Individuals using assistive technology may not be able to fully access the information contained in this file.

For assistance, please send an e-mail to: [NRC-FLAS@ed.gov](mailto:NRC-FLAS@ed.gov) and include “508 Accommodation” and the title of the document in the subject line of your e-mail.

|  |  |  |
| --- | --- | --- |
|  | List of Acronyms | ii |
| A. | Commitment to the Subject Area on Which the Center Focuses | 1 |
| B. | Quality of Language Instructional Program | 5 |
| C. | Quality of Non-Language Instructional Program | 10 |
| D. | Quality of Curriculum Design | 13 |
| E. | Quality of Staff Resources | 16 |
| F. | Strength of Library | 21 |
| G. | Impact and Evaluation | 25 |
| H.NRC | Outreach Activities | 34 |
| I.NRC | Program Planning and Budget | 38 |
| J.NRC | NRC Competitive Preference Priority | 48 |
| H. FLAS | FLAS Awardee Selection Criteria | 48 |
| I.FLAS | FLAS Competitive Preference Priorities | 50 |

# List of Tables

|  |  |  |
| --- | --- | --- |
| Table A.1 | Institutional Support for Latin American Studies, 2020-2021 | 1 |
| Table A.2 | Selected International Linkages | 3 |
| Table C.1 | LAS Courses by % Latin America Content, 2020-2021 | 10 |
| Table D.1 | Undergraduate Degree Requirements | 13 |
| Table D.2 | M.A. Degree Requirements | 14 |
| Table E.1 | Faculty by School/Department | 16 |
| Table E.2 | LAI Faculty Leadership and Staff | 18 |
| Table G.1 | Use of LAI Resources, 2020-2021 | 25 |
| Table G.2 | Graduate Placement by Degree, 2014-2017 | 26 |
| Table G.3 | Project Goals and Performance Measures | 28 |
| Table G.4 | Scope and Timeline of Evaluation Activities | 30 |
| Table H.NRC.1 | K-12 Workshops, Seminars, and Other Events, 2018-2022 | 35 |
| Table I.NRC.1 | Timeline and Projected Outcomes for Major Activities | 39 |
| Table H.FLAS.1 | FLAS Awardee Selection Criteria | 49 |

AATSP American Association of Teachers of Spanish and Portuguese ACTFL American Council on the Teaching of Foreign Languages AD Assistant Director

ADA Americans with Disabilities Act

ARL Association of Research Libraries

AWG Andean Working Group

BFS Brazilian Film Series

CAT Center for the Advancement of Teaching CAWG Central American Working Group

CBS Center for Brazilian Studies

CC Community college

CDL California Digital Library

CFPRT Center for Primary Research and Training CLASP Consortium of Latin American Studies Programs CMS Center for Mexican Studies

CRL Center for Research Libraries CSCS Center for Southern Cone Studies

CSULA California State University, Los Angeles EDI Equity, Diversity, and Inclusion

EFC Expected family contribution

FAC Faculty Advisory Committee

FAFSA Free Application for Federal Student Aid FLACSO Facultad Latinoamericana de Ciencias Sociales GPA Group Projects Abroad

GRI Getty Research Institute

GSA General Services Administration HAHR *Hispanic American Historical Review* HAPI Hispanic American Periodicals Index IdA Institut des Amériques

IDEP International Digital Ephemera Project

IDIEZ Instituto de Docencia e Investigación Etnográfica de Zacatecas

II International Institute

ILL Interlibrary Loan

IME Instituto de los Mexicanos en el Exterior IT Information Technology

LAC Languages Across the Curriculum LACMA Los Angeles County Museum of Art LAI Latin American Institute

LAMP Latin American Microform Project

LARRP Latin Americanist Research Resources Project LAS Latin American Studies

LASA Latin American Studies Association LAUSD Los Angeles Unified School District LCTL Less commonly taught language

MEAP Modern Endangered Archives Program MSI Minority-serving institution

OC Outreach coordinator

OCGA Office of Contract and Grant Administration ORU Organized Research Unit

PCS Program in Caribbean Studies PWRN Pacific World Research Network SALA Statistical Abstract of Latin America

SCALAS Southern California Association of Latin American Studies SciELO Scientific Electronic Library Online

SEIS School of Education & Information Studies S/CC Spanish/Community and Culture

S&P Department of Spanish & Portuguese TA Teaching assistant

TPMA Thomas P. Miller & Associates UAZ Universidad Autónoma de Zacatecas UC University of California

UCEAP University of California Education Abroad Program UCLA University of California, Los Angeles

# COMMITMENT TO THE SUBJECT AREA ON WHICH THE CENTER FOCUSES

* + 1. ***Support for Center Operations.*** With direct allocations from the state of California as an Organized Research Unit (ORU), robust support from UCLA and the International Institute (II), and several private endowments, the [UCLA Latin American Institute](https://www.international.ucla.edu/lai/) (LAI) enjoys a level of

financial stability that places it among the top Latin American Studies (LAS) centers in the country. The institute itself occupies seven offices in the International Institute, located on the two topmost floors of Bunche Hall, one of the most prominent buildings on UCLA’s Westwood campus. Three full-time staff members receive salaries and benefits totaling $288,234 annually. An additional

$364,614 comes from the International Institute in the form of the LAI’s portion of the salaries of joint support staff. And private endowment funds with a total balance of $581,205 generate additional income that can be leveraged to support research and administration.

|  |  |
| --- | --- |
| **Table A.1: Institutional Support for Latin American Studies, 2021-2022** | |
| **Center Operations** | |
| LAI Staff | $288,234 |
| LAI and Center Directors | $164,112 |
| International Institute Staff | $364,414 |
| LAI Office Budget | $7,500 |
| LAI Endowments | $581,205 |
| **Teaching Staff** | |
| Language Faculty | $3,790,845 |
| Area Studies Faculty | $21,203,588 |
| Language Teaching Assistants | $1,548,000 |
| **Library** | |
| Library Acquisitions | $104,000 |
| Librarians | $631,637 |
| Library Staff | $161,490 |
| **International Linkages** | |
| Alianza UCMX Staff | $126,418 |
| **Outreach** | |
| LAI Outreach Staff | $89,868 |
| **Students** | |
| Study Abroad Staff | $236,541 |
| Ph.D. Student Fellowships | $5,053,560 |
| LAS M.A. Student Fellowships | $336,000 |
| LAI Research Awards (2019-20) | $27,800 |
| **TOTAL** | **$34,715,212** |

* + 1. ***Support for Teaching Staff.*** The LAI’s 152 affiliated faculty members (excluding 42 emeritus faculty who remain active in research to varying degrees) will receive $25.3 million in salary and benefits in 2021-2022. (This amount has been adjusted based on the percentage of each faculty member’s effort devoted to the study of Latin America.) Areas of strength include Mexico, Central America, and Brazil, but every region of Latin America is well represented. In addition, the directors of the LAI and its affiliated centers (Center for Brazilian Studies - CBS, Center for Mexican

Studies - CMS, and Center for Southern Cone Studies - CSCS) receive $132,800 in salary and

$31,312 in course releases as compensation for their service. The 36 Spanish and Portuguese TAs (graduate students in the department) receive an additional $1,548,000 in tuition/stipend support.

* + 1. ***Support for Library Resources.*** UCLA employs a full-time Latin Americanist librarian, provides $104,000 in acquisitions funding, and boasts one of the largest Latin American collections in the country. It also provides shared support staff for LAS. Most uniquely, UCLA is the home of the [Hispanic American Periodicals Index](https://hapi.ucla.edu/) (HAPI), the single most important indexing

service in the world for Latin American scholarly journals. HAPI’s annual operating budget, the bulk of which goes to pay its three full-time librarians, in 2020-2021 totaled $467,000.

* + 1. ***Support for International Linkages.*** UCLA’s global prestige, combined with its location in a world-renowned city, mean that UCLA received (prior to the pandemic) a steady stream of visiting international scholars and visiting graduate researchers. In 2019-2020, the LAI welcomed five such scholars. Visa and campus services for international visitors are coordinated jointly by the LAI and UCLA’s international services center, the [Dashew Center](https://internationalcenter.ucla.edu/). Support for

international linkages also comes from the International Institute, which employs a full-time Director for International Collaborations, Kathryn Paul, who helps the LAI and other international and area studies centers navigate the bureaucracy of international agreements.

The proximity of Los Angeles to Mexico, along with the region’s large Mexican-descended population, have led the LAI to develop particularly strong collaborations with Mexican academic institutions. Deserving of special mention is Alianza UCMX, a University of California-wide (UC) initiative to develop research, exchange, alumni, and fundraising initiatives in Mexico. Founded in 2019 and headquartered at UC Riverside, [Alianza UCMX](https://alianzaucmx.ucr.edu/) fosters strategic alliances between

UC and government, business, and community partners with the aim of training binational leaders.

The salaries and fringe of its nine full-time staff members, divided among the nine UC campuses, constitute $126,418 in support for Mexican linkages at UCLA. Linkages with institutions in the rest of Latin America are spearheaded by the CBS and CSCS, as well as the Program in Caribbean Studies (PCS), Central American Working Group (CAWG), and the Andean Working Group (AWG). And professional schools, including Law, Management, and Medicine, have developed research, teaching, and exchange collaborations with universities throughout Latin America.

|  |  |  |
| --- | --- | --- |
| **Table A.2: Selected International Linkages** | | |
| **Coordinator** | **Institution** | **Purpose** |
| **Mexico** | | |
| LAI | Universidad Nacional Autónoma de México | Research |
| UCEAP | Universidad Nacional Autónoma de México | Student exchange |
| LAI | Universidad de Guadalajara | Research |
| LAI | Universidad Autónoma de Nuevo León | Research |
| LAI | Instituto de Docencia e Investigación Etnológica de Zacatecas (IDIEZ) | Research/teaching |
| CMS | Universidad Autónoma de Querétaro | Founding a labor center |
| CMS | Universidad Autónoma Metropolitana | Founding a labor center |
| CMS | Colegio de la Frontera Norte | Research |
| **Honduras** | | |
| CAWG | Red de Estudios Afro-Centroamericanos | Community/activism |
| CAWG | Organización Fraternal Negra Hondureña | Community/activism |
| School of Medicine | Universidad Nacional Autónoma de Honduras | Medical education |
| **El Salvador** | | |
| School of Medicine | Universidad Autónoma de Santa Ana | Medical education |
| **Nicaragua** | | |
| School of Medicine | Universidad Nacional Autónoma de Nicaragua | Medical education |
| **Costa Rica** | | |
| UCEAP | Monteverde Institute | Research/student exchange |
| **Peru** | | |
| School of Management | Universidad ESAN | Student exchange |
| **Brazil** | | |
| CBS | Universidade Federal do Pará | Research |
| CBS | Ministério de Relações Exteriores | Community |
| CBS | Universidade de Brasília | Research |
| UCEAP | Pontifícia Universidade Católica – Rio de Janeiro | Student exchange |
| **Argentina** | | |
| Law School | Universidad Torcuato di Tella | Student exchange |
| UCEAP | Universidad de Belgrano | Student exchange |
| **Chile** | | |
| CSCS | Universidad de O’Higgins | Research |
| CSCS | Pontificia Universidad Católica de Valparaíso | Research |

International linkages extend well beyond Latin America to encompass Latin Americanist scholars in Europe and Asia. In Europe, we enjoy a close collaboration with France’s Institut des

Amériques (IdA). The LAI is home to one of the IdA’s 12 Pôles Internationaux (International Hubs) (and one of four located in the U.S.), which coordinates French research and international linkages with universities in North and Latin America. The UCLA hub’s activities are coordinated by a visiting graduate researcher sent by the IdA for a three-year term. In addition, CBS director Susanna Hecht has established extensive collaborations surrounding the Amazon and climate change with European universities such as Oxford, Cambridge, the Sorbonne, and the Max Planck Institute. Finally, in 2021, the LAI, in collaboration with UCLA’s Asia Pacific Center and the Center for Southeast Asian Studies, launched the Pacific World Research Network (PWRN). The goal of the network is to bring together scholars from the U.S., Latin America, and Asia to establish new linkages surroundings the cultural, economic, and political ties between Latin America and Asia. To date, 40 scholars from 12 countries on five continents have joined the network.

