global Read Webinar  Series and national book club | X | X | X | X |
| **Goal 4 –Expand Latin America content in MSI and Community College courses and curricula and provide access to MSU courses and study abroad offerings to students at two partner institutions (LCC, SCTC)** | | | | |
| Expand Lat Am content in courses at Saginaw Chippewa Tribal College and Lansing Community College; provide access to MSU courses/study abroad for SCTC and LCC students; build pipelines for transfer to MSU | Planning workshops with LCC/SCTC  faculty/admin; create new LCC course module(s) | Teach new LCC module(s)\*; train LCC advisors; create new SCTC module(s) | Teach new SCTC  module(s)\*; design MSU- SCTC pipeline agreement; train SCTC advisors | Events w/LCC & SCTC students, faculty, admin to assess progress, identify obstacles, chart  next steps |
| MIIIE Community College & MSI Summer Institutes | 2/yr | 2/yr | 2/yr | 2/yr |
| Develop online modules for community college courses | 2/yr | 2/yr | 3/yr | 3/yr |
| **OUTREACH (events not included in Goals 3 & 4)** | | | | |
| Update MSU CIBER’s GlobalEDGE | X | X | X | X |
| General Public Outreach |  | Film Festival | Art Exhibition | Film Festival |
| **EVALUATION & ASSESSMENT** | | | | |
| MSU CERC Evaluator | X | X | X | X |
| FLAS Student ACTFL/OPI Testing | 7/yr | 7/yr | 7/yr | 7/yr |
| Self-Assess & Internal Evaluation |  |  | X |  |
| External Reviewer |  |  |  | X |
| An \* indicates that the course/module continues to be offered with non-Title VI funds. | | | | |