* + 1. ***Support for Outreach.*** During the 2018-2022 cycle, the LAI funded an outreach coordinator (OC) at 100% FTE without Title VI funding, representing a four-year investment of over $300,000 in a position that at most schools relies on Title VI for its survival. Since 2018, this investment has paid off in eight workshops training over 150 K-12 teachers, and OC Veronica Zavala spearheaded a successful 2021 application for a Fulbright Hays Group Projects Abroad (GPA) grant that will take 15-20 Los Angeles Unified School District (LAUSD) teachers to Mexico in Summer 2023 to study the Mixtec language and indigenous Oaxacan cultures.
    2. ***Support for Students.*** All told, the approximately 113 doctoral students specializing in Latin America (not counting those who work as language TAs) receive at least $5,053,560 in institutional support, including tuition waivers, stipends, and health insurance plans. The 14 LAS

M.A. students receive an additional $336,000 in fellowship support. The LAI also offers graduate student research awards through both external foundations, such as the Tinker Foundation, and

private endowment funds, such as a Caribbean Studies endowment that will fund 8-10 graduate students for Caribbean research in Summer 2022. In 2019-2020, graduate student research awards from all LAI sources totaled $27,800. This does not take into account funding offered by departments and professional schools to facilitate student research in Latin America.

# QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

* 1. ***Extent of Language Instruction and Enrollment.*** UCLA offers language instruction in four Latin American languages: Spanish, Portuguese, Nahuatl, and Quechua, all through the [Department of Spanish and Portuguese](https://www.spanport.ucla.edu/) (S&P), an arrangement that allows for consistency in terms

of administration, course offerings, and proficiency requirements from year to year. Students may also take language courses during study abroad experiences in Latin America (or Spain). At the undergraduate level, in 2020-2021, 33 language courses were offered in Spanish, and 20 (in Portuguese, to a total of 3,117 and 220 students, respectively. Due to the presence of a significant Mexican-descended population in Southern California, including many students whose parents or grandparents spoke Nahuatl, enrollments in this language have been particularly strong for an indigenous language, with 28 UCLA students at the beginning and intermediate levels in 2019- 2020. Without a correspondingly high Andean-descended population in the area, enrollments in Quechua have been lower, though courses still enrolled 11 students during that academic year.

* 1. ***a. Levels of Language Training.*** Through S&P, UCLA offers the B.A. in Portuguese, Portuguese Linguistics, Spanish, Spanish/Community and Culture (S/CC), Spanish and Portuguese, and Spanish Linguistics, as well as minors in Mexican Studies, Portuguese, Spanish, and Spanish Linguistics. The S/CC major combines advanced study of the language with service learning. S&P offers the M.A. in both Spanish and Portuguese, with concentrations in literature or linguistics, and a Ph.D. in Hispanic Languages and Literatures, again with concentrations in

Spanish or Portuguese and linguistics or literature. Course offerings range from beginning language courses to advanced graduate seminars, with significant offerings in phonetics, conversation, composition, literature, linguistics, and culture. In addition, Nahuatl is offered every year at the beginning and intermediate levels, and Quechua at the beginning level (with the intermediate level available when demand exists). Both are available at the advanced level when requested, usually as independent studies. In Y4 of the upcoming cycle, we plan to offer beginning Mixtec (taught remotely by partners at the Biblioteca Juan Córdoba in Oaxaca).

***B.2.b. Languages Across the Curriculum.*** During previous cycles as an NRC, UCLA developed a robust offering of courses taught in entirely in Spanish or Portuguese, while avoiding the enrollment problems that often beset Languages Across the Curriculum (LAC) initiatives in regions that lack a significant Spanish-speaking population. Past courses have included undergraduate courses taught in Portuguese or Spanish, including the sociology of development, Andean cultures, Mexican-U.S. migration, and Brazilian social thought. Courses are also taught in the professional schools, including Spanish Language and Culture for Business and Spanish for Lawyers. Moreover, a significant number of our events are held in Spanish (and, to a lesser extent, Portuguese). These include not only events related to literature, as is common, but also talks on topics ranging from Nahuatl language and culture to LGBTQ rights in El Salvador to Andean archaeology. We plan to expand LAC course offerings during the next grant cycle by offering course development grants, a strategy that in the past has yielded courses that have been incorporated into their departments’ regular course offerings, most successfully in Sociology.

* + 1. ***Adequacy of Language Faculty.*** Spanish currently has 13 tenure-stream faculty, 14 lecturers, four adjuncts, and 33 TAs, while Portuguese has three tenure-stream professors, two lecturers (one of whom is funded by a grant from the Brazilian consulate), and three TAs. Quechua

is taught by a continuing lecturer Luz Maria de la Torre, a native speaker of Ecuadorian Kichwa, who holds degrees from the Pontificia Universidad de Católica de Ecuador and the Facultad Latinoamericana de Ciencias Sociales (FLACSO). To teach Nahuatl, UCLA, together with Stanford University, has developed an innovative partnership with the Instituto de Docencia e Investigación Etnológica de Zacatecas (IDIEZ). Associated with the Universidad Autónoma de Zacatecas (UAZ), IDIEZ is a non-profit that trains native speakers of Nahuatl to conduct research on their own culture and teach their language to native and non-native speakers. IDIEZ provides instructors to teach remote courses to UCLA and Stanford students, with biannual visits (before the pandemic) to meet their students in person. In order to continue offering instruction uninterrupted without Title VI funds, S&P has, since 2018, received temporary support from UCLA’s Division of the Humanities to pay the salary of the Quechua lecturer, and, since 2021, the Nahuatl instructors. (Between 2018-2021, the LAI paid IDIEZ’s fees out of our own funds.)

* + 1. ***Pedagogy Training.*** The language program is supervised by director Juliet Falce- Robinson (Ph.D. UC Irvine), who is assisted by an experienced TA, funded jointly by the Office of Instructional Development and S&P. Both the director and the lead TA provide ongoing training, feedback, and support for all instructors in the language programs. Graduate TA training is comprehensive in scope and personalized in nature. All TAs enroll in a Graduate Teaching Methods course in their first quarter of teaching. The course includes the presentation of both learning and second language acquisition theories, as well as discussion, peer observations, microteaches, creation of lesson plans, activities, and assessment instruments. Training and mentoring of TAs continues throughout the year. Teaching workshops focus on topics including student-centered instruction, contextualized activities, hybrid instruction, teaching culture, ADA and reasonable accommodation, creating inclusive classrooms, and assessing oral proficiency.

In addition, support is ongoing through regular classroom observations and evaluations. Classroom observations may be formal or informal and all new teaching assistants are videotaped for a self-analysis and personal feedback session. Graduate teaching assistants must attend a minimum of one teacher-training workshop per quarter. Workshops topics include, but are not limited to: Teaching Heritage Learners, Teaching Intermediate and Advanced Language Courses, Equity and Inclusion in Language Classrooms, Grading for Equity, Effective Assessment of Communicative Competence, and more. Spanish and Portuguese lecturers are also required to attend pre-AY training in the fall and quarterly teaching workshops.

The IDIEZ Nahuatl instructors receive pedagogical training and accreditation at UAZ, along with specialized training to teach Nahuatl culture. UCLA partners with Stanford, UC Berkeley, and Utah on a pedagogical workshop series for indigenous language instructors, the Talleres de Lenguas Indígenas; IDIEZ instructors and the Quechua lecturer have both attended. And for the last four years, the LAI has hosted a Nahuatl conference for educators from IDIEZ and beyond. The two-day conference features a panel on best practices for Nahuatl pedagogy.

* + 1. ***Performance-Based Instruction.*** All language courses are proficiency-oriented and communicative. S&P utilizes a four-skills approach, with a balance of instruction between listening, speaking, reading, and writing. Integrated performance assessments assess communicative skills, and students are scored based on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency standard, which includes ACTFL performance indicators. All instructors are trained to teach and assess students based on projected student learning outcomes, using the ACTFL performance indicators. Students are assessed not only on their ability to read and understand authentic texts, but also to listen to and understand authentic

speech samples, as well as their mastery of lexical items and grammatical structures and their ability to produce them in context.

* + 1. ***Resources for Language Teaching and Practice.*** S&P makes use of 40 different classrooms and 30 faculty and TA offices, plus administrative offices, computer rooms, and a publications office where graduate students produce the journal *Mester* (founded in 1970), which publishes articles on Latin American literature, as well as Portuguese and Spanish linguistics. UCLA has a state-of-the-art instructional media lab where students can study individually or in groups, as well as a media center that promotes the use of technology to enhance foreign language learning, the integration of language and disciplinary training, and the use of appropriate technologies in language and area studies courses. These facilities house an extensive collection of authentic audio and visual materials in Spanish and Portuguese and a smaller collection of Quechua and Nahuatl materials. A number of campus organizations and programs also provide opportunities for informal language learning. The Undergraduate Spanish and Portuguese Association holds a weekly language circle for students to practice both languages, and the department-sponsored Spanish Club holds events such as music and movie nights, cooking classes, and game nights, all conducted in Spanish. In addition, more than 20 students have formed a university-sponsored Nahuatl club to practice the language outside the classroom.
    2. ***Language Proficiency Requirements.*** In order to meet the College of Arts and Sciences language requirement, undergraduates must demonstrate proficiency equivalent to the end of level 3 of Spanish or Portuguese (Novice High on the ACTFL proficiency scale). Students can complete level 3 of any language, or take a Spanish or Portuguese exemption exam to demonstrate proficiency. The M.A. in LAS requires proficiency in Spanish and Portuguese, which can be demonstrated by 24 quarter units of Spanish and 12 of Portuguese, or 20 quarter units of

Spanish and 16 of Portuguese. Students may also demonstrate proficiency through achieving a score indicating ACTFL Novice High proficiency on a placement exam administered by S&P. An indigenous language (usually Nahuatl or Quechua) can be substituted for Spanish or Portuguese. Indigenous language proficiency is demonstrated by an exam administered by the instructor. Ph.D. programs with a language proficiency requirement issue their own examinations.

# QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

* + 1. ***Quality and Extent of Course Offerings.*** UCLA’s curriculum offers first-rate regional and disciplinary coverage of Latin America. In 2020-2021, UCLA offered 271 non- language courses with at least 25% Latin America content, of which 78 focused 100% on Latin

|  |  |
| --- | --- |
| **Table C.1: LAS Courses by % Latin America Content, 2020-2021** | |
| % Lat. Am. Content | # of Courses |
| 25% | 114 |
| 50% | 55 |
| 75% | 24 |
| 100% | 78 |

America. (See Table C.1.) Courses are taught in 26 departments, programs, and professional schools, overwhelmingly by tenure-stream faculty. Offerings in

anthropology, history, geography, ethnomusicology, education, television and film, public health, and sociology are especially strong. The proximity of Southern California to Mexico and the presence of over 3.5 million people of Mexican descent in Los Angeles County mean that the most extensive course offerings are on Mexico, but Brazil is also well represented. Central America and its diaspora are an emerging area of strength, as evidenced by the recent renaming of the Department of Chicano and Chicano Studies as the Department of Chicana/o and Central American Studies. Since 2018, UCLA has hired nine tenure-stream Latin Americanist faculty members in African American Studies, Anthropology, Art, Chicana/o and Central American Studies, Gender Studies, Musicology, Portuguese, and World Arts and Cultures/Dance.

* + 1. ***b. Professional School Course Offerings.*** Of the 271 2020-2021 courses with at least 25% Latin America content, 71 (26.2%) are offered in the professional schools. Offerings in Public

Health, Education, Public Affairs (including social welfare and urban planning), Law, and Music are especially strong. Since many professional school faculty (particularly in Public Affairs) have extensive interdisciplinary training and experience, as well as joint appointments, professional school courses are particularly likely to be interdisciplinary. Several of the professional schools (most notably Management, Law, and Public Affairs) have developed courses with Latin American travel components for their students.

* 1. ***Specialized Course Offerings.*** UCLA boasts a vast array of specialized courses in key disciplines, with broad topical coverage of Latin America in history, society and culture; politics and law; race/ethnicity; literature; music; public health; geography and the environment; economics; and pre-Columbian archaeology; among others. In a reflection of the demographics of Southern California, course offerings related to immigration/migration are particularly strong. Other recent specialized courses have included HIV/AIDS in Latin America, Aztec Art, Music of Mexico, Women in Latin America, and Film, Television, and Chocolate in the America.
  2. ***a. Sufficient Numbers of Teaching Faculty.*** UCLA has 194 Latin Americanist faculty members. After allowing for the 42 emeritus faculty members, there are 152 teaching faculty in 34 schools and departments who dedicate at least 25% of their teaching to Latin America. Of these, 57 (37.5%) have appointments in one of the professional schools. A core group of 52 in 20 different departments, schools, and institutes devotes 100% of their teaching and research to the region. While the highest concentration of Latin Americanist teaching faculty (18) is in S&P, 13 departments and professional schools have at least five faculty members affiliated with the LAI.

***C.3.b. Pedagogy Training for TAs.*** UCLA trains and supports graduate TAs to equip them to teach more effectively. All new instructional assistants are required to take part in a campus- wide training conference and to take a one-term course in their home department, which provides

training in teaching, curricula, diversity and ethics, as well as hands-on training. Throughout the year, the Center for the Advancement of Teaching offers supplemental pedagogical workshops, conferences, and recorded webinars tailored to humanities/social science or STEM students and postdocs. Furthermore, international TAs complete a training program in language, cultural, and communications skills. In addition, TAs are eligible for grants to enhance their teaching and have access to online resources for help with issues related to teaching and grading.

* 1. ***Interdisciplinary Course Offerings.*** UCLA encourages interdisciplinary research and teaching at all levels. The university has multiple interdepartmental degree programs (IDPs), including the undergraduate major/minor and M.A. in LAS. Of the 152 teaching faculty, 30 (19.7%) have had their interdisciplinarity recognized by joint appointments in two or more departments or schools. And departments such as African American Studies, Chicana/o and Central American Studies, the Institute for Research on Labor and Employment, and Urban Planning are all organized around a common topic of common interest as opposed to a common disciplinary methodology. Interdisciplinary and cross-listed courses thus figure prominently in LAS course offerings; in 2020-2021, 28 LAS courses were cross-listed. All departments have variable or special topics courses at both the undergraduate and graduate levels that allow faculty to offer interdisciplinary courses that do not form part of the regular curricular structure of the discipline. The required core course for LAS M.A. students, Latin Americanist Scholarship, provides students with knowledge of research methodologies from a number of different disciplines and encourages disciplinary boundary crossing. Our Nahuatl courses are also interdisciplinary, as the institute from which our instructors come, IDIEZ, sees historical and ethnological knowledge of Nahua history and culture as inseparable from language training.

LAI affiliated faculty also teach interdisciplinary seminars to undergraduate students through [UCLA’s Fiat Lux Seminar Program,](https://www.uei.ucla.edu/academic-programs/fiat-lux/) which offers 200 courses annually. In 2019, CMS

director Rubén Hernández-León (Sociology) taught a Fiat Lux seminar on Mexican music and social movements in Mexico and the U.S.; in 2020, in the context of the pandemic, Charlene Villaseñor Black (Art History) taught [“Art in the Times of Contagion,”](https://newsroom.ucla.edu/stories/ucla-faculty-covid-19-pandemic-fiat-lux) a seminar that examined

connections between public health crises and artistic expression in Mexico.

# QUALITY OF CURRICULUM DESIGN

* 1. ***Undergraduate Programs.*** UCLA offers both a major and a minor in Latin American Studies. (See Table D.1 for degree requirements.) In addition to an introductory course and a senior capstone, the major requires 18 courses selected from four thematic groupings: societies and cultures, politics and markets, humanities and arts, social sciences, plus two electives. Students must also reach the intermediate level of two languages – Spanish, Portuguese, Quechua, or Nahuatl. Majors are encouraged either to spend a year studying in Latin America or to complete an internship or research project in the region. The minor, for its part, requires three preparatory and five upper-division courses divided among three thematic groupings: societies and cultures,

|  |  |  |
| --- | --- | --- |
| **Table D.1: Undergraduate Degree Requirements** | | |
| **Course/Thematic Focus** | **Major** | **Minor** |
| Intro. to Int’l and Area Studies | Yes (1 course) | Yes (1 course) |
| Int’l Societies and Cultures | Yes (4 courses) | Yes (2 courses) |
| Int’l Politics and Markets | Yes (4 course) | N/A |
| Area Preparation | Yes (1 course) | N/A |
| Foreign Languages | Yes (2 languages to intermediate level) | Depends on major |
| Humanities and Arts | Yes (3 courses) | Yes (2 courses) |
| Social Sciences | Yes (3 courses) | Yes (2 courses) |
| Additional Elective | Yes (1 course) | Yes (1 course) |
| Lat. Am. Studies Capstone | Yes (1 course) | N/A |

humanities and arts, and social sciences. Between 2018 and 2021, UCLA awarded 68 majors and 42 minors in LAS. In addition, as of January 2022,

105 students were pursuing degrees with one of the six S&P majors, and 134 had declared one of the department’s four minors.

* 1. ***Graduate Programs.*** Graduate degree programs include a standalone M.A. and four joint degree programs with Information Studies (M.L.I.S.), Community Public Health (M.P.H.), Urban Planning (M.A.), and Management (M.B.A). All programs require a core seminar, two or three disciplinary fields, demonstrated proficiency in two Latin American languages, and either a thesis or capstone made up of three research papers. (See Table D.2.) Students design an individualized program in

|  |  |
| --- | --- |
| **Table D.2: M.A. Degree Requirements** | |
| **Requirement** | **M.A. Degrees** |
| Introductory Seminar | Yes (1 course) |
| Primary Field | Yes (3-4 courses) |
| Secondary Field | Yes (3-4 courses) |
| Tertiary Field | Optional (2 courses) |
| Foreign Languages | Yes (2 through intermediate level or equivalent proficiency) |
| Final Requirement | Thesis or Capstone |
| Time to degree | 1-2 years (2-3 years for concurrent/articulated programs) |

consultation with a faculty mentor during the first quarter in residence. At the beginning of the second quarter, students

select a 3-member faculty committee that reviews their degree plan and serves as their thesis/exam committee. In 2020-21, 1,775 graduate students enrolled in LAS courses, and 10 LAS M.A. students and 18 Ph.D. students with Latin America concentrations graduated.

* 1. ***Academic and Career Services.*** The II maintains a full-time academic and career counseling office for all area studies programs. Undergraduate majors and minors can avail themselves of two academic advisors; one of these, Magda Yamamoto, also advises LAS M.A. students. Both advisors counsel students on degree requirements and university regulations, funding, research affiliations, and career opportunities. Latin Americanist Ph.D. students are advised in their home departments. The [UCLA Career Center](https://career.ucla.edu/) maintains a career resources library

and offers workshops on job search strategies, résumé preparation, and interviewing, as well as an online job database. For graduate students, the Career Center offers advising focused both on traditional academic positions and careers outside the academy. It also helps students find appropriate internships in the public and private sectors, both domestically and abroad. And with

Title VI funds, the LAI plans to begin organizing a career workshop with FLAS grantees, in order to encourage careers in government service and areas of national need (AP 1).

* 1. ***a. Study Abroad.*** As it did around the world, the COVID-19 pandemic disrupted study abroad programs at UCLA, and amidst the current Omicron surge, the future of international study opportunities remains uncertain. UCLA coordinates its institutional study abroad programs with the other eight UC campuses via the [UC Education Abroad Program](https://uceap.universityofcalifornia.edu/) (UCEAP). UCEAP boasts

115 programs in 42 countries, including 6 in Latin America (Argentina, Brazil, Chile, Costa Rica, DR, and Mexico). As of 2018-2019, UC-EAP sent 1,220 UCLA students abroad, of which 35 went to Latin America. In addition, [Travel Study](https://ieo.ucla.edu/travelstudy/) programs, led by faculty, take students to international

destinations for for-credit learning. Such courses were most recently offered in Argentina, Brazil, Mexico (2), and Peru. And the [Global Internship Program](https://ieo.ucla.edu/globalinternships/) provides training to students in

education, global affairs, political science, and public affairs via programs in Bogotá, Medellín, and Buenos Aires. The professional schools also offer a variety of study abroad programs. For example, the UCLA Anderson School of Management’s global immersion courses include an intensive one-week trip (conducted virtually the last two years) to the country on which the course focuses. Latin American destinations include Argentina, Brazil, Chile, Peru, Colombia, Costa Rica, and Uruguay. Similarly, UCLA Law offers an exchange program at an Argentine law school.

***D.4.b. Access to External Programs.*** UCEAP and UCLA offer such extensive options to undergraduates that the vast majority who study abroad (98.4%) choose to use these programs. However, UCLA’s International Education Office reviews external study abroad programs for students who wish to utilize them. At the graduate level, departments, the professional schools, and the II’s Office of International Studies and Global Engagement offer personalized assistance formalizing research affiliations and internships at universities and other institutions with which

UCLA does not have prior relationships. Students can obtain information about summer language programs from S&P (Spanish), or from the LAI, which directs students to the Consortium of Latin American Studies Programs’ (CLASP) directory of FLAS eligible [Portuguese](http://claspprograms.org/uploads/2022_Portuguese_Programs_Summer-1641940592.pdf), [Haitian Creole](http://claspprograms.org/uploads/2022_Haitian_Summer_Programs-1641940537.pdf), and

[indigenous language](http://claspprograms.org/uploads/2022_Indigenous_Latin_American_Languages_updated_1-24-1643054801.pdf) summer programs.

# QUALITY OF STAFF RESOURCES

|  |  |
| --- | --- |
| **Table E.1: LAS Faculty by School/Department** | |
| **Department** | **#** |
| African American Studies | 1 |
| Anthropology | 16 |
| Art | 1 |
| Art History | 4 |
| Chicana/o and Central American Studies | 17 |
| Comparative Literature | 2 |
| Ecology and Evolutionary Biology | 7 |
| Economics | 5 |
| Engineering | 3 |
| English | 3 |
| Gender Studies | 3 |
| Geography | 5 |
| History | 10 |
| Institute of the Environment | 2 |
| Institute for Research on Labor/Employment | 3 |
| Linguistics | 1 |
| Political Science | 4 |
| Psychology | 3 |
| Sociology | 7 |
| Spanish and Portuguese | 23 |
| World Arts and Cultures/Dance | 4 |
| **TOTAL, DEPARTMENTS** | **124** |
| **Professional School** | **#** |
| Education and Information Studies | 9 |
| Ethnomusicology (Music) | 7 |
| Law | 5 |
| Management | 4 |
| Medicine | 10 |
| Music (Music) | 2 |
| Musicology (Music) | 3 |
| Nursing | 1 |
| Public Health | 10 |
| Public Policy (Public Affairs) | 1 |
| Social Welfare (Public Affairs) | 4 |
| Theater, Film, and Television | 6 |
| Urban Planning (Public Affairs) | 8 |
| **TOTAL, PROFESSIONAL SCHOOLS** | **70** |

* + 1. ***Faculty and Staff Qualifications.***

UCLA has 194 faculty members (including emeritus faculty) whose research and teaching focus at least 25% on Latin America. They are spread across 34 departments and schools (Table E.1), giving UCLA one of the highest concentrations of Latin Americanists in the country. Seventy (36.1%) have appointments in the professional schools. A total of 60 (of whom 8 are emeritus) dedicate 100% of their research, teaching, and service to Latin America-related topics. Since 2017, faculty who focus at least 25% on Latin America have published approximately 1,600 monographs, edited volumes, journal articles, and book chapters (see faculty CVs). Their production is not limited to scholarly research, but also includes Grammy-winning albums (Jesús

Guzmán) and critically-acclaimed novels (José Luiz Passos). The faculty include recipients of

grants from the National Science Foundation, Guggenheim Foundation, National Institutes of Health, National Endowment for the Humanities, Social Science Research Council, and U.S. Departments of State (Fulbright) and Education (Fulbright-Hays), as well as European agencies such as the Arts and Humanities Council and Swiss National Science Foundation.

The LAI and its affiliated centers, program, and working groups are supported by seven faculty directors, an assistant director (AD), an OC, a program representative, a publications manager, and the three librarians who maintain HAPI. Director Rubén Hernández-León, Professor of Sociology, became LAI director in July 2021, after 12 years as director of the Center for Mexican Studies. An expert on Mexican migration to the U.S., he has a long track record of inter- departmental and international collaborations. Since assuming the directorship, he has launched research and outreach collaborations on Latin America-Asia cultural, migratory, and economic ties with UCLA’s Asia-Pacific Center and Center for Southeast Asian Studies; he also has developed numerous institutional linkages with Mexican institutions. The team of six center, program, and working group directors (who hail from Anthropology, Art History, Chicana/o and Central American Studies, Labor Studies, Spanish and Portuguese, and Urban Planning) brings a wealth of expertise about and ties to their respective countries or region. Finally, the associate director of the LAI is Bonnie Taub, an anthropologist by training who is an adjunct assistant professor in Public Health. Her primary responsibility is to direct the M.A. program in Latin American Studies. Under her guidance, 90 students have successfully completed the program since 2012.

The administration of the LAI is coordinated by assistant director Bryan Pitts, who came to UCLA in 2020 after serving as associate director of Indiana University’s Center for Latin American and Caribbean Studies, where he co-authored a successful Title VI NRC/FLAS application and administered the grant. He is a historian of Brazil by training, and his book on the

role of the civilian political class in the demise of Brazil’s military dictatorship will be published in 2022. He speaks both Spanish and Portuguese with near-native fluency. Since 2016, Verónica Zavala, a Ph.D. candidate in the School of Theater, Television, and Film, has served as outreach coordinator. Program representative Ariatne Barrera is responsible for tasks such as office logistics, event publicity, and social media. Publications manager Marcelo Jatobá, who came to UCLA after a long career working in the Commercial Affairs section of the U.S. Embassy in Brasília, handles publication sales, HAPI billing and payments, and LAI financial processing. All three are bilingual native speakers of either Spanish (Zavala and Barrera) or Portuguese (Jatobá). Finally, three full-time librarians maintain and add content to HAPI. Orchid Mazurkiewicz, Daniel

Schoorl, and Michael Scott have a collective 43 years of experience, and each has earned an M.L.S.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table E.2: LAI Faculty Leadership and Staff** | | | |
| **Name** | **Title** | **Education** | **Years LAS Experience** |
| **Faculty Leadership** | | | |
| Rubén Hernández-León | Director, LAI | Ph.D., SUNY Binghamton (Sociology) | 32 |
| Bonnie Taub | Associate Director, LAI | Ph.D., UCLA (Anthropology) | 37 |
| Susanna Hecht | Director, CBS | Ph.D., UC Berkeley (Geography) | 44 |
| Gaspar Rivera-Salgado | Director, CMS | Ph.D., UC Santa Cruz (Sociology) | 31 |
| Verónica Cortínez | Director, CSCS | Ph.D., Harvard (Hispanic Literature) | 43 |
| Jorge Marturano | Director, PCS | Ph.D., Duke (Hispanic Literature) | 22 |
| Karina Alma | Director, CAWG | Ph.D., UC Berkeley (Ethnic Studies) | 19 |
| Stella Nair | Director, AWG | Ph.D., UC Berkeley (Architecture) | 25 |
| **LAI Staff** | | | |
| Bryan Pitts | Assistant Director | Ph.D., Duke (History) | 18 |
| Veronica Zavala | Outreach Coordinator | M.A., UC Santa Barbara (Lat. Am Studies) | 9 |
| Marcelo Jatobá | Publications Manager | B.A., Univ. UPIS (Brazil) | 14 |
| Ariatne Barrera | Program Representative | B.A., UCLA (Spanish) | 5 |
| **HAPI Librarians** | | | |
| Orchid Mazurkiewicz | Editor and Director | M.L.S., Univ. of Toronto | 25 |
| Daniel Schoorl | Associate Editor | M.L.S., UCLA | 13 |
| Michael Scott | Associate Editor | M.L.S., Univ. of Wisconsin, Madison | 5 |

The area studies centers of the II, including the LAI, benefit greatly from the centralization in the II of no fewer than 28 key administrative positions, with particular strengths in finance, development, publicity, and IT. The onset of the COVID-19 pandemic in 2020 demonstrated the

wisdom of investing in a four-person information technology (IT) team with broad expertise; with IT’s support, the LAI and its affiliated centers organized 48 virtual events in 2020-2021.

* + 1. ***Professional Development.*** All UCLA faculty are eligible for a full academic-year sabbatical every seven years. The university supports faculty research and domestic and international conference travel through grants offered by the Academic Senate’s [Council on](https://www.senate.ucla.edu/committee/cor/fgp)

[Research Faculty Grant Program,](https://www.senate.ucla.edu/committee/cor/fgp) the Office of the Vice Chancellor for Research, and an array of

departments and international/area studies centers, such as the [Burkle Center for International](https://www.international.ucla.edu/burkle)

[Relations.](https://www.international.ucla.edu/burkle) In 2018-2019 (the last year before the pandemic), LAI affiliates received at least [$] in

grants from internal sources. For early career faculty, the [Office of Faculty Development](https://www.apo.ucla.edu/faculty-resources/career-development) offers

manuscript workshops, career development grants, and grants to enhance progress toward tenure, the latter through the [Society of Hellman Fellows](https://www.apo.ucla.edu/faculty-career-development/hellman-fellowship/hellman). And the [Center for the Advancement of](https://teaching.ucla.edu/)

[Teaching](https://teaching.ucla.edu/) (CAT) offers grants, assessment tools, workshops, audiovisual services and support, and

other resources to help faculty grow as teachers. Finally, faculty and staff alike are eligible for programs in [leadership training,](https://www.chr.ucla.edu/training-and-development/professional-development-program-pdp) [career development,](https://www.chr.ucla.edu/training-and-development/career-development-programs) [management development,](https://www.chr.ucla.edu/management-and-supervision/management-development-programs) and staff receive

a 2/3 tuition and fee discount when enrolled in for-credit courses.

* + 1. ***c. Teaching, Supervision, and Advising of Students.*** Depending on their school, faculty at UCLA teach four to five ten-week courses per academic year. This leaves faculty free to devote significant time to advising, while an 18:1 student-faculty ratio mean that they are able to provide students with individualized attention. The LAS M.A. students are advised by LAI- faculty affiliates, and Ph.D. students are advised in their home departments. Over the last five years, LAI affiliates have advised approximately 400 theses and dissertations. Undergraduate majors and minors are both advised by II advisor Magda Yamamoto, who has 14 years of experience and also co-advises the LAS M.A. students on program requirements and logistics.

***E.2. Adequacy of Staffing and Oversight.*** With seven faculty directors, seven full-time staff members, and 28 shared support staff, the LAI boasts unrivalled staffing support. The director of the LAI is appointed by the director of the International Institute after an open self-nomination process from interested affiliated faculty members. Primary responsibility for LAI oversight belongs to the LAI Faculty Advisory Committee (FAC). The members of the FAC, nominated annually by the LAI Director and appointed by the Vice Provost for International Studies, represent the breadth of LAI’s interdisciplinary agenda and the diversity of departments and professional schools engaged in LAS. As of 2021, the committee consisted of 34 members. The LAS librarian serves on the committee, and there are nine FAC members from five professional schools: Education, Law, Medicine, Public Affairs, and Public Health. The FAC meets quarterly to advise the director on policy and issues such as outreach and programming. In addition, the LAS M.A. program has its own FAC consisting of 20 members from six departments, three professional schools, and the library. The committee meets quarterly to review the graduate program and policy in consultation with the program chair, LAI associate director Taub. In turn, the three LAI centers (CBS, CMS, and CSCS) each have five-member FACs (with anywhere from one to three members coming from the professional schools) that advise the center directors on programming and budget. The LAI director serves on the M.A. program’s FAC and ex officio on the three centers’ FACs.

***E.3. Non-discrimination.*** It is UCLA policy not to discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition, genetic information, ancestry, marital status, age, sexual orientation, citizenship, service in the uniformed services, or covered veteran status. Policies on non-discrimination are made and enforced by the Office of Equity, Diversity, and Inclusion (EDI), which itself consists of six offices (with a combined 33 staff members) that specialize in areas such as diversity research, Title VI,

discrimination prevention, and equal employment opportunity. UCLA puts this commitment to non-discrimination and diversity into practice in its faculty hiring. Forty percent of LAI affiliates, (not including emeritus faculty) and 50% of assistant/associate professors are women. People of color make up 60.5% of the LAI’s affiliated faculty members. And in an effort to hire faculty who do not only provide diversity, but promote it, all UC schools require applicants for faculty positions to submit a diversity statement as part of their application. In the LAI itself, five of the seven center, program, and working group directors (71.4%) and three of four full-time staff members (75%) belong to underrepresented racial or ethnic groups. In addition, four of seven directors (57.1%), the associate director, and two of four full-time staff members (50%) are women.

# STRENGTH OF LIBRARY

* + 1. ***Strength of Holdings.*** The UCLA Library is one of the top twenty Association of Research Libraries (ARL) research libraries in North America, with holdings of over 17 million titles. UCLA also houses one of the most comprehensive Latin American collections in the country, with approximately 715,000 titles. The collection’s strengths lie in the core humanities and social science disciplines; additional complementary collections in urban planning, management, medicine, public health, library and information science, and law support UCLA’s professional programs. Other resources for faculty and students available across campus include the Chicano Studies Research Center, the Film and Television Archive, Instructional Media Collections and Services, the Institute for Social Research, the Social Science Data Archive, and HumTech, which offers support for research and teaching in the digital humanities.

The collection includes a wide range of formats: print books and journals, electronic journals, databases and data sets, digital resources, manuscripts, photographs, newspapers, government documents, maps, videos, and sound recordings. The collection is primarily in

Spanish, Portuguese, and English, but materials are acquired in all languages, including indigenous and creole languages of the region. English represents about 10% of the premier collections on Argentina and Brazil and 20% of the collection on Mexico. Indigenous language holdings include Aymara, Cakchiquel, Guaraní, Maya, Mapuche, Nahuatl, Quechua, and Quiché.

The library continues to focus on increasing the availability of digital content. The California Digital Library (CDL) and the UCLA Library provide access to more than 135,000 electronic journals and 2,000 licensed database and electronic packages, as well as other digital resources unique to UCLA. In addition to the usual digital resources with Latin American content (Jstor, Nexis Uni, Project Muse, etc.), there are digital collections unique to UCLA, such as the Frontera Collection of over 20,000 recordings of Mexican popular music recorded between 1905 and 1955. The UCLA Digital Library also provides access to a number of collections digitized from UCLA holdings, including the Tulancingo Manuscript Collection, Latin American Labor Movements Newspapers, and the Donn Borcherdt Papers. The Library also acquires collections of microform sets to provide local access to unique archival material held elsewhere and not available digitally. These include sets such as Cuba and the American Sugar Trade: 1897-1920: the Braga Brothers Collection; the Archive of the Brazilian Workers’ Party (PT); the Yale University Collection of Latin American Manuscripts; and more.

The Online Archive of California provides online access to primary resources at repositories throughout the state, allowing users all over the world to browse, search and discover by using detailed archival finding aids. The Library’s Center for Primary Research and Training (CFPRT) trains graduate students in archival methods to make lesser-known collections available and teach future scholars about using archival resources. UCLA’s Special Collections has significant Latin American holdings, among them: the Byron McAfee papers on Nahuatl language

materials, the Tulancingo (Hidalgo, Mexico) Manuscript Collection, 1567-1882; the Arthur J.O. Anderson Collection of Aztec language materials; the Frederick Starr Papers on Mexican anthropology; and one of the nation’s most significant collections of Brazilian cordel literature.

* + 1. ***Support for Acquisitions and Staff.*** The UCLA Library has a total annual operating budget of $59,146,679 and employs a staff of 476 plus hundreds of part-time student workers. Specialists include Latin America librarian Jennifer Osorio, a half-time assistant, and the three HAPI librarians. Approximately seven additional professional and support staff provide acquisitions, cataloging, preservation and digital services to Latin American materials or perform reference, information literacy and access services for users of the Latin American collections. In 2020, library expenditures for all materials stood at more than $18,479,203; expenditures for the Latin American collection exceeded $104,000 annually.
    2. ***Cooperative Arrangements.*** The UCLA Library is part of an extensive network of libraries whose holdings are available via formalized interlibrary loan (ILL) agreements. UCLA provides its primary users with subsidized (free) interlibrary borrowing from institutions throughout the world. More than 27,558 requests were made to other institutions in 2020. The holdings of all nine UC libraries appear in UC Library Search, the online catalog of the nine UC campuses, and faculty and students seamlessly link to digital resources and the holdings of other libraries via UC E-links and request material from other campuses via an online request system. In addition, the Latin American bibliographer, through active collaboration and professional networking, assists UCLA users to locate and request materials not held at UCLA.

The library also makes digitized versions of Latin American archival material available through two grant-funded collaborative projects: the International Digital Ephemera Project (IDEP) and the Modern Endangered Archives Program (MEAP). IDEP projects in the Caribbean

include partnerships with several Cuban cultural heritage institutions, including the Biblioteca Nacional de Cuba José Marti, the Instituto de Historia de Cuba, and the Cinemateca de Cuba, which provide access to ephemera such as film posters and numerous periodicals titles. Since 2019, MEAP has funded 8 projects in Latin America to preserve and digitize endangered archives, including projects in Brazil, Argentina, Belize and Barbados.

* + 1. ***External Access.*** The UCLA Library has the most comprehensive Latin American collection in Southern California and serves as a regional, state and national resource in a number of subject areas. Scholars in the region make heavy use of the library collection both on site and through interlibrary loan. UCLA is a major lender, filling approximately 28,012 interlibrary loan requests from outside libraries each year. UCLA is also a member of the Latin Americanist Research Resources Project (LARRP), a consortium of 55 major North American and Latin American research libraries that seeks to develop a distributed system of collections to provide greater access to Latin American scholarly resources. And of course, through HAPI, UCLA provides access to indices and full-text articles of Latin American scholarly journals to 389 institutional subscribers in the U.S., Canada, Latin America, Europe, and beyond.

# IMPACT AND EVALUATION

* 1. ***Impact.*** For decades, the LAI has had a significant impact on the university, region, and nation. Since the 1930s, UCLA has awarded over 1,600 doctoral degrees to students focusing on Latin America. Table G.1 demonstrates impact as measured by course enrollments, K-12 outreach, event participation, HAPI subscribers, social media followers and

|  |  |
| --- | --- |
| **Table G.1: Use of LAI Resources, 2020-2021** | |
| **Item** | **Number** |
| Undergraduate course enrollments | 16,880 |
| Graduate course enrollments | 910 |
| LCTL students trained | 259 |
| Students of teachers attending K-12 workshops | ca. 2,900 |
| Attendance at LAI virtual events | ca. 5,900 |
| Campus partners | ca. 70 |
| Community partners | ca. 45 |
| HAPI subscribers | 389 |
| HAPI online searches | 91,474 |
| LAI website visits | 72,654 |
| LAI social media followers | 3,830 |
| LAI YouTube views | 1,776 |
| LAI Facebook video views | 14,391 |
| LAI listserv subscribers | 1,541 |
| LAI outreach listserv subscribers | 296 |
| CBS and CMS listserv subscribers | 435 |
| LAI publications orders (2017-2021) | 163 |

views, email list subscribers, and publication sales. Particularly noteworthy is the shift to virtual event that accompanied the start of the pandemic. We immediately noticed that events held via Zoom were attracting two to four times as many attendees as in-person ones. We also quickly realized that the pandemic offered a unique opportunity to publicize our programming to a national audience, and we began sending our weekly events calendar to LAS programs and other contacts at nearly 150 universities around the country.

* 1. ***National Needs: Student Placement.*** UCLA’s LAS degree programs have a demonstrated, decades-long track record of placing students in professions that respond to national needs, such as education, government service, the non-profit sector, and business. Table G.2 provides a snapshot of the educational and career path of B.A. and M.A. alumni, along with Latin Americanist doctoral alumni during our last four-year period with Title VI support. Recent graduates of the M.A. program have gone on to careers such as non-profit work and librarian at the Library of Congress, while others have continued their education at the Ph.D. level at

universities such as Univ. of Chicago, Ohio State, Univ. of Toronto, and Yale. Prior to the pandemic-exacerbated collapse of the faculty job market, Ph.D. graduates overwhelmingly went on to careers in higher education, and recent alumni have been appointed to faculty positions at Washington State Univ., Univ. of Kansas, Univ. of Illinois Urbana-Champaign, Columbia University, Cornell Univ., UC Davis, Univ. of Southern California, and UC Merced.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table G.2: Graduate Placement by Degree, 2014-2017** | | | |
| **Placement** | **B.A.** | **M.A.** | **Ph.D.** |
| Post-secondary teaching | 0% | 20% | 85% |
| K-12 teaching | 10% | 6% | 5% |
| Government service | 5% | 5% | 3% |
| Non-profit sector | 10% | 8% | 3% |
| For-profit sector | 11% | 13% | 2% |
| International organizations | 3% | 10% | 2% |
| Continuing education | 61% | 31% | 0% |
| Other | 0% | 7% | 0% |
| **TOTAL** | **100%** | **100%** | **100%** |

As Table G.2. demonstrates, the vast majority of our alumni already go on to careers in areas of national need. The LAI plans to continue this positive track record by joining with the other UCLA NRCs to

organize a career workshop for FLAS grantees and other LAS students, where they will hear from program alumni currently using their language skills in careers that help meet national needs. Moreover, in light of the diminishing odds that Ph.D. alumni will achieve a tenure-track faculty job, UCLA departments have begun encouraging students to consider careers in university administration, government service, business, and the non-profit sector. These efforts are strengthened in the LAI by the fact that AD Pitts is a former summer FLAS grantee (Portuguese, 2005) currently using his language skills and graduate training in LAS program administration.

* 1. ***National Needs: Public Dissemination.*** LAI programming is designed to meet multiple areas of national need. Our slate of academic events is delivered to a wide array of undergraduate, graduate, and professional school students at UCLA, MSI/CC partners, and, in this this era of remote programming, a national audience. In doing so, the LAI increases the nation’s supply of Latin America specialists and ensures they have been exposed to a diverse range of perspectives on Latin America and its relationship with the U.S. This specialized training is not

limited to university students; every year our K-12 outreach program provides in-depth knowledge of Latin America to K-12 teachers who collectively educate thousands of students. Three of the languages we offer (Spanish, Portuguese, and Quechua) have been [listed as areas of national need](https://www2.ed.gov/about/offices/list/ope/iegps/languageneeds.html)

by the government agencies with which the Secretary of Education has consulted. And as graduate placements indicate (Section G.2), this specialized area and linguistic training is yielding concrete results in terms of producing specialists who go on to work in careers that address national needs.

The LAI strives to design programming that is relevant to both our audience at UCLA and in Southern California. For example, in light of the fact that the majority of LAUSD students are of Mexican or Central American descent, our teacher training workshops generally focus on equipping teachers with knowledge about the subregions of Latin America from which their students’ families are descended. Similarly, a significant proportion of our academic programming is conducted in Spanish, the language that 39% of Los Angeles County residents speak in the home. As Table G.1 demonstrates, the LAI effectively disseminates its programming to the public via a wide variety of mechanisms. Email lists (2,272 subscribers), social media (3,830 followers), and our website (72,654 views in 2021) disseminate both our events calendar and videos of past events (16,167 views in 2020-2021) to a national and global audience. In the 1980s, the LAI established what would become a significant publications program, with hundreds of monographs and journal issues published into the first decade of the 21st century; 86 titles are still available for purchase, and 163 orders were placed between 2017 and 2021. Well-known titles include the *Statistical Abstract of Latin America* (SALA) and the journal *Latin American Lore*. UCLA’s library brings Latin America to a national and global audience through, for example, digitization initiatives funded by MEAP (Section F.2.a) and, of course, HAPI. And finally, UCLA plays a prominent role in some of the foremost scholarly journals dedicated to Latin America. The

Department of History has just been selected to be the new editorial home of the *Hispanic American Historical Review* (HAHR), the foremost U.S. journal of Latin Americanist historical scholarship. And the LAI director is associate editor of *Mexican Studies/Estudios Mexicanos*, a journal solely dedicated to the study of Mexico in historical and contemporary perspectives.

* 1. ***a. Evaluation Plan.*** UCLA’s seven international/area studies centers currently applying for Title VI funding have jointly retained the services of Thomas P. Miller & Associates (TPMA) as external evaluators. TPMA’s evaluation team has evaluated more than $120 million of state and federally funded grants from a variety of funding streams, including 16 multi-year U.S. Department of Labor grants for higher education institutions and 13 U.S. Department of Education grants, including Indiana University’s nine Title VI NRC/FLAS grants during the 2018-2022 cycle. TPMA’s work on these projects has included evaluation design, data collection, reporting and assessment of program implementation, and impact and outcomes analyses. TPMA is well versed in tracking performance measures, progress towards outcomes, implementation of grant activities, and fidelity to program models. Already, they have met twice with all UCLA applicant centers jointly and twice individually. The LAI has worked with TPMA to produce a comprehensive, objective evaluation plan that will produce measurable results.

The evaluation plan establishes three project goals; together, they encompass our three most important missions – area studies research, language teaching, and outreach. Each goal has three performance measures, and each performance measure has activities by which to measure progress. TPMA will assist with the aggregation and interpretation of the data gathered each year.

|  |  |
| --- | --- |
| **Table G.3: Project Goals and Performance Measures** | |
| Project Goal 1: Support research and international linkages to advance student knowledge of Latin America and promote diverse perspectives on global issues. | |
| *Performance Measures* | *Activities* |
| Increase number of LAI and affiliated center international research and exchange linkages by 8 by the end of the grant period. | Trips for the directors of the CBS, CSCS, CMS, and PCS to establish research collaborations and exchanges. |

|  |  |
| --- | --- |
|  | Trips for LAI director to travel to Mexico, Colombia, and Brazil to establish new research/outreach collaborations on the topic of migration and the city. |
| Development of Pacific World Research Network to build linkages with institutions and Latin Americanist scholars in East and Southeast Asia. |
| Increase number of annual lectures/roundtables featuring diverse perspectives on Latin American affairs from 10 to 20 by the end of the grant period. | Annual diverse perspectives lecture series for the CBS, CSCS, CMS, PCS, AWG, and CAWG. |
| Voces de Latinoamérica and Ciudades de Migrantes lecture series to expose students and faculty to Latin  American perspectives on current issues. |
| Pacific World Research Network forum to bring Asian perspectives to bear on Latin America and vice versa. |
| Project Goal 2: Support the teaching of LCTLs and development of pedagogical resources both on campus and in the community in order to enhance the nation’s supply of specialists. | |
| *Performance Measures* | *Activities* |
| Increase enrollments in Nahuatl and Quechua by 25% by the end of the grant period. | Fund Quechua/Spanish lecturer for the Quechua  courses she teaches, with the aim of regularly offering intermediate in addition to beginning instruction. |
| Annual site visit for Nahuatl instructors to meet students twice each year, to facilitate face-to-face interaction. |
| Annual Nahuatl conference, with a focus on attracting additional students to the program. |
| Develop beginning instruction in one additional LCTL, Mixtec, by the end of the grant period. | Build collaboration with Biblioteca Juan Córdoba (Oaxaca) during Y1 Fulbright-Hays GPA summer K- 12 workshop in Oaxaca. |
| Mixtec conference in Y3, in place of regular Nahuatl conference, to further raise interest in the language. |
| Offer beginning Mixtec course, taught remotely by instructors from Oaxaca, in Y4. |
| Complete four additional units of Nahuatl textbook with partners at Stanford, Berkeley, Utah, and IDIEZ | Work with IDIEZ partners to complete units 3-6 of the textbook in Y1-Y2 of the grant period. |
| Development of open-access digital edition and publication of print version of textbook in Y3-Y4. |
| Project Goal 3: Promote specialized knowledge about Latin America in California and beyond through K-12, post-secondary, and public outreach programs. | |
| *Performance Measures* | *Activities* |
| Hold three annual curriculum/professional development workshops per year for K-12 teachers from LAUSD and other Greater Los Angeles school districts. | Joint K-12 globalization workshop held annually in collaboration with other area studies centers and the School of Education and Information Studies (SEIS). |
| Intensive summer K-12 workshop on a specific topic in Latin American history or culture. |
| Professional development lecture series comparing US  and Latin American approaches to immigrant education. |
| Support research, curriculum internationalization, and the promotion of diverse perspectives at 5 MSI/CC partners per year, through the Southern California Association of Latin American Studies (SCALAS). | Two competitive course development grants/year for SCALAS faculty to offer new area studies courses. |
| Speaker series inviting UCLA in-person speakers to repeat their lecture at two MSI/CC partners. |
| Annual conference and edited collection of faculty and student research for SCALAS faculty to share research and build collaborations across campuses. |
|  | Redesign of LAI website in Y1, with production of new content and ADA-compliant event videos. |

|  |  |
| --- | --- |
| Increase digital engagement with LAI programming (email lists, social media follows, virtual event attendance) by 25% over grant period. | Social media training for staff in Y2, to enable the LAI to maximize its audience and impact. |
| Development of a podcast in Y3, with faculty interviewing guest speakers. |

Parallel to the performance measures, which will enable us to quantify our progress toward concrete goals, the LAI has contracted TPMA to conduct five surveys/focus groups to help us identify and implement improvement to existing academic, outreach, and alumni activities. (See Table G.3.) The results of these surveys will enable the LAI to make improvements to its on- campus events after Y1, its MSI-CC partnerships after Y2, its K-12 outreach programs after Y3, and its alumni database during Y4. With the exception of the assessment of our existing surveys of K-12 outreach program (Y3), these evaluation instruments will enable us to establish baseline numbers, in order to make adjustments and measure improvement during each future grant cycle. Finally, all UCLA NRC applicants have planned a joint evaluation of the teacher workshop we are organizing in collaboration with SEIS’s History Geography Project. The results will be shared across all centers to facilitate project adjustments from year to year.

|  |  |
| --- | --- |
| **Table G.4: Scope and Timeline of Evaluation Activities, Thomas P. Miller and Associates** | |
| Evaluation Question: To what extent do LAI sponsored-event attendees experience an increased understanding of Latin America and exposure to diverse perspectives? | |
| Data Source | * Online survey of LAI-sponsored event attendees to measure the usefulness of events and attendee knowledge of Latin America to determine areas for continuous improvement |
| Analysis | * TPMA will disaggregate and clean data, and conduct a descriptive analysis |
| Schedule | * Y1 |
| Deliverable | * Summary of survey findings report presented to LAI to inform continuous improvement during the remainder of the 2022-2026 cycle. |
| Evaluation Question: To what extent do K-12 teacher outreach workshops improve teacher understanding of Latin America? | |
| Data Source | * Online survey of K-12 teachers who attend grant-related workshops to measure the usefulness and relevance of the workshop and application of content in their classroom * Review of K-12 existing institutional surveys |
| Analysis | * TPMA will disaggregate and clean data, and conduct a descriptive analysis |
| Schedule | * Annual (Y1-Y4) |

|  |  |
| --- | --- |
| Deliverable | * Annual summary of survey findings that are presented to LAI to demonstrate progress towards goals and facilitate continuous improvement of grant-related collaborative and internationalization efforts * Update calls to discuss findings and areas for continuous improvement |
| Evaluation Question: What are the needs of Latin Americanist faculty at Southern California Minority Serving Institutions (MSIs) and Community Colleges (CCs)? | |
| Data Source | * Online survey of MSI/CC partners to assess needs related to Latin American studies and determine areas for improvement in future LAI programming and financial support. * Focus group with MSI/CC partners to better understand their needs and support needed from LAI |
| Analysis | * TPMA will disaggregate and clean data, and conduct a descriptive analysis of survey data * TPMA will clean data and conduct a thematic analysis of focus group data |
| Schedule | * MSI/CC survey (Y2) * MSI/CC focus group (Y3) |
| Deliverable | * Annual summary of survey and focus group findings report presented to LAI to inform continuous improvement of MSI/CC collaborations. * Update calls to discuss findings and areas for continuous improvement. |
| Evaluation Question: To what extent do alumni experience improved academic and career outcomes, such as international studies and work in Latin American Studies-related positions? | |
| Data Source | * Online survey of LAI alumni to measure outcomes such as academic degree/program status, employment status/placement (including whether employment is in area of national need), and utilization of language and other   relevant cultural skills in their career |
| Analysis | * TPMA will disaggregate and clean data, and conduct a descriptive analysis |
| Schedule | * Y4 |
| Deliverable | * Summary of survey findings report presented to LAI to facilitate the tracking of placements in areas of national need, use of LCTLs in employment. |

***G.4.b. Use of Recent Evaluations.*** The LAI’s last major internal review took place in 2017. (Another review was scheduled for 2021, but the pandemic postponed it until Fall 2022.) The review committee was composed of three external members, including one who was then a Latin America Title VI NRC director, and two internal members. They stated that the LAI "is nationally and internationally recognized as one of the leading institutions in its fields of interest." It continued, “The LAI appears to be fulfilling and, in some areas, exceeding its operational objectives in terms of fostering interdisciplinary research and dissemination of knowledge on and appreciation for Latin America and the Caribbean, throughout the UCLA community and beyond." The outreach program in particular stood out “as an extraordinarily effective means of linking the institute’s research, education, and community-building activities, significantly raising its profile

with the larger community, while fostering diversity, inclusiveness and equity.” The report offered several recommendations that have since been implemented, including the remodeling of the LAI’s office space, a greater focus on fundraising, and more programming on Central America. Others, such as working more proactively to coordinate the activities of all campus units that specialize in Latin America, or involving students more closely in program planning and outreach, were in the process of being implemented, but were interrupted by the onset of the pandemic.

The M.A. program received its last review in 2016. The two internal and two external reviewers praised the quality and diversity of the faculty and students; one remarked on the “global diversity that its affiliated faculty and students bring to campus, intersecting in significant ways with promoting domestic diversity, equity inclusion, religious and political views, etc. at UCLA.” The review also provided the impetus for several changes, including the establishment of bylaws, strengthening the graduate student organization, and more comprehensive orientation for incoming students, including EDI training. The implementation of a key recommendation, the addition of a writing seminar to the core the curriculum, has been temporarily delayed by the pandemic.

* 1. ***Equal Access.*** Equity, diversity, and inclusion are not simply abstract values at UCLA but are actively being put into practice to an extent unmatched among elite American public universities. Approximately 72% of UG students are nonwhite or non-US citizens, and [over 30%](https://admission.ucla.edu/apply/first-generation-applicants)

[of undergraduates](https://admission.ucla.edu/apply/first-generation-applicants) are first-generation college students. Graduate students hail from 120 countries,

including 18 in Latin America. Of particular relevance to the LAI, nearly 20% of undergraduates identify as Hispanic or Latinx, and [the Chancellor’s office has established a goal of becoming a](https://chancellor.ucla.edu/messages/becoming-hispanic-serving-institution-2025/)

[Hispanic Serving Institution by 2025](https://chancellor.ucla.edu/messages/becoming-hispanic-serving-institution-2025/). UCLA has also committed [to hiring 15 new tenure-stream](https://chancellor.ucla.edu/messages/making-strides-towards-becoming-a-hispanic-serving-institution/)

[faculty over the next seven years and 20 postdocs over the next five](https://chancellor.ucla.edu/messages/making-strides-towards-becoming-a-hispanic-serving-institution/) whose scholarship and/or

mentoring have ties to Latinx experiences. To provide guidance on these efforts, the university has created the position of [Special Advisor to the Chancellor on Latina/o/x Affairs](https://chancellor.ucla.edu/messages/making-strides-towards-becoming-a-hispanic-serving-institution/).

In its own programming, the LAI targets underserved populations in a variety of ways. For example, the COVID-19 pandemic provided a unique opportunity for us to diversify the speakers we invite due to the fact that the move to remote events make it possible to invite scholars and activists who might have difficulty obtaining a visa to visit the U.S. to speak in person. The new Voces de Latinoamérica virtual speaker series (often held in Spanish) has brought speakers who might not otherwise be heard on an American university campus, from a Salvadoran LGBTQ rights activist living in Brazil to a Chilean art/dance/activist feminist collective. Outreach provides another opportunity to promote equal access. Our K-12 initiatives target teachers in LAUSD, a school district in which over 7 out of every 10 students are of Latin American descent. In recent years, our teacher training workshops have focused on topics from Mexico and Central America, the regions of origin of most of these students’ families, and during the upcoming cycle, we plan to hold a K-12 workshop for teachers in California’s Central Valley, which is home to a vast community of migrant farmworkers, including many indigenous Mexicans and their children. Also, for the upcoming four-year cycle we have developed a partnership with the Latin American Studies Program at California State University, Los Angeles (CSULA), whose director, Ericka Verba, has founded a consortium of 23 community colleges (CCs) and minority-serving institutions (MSIs) in the Los Angeles area; Title VI support will allow us to expand our MSI-CC outreach, including course development grants and conference/publication support, to post- secondary students from underrepresented backgrounds across Southern California. Finally, our FLAS review process will prioritize students who demonstrate financial need. We will also encourage applications from students who come from underrepresented groups.

# NRC. OUTREACH ACTIVITIES

***H.NRC.1. K-12 Outreach.*** Training for K-12 educators has long been a prominent part of the LAI’s mission. Developed over three decades, our outreach program equips Los Angeles K- 12 teachers to incorporate Latin American content into their curriculum in accordance with state academic standards. Each year the outreach coordinator organizes seminars and workshops on topics such as the history of corn or indigenous perspectives on the Conquest of Mexico. (See Table H.1.) Speakers may include UCLA faculty with expertise on the topic, faculty from other universities, or experts from cultural institutions such as the Los Angeles County Museum of Art (LACMA) or the Getty Research Institute (GRI). The workshops are accredited by LAUSD, and participants receive professional development credit or academic units upon completion of course requirements, including development of lesson plans and instructional materials. They also include the full participation of an in-service teacher as a curriculum advisor. Starting in 2020, the workshops seamlessly transitioned to a virtual format, and we remain prepared to conduct in- person, virtual, or hybrid outreach events in the future, as the public health situation dictates.

In 2021, the LAI was awarded a $100,000 Fulbright-Hays GPA grant to develop a month- long K-12 teacher workshop in Oaxaca. Led by OC Zavala and CMS director Gaspar Rivera- Salgado, in partnership with scholars at the Biblioteca Juan Córdoba, the workshop (rescheduled for summer 2023 due to continued pandemic disruptions) will teach the basics of the Mixtec language and culture to 15-20 LAUSD teachers, to better equip them to teach students of indigenous Mexican descent. (Mixtec speakers make up one of the largest groups of indigenous Mexican immigrants to California.) The program will feature a pre-departure workshop, four weeks of language/cultural instruction, and a post-program curriculum development workshop.

|  |  |  |
| --- | --- | --- |
| **Table H.NRC.1: K-12 Workshops, Seminars, and Other Events, 2018-2022** | | |
| **Quarter/Year** | **Title** | **Attendance** |
| Spring 2018 | Street Vendors as Entrepreneurs: Informal Economies in Latin America | 15 |
| Summer 2018 | Cities in Latin America: Ancient to Modern | 15 |
| Fall 2018 | Guatemalan Day of the Dead (for children) | 12 |
| Fall 2018 | Guatemalan Day of the Dead (for teachers) | 10 |
| Winter 2019 | Street Entrepreneurs: Contesting Space | 50 |
| Spring 2019 | Maize Meets Tortilla Chips: History and Culture of Corn | 15 |
| Summer 2019 | Giant Kites of Guatemala (for children) | 18 |
| Summer 2019 | Giant Kites of Guatemala (for teachers) | 20 |
| Summer 2019 | Mesoamerica from Maya to Aztec | 15 |
| Summer 2020 | The Florentine Codex: The Conquest of Mexico Through Indigenous Eyes | 26 |
| Summer 2021 | 500 Years Later: The Conquest of Mexico | 24 |
| Summer 2022 | Sites of Encounter: Quetzaltenango | TBD |

As part of the International Institute, the LAI has been able to broaden its impact by partnering with other area studies centers and the School of Education and Information Sciences (SEIS). One of the most fruitful areas of collaboration has been through the UCLA History- Geography Project, an SEIS outreach initiative that trains K-12 social studies teachers in curriculum development, lesson planning, critical literacy, and more. The LAI has developed training sessions on topics such as World Cities, bringing Latin America-specific content to workshops with global coverage. We are also preparing to participate in a summer 2022 teacher workshop on the theme “Sites of Encounter,” organized by the Center for Near Eastern Studies and Center for Southeast Asian Studies, UCLA’s two current Title VI NRCs. The LAI’s workshop, led by Floridalma Boj López, assistant professor of Chicana/o and Central American Studies, will focus on archaeological and other cultural sites in Quetzaltenango, Guatemala. Finally, to broaden our impact beyond teacher training, the LAI periodically holds outreach programs targeted directly at children, One such workshop introduced students to how Día de los Muertos is celebrated in Guatemala, while another showed them how to construct a Guatemalan kite.

***H.NRC.2. Post-Secondary Outreach.*** The LAI is strongly committed to to postsecondary outreach. As described more fully in Section G.1, the move to virtual events during the pandemic offered an unprecedented opportunity for us to reach academic audiences at a national level. We

also disseminate our programming to academic audiences and the general public through our new [YouTube channel](https://www.youtube.com/channel/UCKiAxJ8ghS8GPH8J9LFyfxA/videos?view=0&sort=dd) (48 event videos posted since 2020), Facebook (2,038 followers), Twitter (1,110

followers), Instagram (572 followers), and our own website (72,654 unique views in 2021). On the UCLA campus, the LAI and its affiliated centers, programs, and working group took a leading role in organizing International Education Week events in both 2020 and 2021.

We have also developed a close collaboration with the Latin American Studies Program at CSULA a Hispanic-serving institution located less than 15 miles from the UCLA campus, and support for this partnership figured prominently in our 2018 Title VI application. Over the last four years, the director of the CSULA LAS program, UCLA Ph.D. Ericka Verba, has taken the initiative to form a [Southern California Association of Latin American Studies](https://www.calstatela.edu/academic/las/southern-california-association-latin-american-studies-scalas) (SCALAS), and today she

has a list of 660 faculty at higher education institutions across Southern California, of whom 84 have officially joined. Title VI support will allow SCALAS to offer course development grants, Nahuatl instruction, and support for faculty and student research (through an annual conference and publication to at least 23 MSIs and CCs in Greater Los Angeles, thereby expanding the LAI’s post-secondary outreach across a region with a total population of nearly 19 million.

***H.NRC.3. Public Outreach.*** As the focal point for Latin American Studies at the top public university in the nation, located in its second-largest metropolitan area, the LAI is ideally positioned to have a significant public impact. In the last four years, we have partnered with world- class research institutions to disseminate research on Latin America locally, nationally, and globally. Led by former director Kevin Terraciano, the LAI is currently part of a [joint project](https://www.getty.edu/research/scholars/digital_art_history/florentine_codex/) of

the GRI, the Seaver Institute, and the Biblioteca Medicea Laurenziana (Florence, Italy) to digitize and make available online an annotated version and translation of the Florentine Codex, a

sixteenth-century encyclopedia of Nahua knowledge composed within a generation of the Spanish Conquest. The digitization of this priceless ethnohistorical treasure will have a global impact.

One particularly successful public outreach initiative took place in the fall of 2020.

*Semblanza 2020: Global Virtual Folk and Dance Festival* was jointly organized with the [Tierra](http://www.tierrablancaartscenter.org/home.html)

[Blanca Art Center,](http://www.tierrablancaartscenter.org/home.html) a non-profit devoted to providing the opportunity for low-income youth and

their families to become aware of the multi-cultural background of Greater LA. The festival, which was performed for a total virtual audience of over 3,400, was opened by the LAI director and Los Angeles Mayor Eric Garcetti and featured performers showcasing musical and dance styles from countries represented by immigrant communities from around Greater Los Angeles.

Members of the LAI leadership team also dedicate significant time to public-facing activities. From 2016 to 2018, as director of the Center for Mexican Studies, current LAI director Hernández-León received a grant from the [Instituto de los Mexicanos en el Exterior](https://www.gob.mx/ime) (IME)

(matched by internal funding from six UCLA sources) to award 26 scholarships to Mexican- descended UCLA students to offer tutoring on college preparedness to immigrant youth. In addition, AD Pitts has written extensively about contemporary Brazilian politics in both domestic and international media, including [*NACLA*,](https://nacla.org/news/2018/04/13/lula%27s-arrest-and-true-state-brazilian-left) [*Jacobin*,](https://jacobinmag.com/2018/10/brazil-candidates-social-media-election) [*El País*,](https://brasil.elpais.com/brasil/2019/01/21/opinion/1548106874_314055.html) and [*O Estado de S. Paulo*.](https://www.estadao.com.br/noticias/geral%2Cnossa-guinada-conservadora%2C1668933)

Public outreach is also a vital part of the mission of the LAI’s affiliated centers, program, and working group. CBS and CAWG have developed particularly ambitious programming. CBS developed an annual Brazilian Film Series (BFS) in partnership with the [Brazilian consulate in](http://losangeles.itamaraty.gov.br/pt-br/brazilian_film_series.xml)

[Los Angeles](http://losangeles.itamaraty.gov.br/pt-br/brazilian_film_series.xml), which partially funded the series until the pandemic. In 2018-2019, the last full year

of programming, the BFS screened nine Brazilian films, attracting a total audience of approximately 700 attendees. The CAWG has developed an innovative approach to programming that combines scholarship, student activism, and community outreach. The working group, which

is jointly led by a faculty director and a graduate/undergraduate student committee, holds activities targeted at students and community members of Central American descent, and much of its programming focuses on connecting its audience with activism and scholarship in Central America. Recent events have included conversations with community groups focusing on issues such as the Guatemala Mayan diaspora and Garifuna rights in Honduras, typically held in Spanish and scheduled in the evening to facilitate community attendance.

# NRC. PROGRAM PLANNING AND BUDGET

***I.NRC.1. Development Plan and Timeline.*** The activities funded by this NRC grant have been designed to produce steady, cumulative results across the four-year grant period that will result in measurable outcomes by the end of the cycle in 2026. Table I.NRC.1 describes the development timeline and projected outcomes of key initiatives associated with the grant. With the exception of several new hourly undergraduate and graduate student assistants, the activities described here will be carried out by existing personnel, particularly the LAI director, center/program/working group directors, LCTL instructors, AD, and OC. It is expected that this continuity in staffing (along with AD Pitts’ extensive Title VI experience) will lend itself to consistent program development and the effective use of federal funds. In addition, the centralization of MSI/CC collaborations in one organization, SCALAS, whose president, Ericka Verba, is a UCLA alumna and close collaborator of the LAI, will help ensure that our planned initiatives to support LAS teaching and research across Southern California are carried out as planned. Finally, as discussed in Section G.3, the decision of UCLA’s NRC applicants to use a common external evaluator who has vast experience with federal grants, will facilitate efficient tracking of data and effective identification of areas for improvement.

|  |  |  |
| --- | --- | --- |
| **Table I.NRC.1: Timeline and Projected Outcomes for Major Activities** | | |
| **Activity** | **Timeline** | **Projected Outcome** |
| **Area Studies Programming and International Linkages (Project Goal 1)** | | |
| Center/Program/Working Group Diverse Perspectives Programming | Six in-person (or 18-24 remote) lectures and/or roundtables/year, promoting diverse perspectives on Latin America, Y1-Y4 | Enhanced participant exposure to diverse perspectives on Latin America, measured by event survey |
| Ciudades de Migrantes Initiative | Two public lectures/year, 1 collaboration- building trip/year, Y1-Y4 | 4 new research/outreach collaborations with Latin American  institutional partners |
| Pacific World Research Network | One virtual forum/year to bring together scholars conducting research on Asia-Latin America connections (Y1-Y4) | Research collaborations with more than 100 scholars of Latin America- Asia connections. |
| Center Director Travel | One trip each for the directors of CBS, CMS, CSCS, and PCS to build new institutional linkages in Latin America (Y1-Y4) | 4 new research/exchange collaborations with Latin American institutional partners |
| **Language Programming (Project Goal 2)** | | |
| Nahuatl Textbook | Units 1-2 completed spring 2022, units 3-4 (Y1), units 5-6 (Y2), print version (Y3), online open-access version (Y4) | Beginning Nahuatl textbook written by native speakers |
| Beginning Mixtec | Summer teacher workshop in Oaxaca (Y2, funded by Fulbright-Hays GPA), Mixtec symposium (Y3, funded by LAI), beginning  Mixtec courses (Y4) | Beginning Mixtec courses offered to UCLA and MSI/CC partner students |
| Languages Across the Curriculum | Two competitive course development grants/year (Y1-Y4) | 6 new courses on the books by the end of Y4, with 2 additional courses scheduled for 2026-2027 |
| **Outreach Programming (Project Goal 3)** | | |
| K-12 Workshops | Two workshops/year (Y1-Y4); one workshop on Latin America topics, one  developed in collaboration with History- Geography Project and other UCLA NRCs | Approximately 200 Greater Los Angeles teachers (25/workshop)  equipped for curriculum internationalization |
| K-12 Speaker Series: Education in Latin America | 3 educators or education policy experts/year explaining key contemporary issues in Latin American education to K-12 teachers, Y1-Y4 | Increased knowledge about K-12 education in Latin America for 240 teachers (20/presentation) |
| Southern California Lecture Series | 2 UCLA guest speakers/year also giving talk at two MSI/CC partners, Y1-Y4 | 16 lectures at MSI/CC partners by  the end of Y4, total audience of approximately 400 (25/lecture) |
| Southern California Course Development Grants | 2 competitive course development grants/year for MSI/CC partners. | 6 new courses on the books by the end of Y4, with 2 additional courses scheduled for 2026-2027 |

***I.NRC.2. Quality and Relevance of Activities.*** The LAI requests funds to advance the study of Latin American languages and area studies through activities related to three goals. These three goals are directly tied to the purpose of the NRC in that they encourage diverse perspectives; promote the study of LCTLs; and will enable us to expand our K-12, postsecondary, and community-oriented outreach to educate Southern California on Latin America and its languages.

*Project Goal 1: Support research and international linkages to advance student knowledge of Latin America and promote diverse perspectives on global issues. Key points: The LAI will promote diverse perspectives through the programming of its affiliated centers, programs, and working groups. – Title VI funds will enable the LAI to establish or strengthen research initiatives and speaker series featuring Latin American artists and activists, scholarship on Latin American approaches to urbanism and migration, and Asian perspectives on Latin America. – The LAI will facilitate diverse perspectives by supporting the establishment of research and exchange collaborations with universities and other institutions in Latin America.*

The LAI requests funds to further develop the programming of our six affiliated centers, programs, and working groups, which cover Mexico, the Caribbean, Central America, the Andes, Brazil, and the Southern Cone. The LAI already funds these centers at amounts ranging from

$2,500-$5,000 per year; Title VI funds will allow us to establish a Diverse Perspectives series for each center, which they will use to organize in-person and virtual lectures, roundtables, film screenings, and symposia to expose students and the wider community to a diverse range of views on Latin American affairs. This diversity may be political, with speakers from across the ideological spectrum. It may manifest itself in terms of education or class, with speakers from non- academic or activist backgrounds. Our centers will also pursue diversity in terms of gender, race/ethnicity, and sexual orientation, inviting speakers who belong to marginalized groups.

Similarly, the LAI requests Title VI funds to support three research/public initiatives that will present diverse perspectives and facilitate collaboration between scholars from the U.S., Latin America, and other world regions. First, the monthly Voces de Latinoamérica speaker series will allow artists, activists, religious leaders, politicians, and other non-academics from Latin America to present their work to a virtual audience from UCLA and around the world. A pilot of this series

was held in early 2021, with speakers including an Afro-Colombian activist, a Salvadoran LGBTQ rights activist, and Chilean feminist collective Las Tesis. Second, The Ciudades de Migrantes initiative, being developed by LAI director Hernández-León with colleagues at the Universidad Autónoma de Nuevo León, will enable scholars in the U.S., Mexico, and eventually other regions of Latin America to discuss domestic and international migration in the urban context, exchanging ideas about issues of housing, education, policing, and legal status that affect communities in both the U.S. and Latin America. Finally, the PWRN, a new collaboration between the LAI and the UCLA centers dedicated to East Asia and Southeast Asia, is creating a network of scholars who study connections between these two world regions. Understanding these connections, particularly the growing economic and diplomatic ties between Latin America and China, is vital to sustaining

U.S. interests in Latin America. Title VI funds requested by all three centers will facilitate the creation of an annual symposium for scholars to discuss these relationships.

Close collaborations with colleagues in Latin America and beyond are vital to fostering conversations that facilitate the presentation of diverse perspectives. To that end, the LAI requests funds to send the LAI director and the directors of the CBS, CMS, CSCS, and PCS to Latin America to develop research/exchange agreements with universities there. Funds are also requested to hire a graduate assistant to coordinate the efforts of the PWRN to build linkages with scholars in Asia. And finally, funds are requested to provide international research and domestic conference travel grants to LAI faculty affiliates, so that they can form and maintain collaborations with institutions in Latin America, as well as scholars in their respective fields.

*Project Goal 2: Support the teaching of LCTLs and development of pedagogical resources both on campus and in the community in order to enhance the nation’s supply of specialists. Key points: UCLA offers courses in Portuguese, Nahuatl, and Quechua – Title VI funds will support*

*the continued teaching of Quechua and Nahuatl and new courses in Mixtec. – The LAI is collaborating with Title VI NRCs at Stanford, UC Berkeley, and Utah and indigenous language specialists in Mexico to produce a beginning Nahuatl textbook. – The LAI will increase offerings of Languages Across the Curriculum (LAC) courses by offering course development grants.*

The LAI requests funds to support 38% of the salary of lecturer Luz María de la Torre, who teaches beginning Quechua and is available to teach intermediate, should demand exist. Professor de la Torre has been teaching Quechua at UCLA since 2009 and has extensive indigenous language pedagogy training. Funds are also requested to support continued Nahuatl instruction through our collaboration with Nahuatl instructors at IDIEZ. The courses will continue to be offered remotely and will include students from UCLA and Stanford, as in previous years. We also plan to make a number of slots available to students at Los Angeles area MSIs and CCs through our collaboration with SCALAS. Title VI funds will support an annual visit by the instructors to Los Angeles and Palo Alto to meet their students in person. In Y4, funds are requested to support a three-course sequence in beginning Mixtec, which is being developed via a similar collaboration with the Biblioteca Juan Córdoba in Oaxaca. The courses will be the culmination of a three-year slate of Mixtec-related activities (funded by non-Title VI sources), including a one-month summer workshop in Oaxaca for K-12 teachers (Y2, funded by a Fulbright- Hays GPA) and a Mixtec symposium at UCLA (Y3, funded by internal sources).

We also request funds to support the production of the final four units of an introductory Nahuatl textbook, a joint project between the LAI and the NRCs at Stanford, UC Berkeley, and Utah that is currently being developed in collaboration with our partners at IDIEZ. The authors, who are native speakers of Nahuatl with extensive experience teaching the language to heritage and second-language learners, have already finished the first two chapters, with Title VI support

from the partner NRCs. Title VI funds during the upcoming cycle will pay fees (invoiced by IDIEZ) for the authors and illustrators, in addition to costs related to producing the print edition and developing an online open access edition. To further strengthen our Nahuatl program, funds are requested to pay honoraria at our annual Nahuatl conference (held the last four years, the last two remotely), which brings together scholars and educators of the Nahuatl language and Nahua history and culture. The LAI also requests funds to send IDIEZ instructors and our Quechua lecturer to Stanford’s indigenous language pedagogy workshop, the [Taller de Lenguas Indígenas.](https://clas.stanford.edu/outreachindigenous-language-resources/indigenous-languages-latin-america-workshop-pedagogy)

Finally, the LAI requests Title VI funds for course development grants for Languages Across the Curriculum (LAC) courses in both Portuguese and Spanish. This will enable us to build upon our successful efforts in previous Title VI cycles to develop courses taught in Latin American languages in fields beyond literature. (See Section B.2.b.) Funds are also requested for a Portuguese youth heritage speaker community program called Brazilian Play and Learn. While their in-person courses remain on hold due to the pandemic, the founders of the organization are eager to use Title VI funds to begin filming an online open-access program designed to educate second-generation Brazilian children about the Portuguese language and Brazilian culture.

*Project Goal 3: Promote specialized knowledge about Latin America in California and beyond through K-12, post-secondary, and public outreach programs. Key points: The LAI maintained a strong outreach program during the 2018-2022 cycle, without Title VI support. – K- 12 outreach is conducted via a collaboration with the nation’s second-largest school district. – Post-secondary outreach will take place via an innovative partnership with 23 Southern California MSIs and CCs, through the Southern California Association of Latin American Studies (SCALAS).*

To support an already-extensive K-12 outreach program, the LAI requests funds to cover some of the costs of our annual Latin America-themed K-12 workshop for LAUSD teachers,

including a fee for a lead teacher to coordinate salary points and lesson plan development, as well as supplies for the workshop. This workshop, held in June of each year, helps K-12 teacher internationalize their curriculum by enabling them to teach specific aspects of the history and cultures of the world region from which over 70% of their students’ ancestors came. For teachers who are unable to commit to a multi-day workshop, the LAI has also planned a series of professional development lectures on education in Latin America, at which Southern California teachers will learn how Latin American educators address some of the same issues they face as teachers, such as the education of immigrant children. Funds are requested to pay honoraria for this series. The LAI has also joined forces with the five other UCLA area studies centers applying for NRC funds and with SEIS’s History-Geography Project to organize a teacher training and curriculum development sequence. The aim is to increase capacity and resources for world history teachers of grades 6, 7, and 10 – school years when the California Public School Social Science Framework covers non-US regions. The program encompasses the theme “Interconnected Worlds: Past, Present, and Future” – comparing sites, world regions, and historical events that have shaped the present exchanges of products, technologies, people and ideas over a broad range of geographic areas, incorporating historical texts, literature, and art. Funds are requested to pay speaker fees, space rental, and other workshop-related expenses. Finally, as a member of the nationwide Consortium of Latin American Studies Programs (CLASP), the LAI requests funds to support the annual award ceremony for the CLASP Américas Award (coordinated by Tulane University), an award given to the author of the best children’s book on Latin America.

Title VI funds will enable the LAI to extend its postsecondary outreach to a regional constituency. Rather than collaborating with one or two MSIs/CCs, as is common among NRCs, we have developed a partnership with the Southern California Association of Latin America

Studies (SCALAS). As discussed in the previous section, SCALAS is headquartered at CSULA but has members from 23 public universities (nearly all MSIs) and CCs. The LAI requests funds to support an initiative to bring UCLA guest speakers to share their work at SCALAS campuses; Title VI funds will support an additional day in Los Angeles and an increased honorarium for the speaker to repeat their talk at one MSI and one CC partner. Funds are also requested to support two competitive course development grants per year for SCALAS faculty to create new courses with 100% LAS content on their home campuses. In addition, the LAI and SCALAS request funding for a subaward to CSULA. The subaward will fund an hourly graduate assistant to fund SCALAS activities, an annual conference featuring the research of SCALAS-affiliated faculty and their students, and an online publication of conference presentations.

As an internationally-recognized leader in making Latin American scholarship available to institutions of higher education around the world, HAPI also plays an important role in the LAI’s post-secondary and public outreach. Title VI funds will enable HAPI to hire two hourly graduate assistants: one for a two-year project to update subject headings to more inclusive, contemporary language, and a second to integrate into HAPI records from the Scientific Electronic Library Online (SciELO), the largest open access repository of Latin American scholarship.

Other outreach projects for which funds are requested include support for a CLASP resources booth at the annual conference of the American Association of Teachers of Spanish and Portuguese (AATSP) (coordinated by the University of Florida), as well as an innovative research/outreach initiative being developed by LAI affiliated faculty member Alex Ungprateeb Flynn (World Arts and Cultures/Dance) that will bring housing activists and artists from São Paulo to develop collaborations with activists and artists working with the unhoused in Los Angeles.

Finally, the LAI requests funds to support, together with the other UCLA NRCs, an annual career workshop for FLAS recipients and other students. Each year, FLAS alumni who are using their language training in careers related to government service and national needs will be invited to share about their careers with current UCLA students, with the aim of making them aware of the ways they can use Latin American languages in careers that help meet national needs.

To coordinate all these outreach activities, the LAI will continue to employ a full-time outreach coordinator. Title VI funds are requested to cover 50% of her salary.

*Other: Library Acquisitions and Travel:* To further enhance UCLA’s already strong Latin America library collection, funds are requested for collection development. This includes funds for books and other materials, as well as for the LAS librarian to travel to Latin America twice annually to pursue opportunities for collection development.

*Other: Administrative Support:* To enable the LAI to carry out all these initiatives, funds are requested to cover 20% of the salary of the LAI assistant director, who will be responsible for organizing events, disbursing funds, tracking data, completing reporting requirements, and ensuring grant funds are spent in accordance with the regulations governing Title VI. Funds are also requested for two undergraduate work study students to assist the program representative and outreach coordinator with publicity, event logistics, and ADA compliance (captioning for the hearing impaired) for virtual events placed on our website and social media.

Funds are also requested to help offset the cost of sending the LAI director and assistant director to Washington for the Y1 Department of Education administrative meeting; LAI personnel to the Latin American Studies Association (LASA) meeting to meet with the leadership of other major LAS programs; and the LAI assistant director to the annual meeting of CLASP leadership.

***I.NRC.3. Reasonableness of Costs.*** To ensure cost-effectiveness, the seven UCLA centers applying for Title VI funding have agreed to work collaboratively on a variety of aspects of the grant (most notably outreach initiatives and evaluation). Costs for offering Nahuatl are kept low by working with instructors based in Mexico who offer six courses per year for a fraction of the cost of a full-time lecturer. And since the Quechua lecturer also teaches Spanish courses, Title VI funds are only needed to cover just over a third of her salary; S&P pays the rest. In addition, we have incorporated important lessons gained from the shift to virtual events during the pandemic. We have found that virtual events attract larger audiences for a fraction of the cost, and we plan to make such events a part of our permanent lineup through events such as the Voces the Latinoamérica speaker series, which costs only $200 per talk, and through making the Nahuatl conference permanently remote. For programming that involves travel, costs will conform to General Services Administration (GSA) rates. Our evaluation costs are kept low by working with an external evaluator with extensive Title VI experience, and by dividing evaluation for joint initiatives between UCLA centers. The II has also agreed to partially offset the cost of our evaluation plan. Finally, the entire budget has been reviewed for cost-effectiveness by UCLA’s [Office of Contract and Grants Administration](https://ocga.research.ucla.edu/) (OCGA) prior to final submission.

***I.NRC.4. Long-term Impact.*** The LAI has proposed activities with significant long-term impact on our undergraduate, graduate, and professional programs. Their impact is heightened by the fact that many of them build upon existing initiatives and areas of strength. For example, FLAS funds and funding for Nahuatl (including a textbook), Quechua, and Mixtec instruction will draw students to study Latin American indigenous languages for careers in areas of national need. The international research and study linkages we plan to develop with grant funds will serve faculty and students long beyond the upcoming four-year cycle. Support for HAPI will enable this half-

century-old LAS resource to invest in the future by updating subject headings and providing access to Latin American content through its new partnership with SciELO. To ensure that impact from funded activities will be measured during the grant period and facilitate continuous improvement and long-term impact beyond the end of the upcoming cycle, the LAI has developed an evaluation plan (Section G.4) with an external evaluation firm with extensive Title VI experience.

# NRC. COMPETITIVE PREFERENCE PRIORITY

The LAI has established an innovative collaboration with SCALAS, a professional organization based at CSULA that seeks to create collaborations between Latin Americanist faculty at regional Cal State schools (Los Angeles, Long Beach, Dominguez Hills, etc.) and local community colleges. Currently, faculty from 23 Cal State institutions and CCs are affiliated with SCALAS. Nearly all the member institutions are classified as MSIs and/or CCs, with high numbers of Hispanic/Latinx students in particular. Title VI funds will enable SCALAS to offer LAS course development grants, pay honoraria for an annual conference, and hire a graduate assistant at CSULA to coordinate SCALAS activities and organize the conference.

# H.FLAS. FLAS AWARDEE SELECTION CRITERIA

To ensure efficient use of staff resources, the LAI will coordinate its FLAS awardee selection with other NRCs in the II, a process that began in 2021 with the announcement of a competition for AY 2022-2023, contingent on the LAI receiving NRC funding. Subsequent years will hold simultaneous competitions for the upcoming summer and next AY. The following advertisement, application, and selection process will be repeated each year of the grant cycle, with adjustments based on stakeholder feedback on the prior year’s competition.

***Advertisement.*** Advertisement began with a November 2021 information session, held jointly with five other UCLA area studies centers,

|  |  |
| --- | --- |
| **Table H.FLAS.1: FLAS Awardee Selection Timeline** | |
| Activity | Timeline |
| Info Session Advertising | Late September |
| Information Session | Mid-November |
| FLAS Deadline Advertising | Mid-November to early February |
| FLAS Application Deadline | February 25 |
| Committee Meeting | Early March |
| Student Notifications | Mid-March |
| Student Decision Deadline | April 15 |

covering all anticipated FLAS-eligible languages. Announcements have also been sent to all LAI- affiliated faculty, along with departmental undergraduate advisors and directors of graduate studies, the M.A. students in Latin American Studies, and the LAI listserv (approximately 1,600 members). We also advertise through social media, including Facebook, Twitter, and Instagram.

***Application.*** The application is hosted on the International Institute’s website. Required materials will include a CV, statement of purpose (2-page limit), transcripts, two letters of recommendation, language proficiency assessment from an instructor in the language, and the expected family contribution (EFC) from the student’s FAFSA.

***Selection Criteria.*** FLAS applicants will be ranked based on both quantitative (transcripts and EFC) and qualitative (recommendation letters and statements of purpose) criteria. Students initially deemed qualified by the committee will be prioritized based on three equally-weighted criteria: financial need, study of a LCTL, and interest in a career of national need.

***Selection Committee.*** The selection committee will be appointed by the LAI director and will consist of himself, the associate director, the assistant director, and two LAI-affiliated faculty members, including a language specialist and one from a professional school.

***National Priorities.*** The LAI will offer FLAS fellowships to qualified applicants for Nahuatl, Portuguese, and Quechua before considering applicants for Spanish (or Caribbean French). In addition, the committee will be instructed to prioritize students with career plans that address national needs in education, government service, business, and non-profit work.

# I.FLAS. FLAS COMPETITIVE PREFERENCE PRIORITIES

***1.FLAS.1. Competitive Preference Priority 1.*** The LAI has committed to prioritizing both undergraduate and graduate FLAS applicants who demonstrate financial need. Applicants will be asked to submit the EFC amount from their FAFSA. During the application review, students initially deemed qualified by the selection committee will be prioritized based on three criteria, one of which will be financial need.

***1.FLAS.2. Competitive Preference Priority 2.*** The LAI proposes to exceed the requirements of this priority by committing to award at least 75% of academic year and summer FLAS fellowships to students studying Portuguese, Quechua, Nahuatl, or Mixtec (Y4).