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# Criterion A: COMMITMENT TO SUBJECT AREA

**A-1. Institutional Support for operations, faculty, library, et al.** Tulane held NRC status between 1962 and 2018 and serves a unique region in the Mississippi River Valley. Few institutions of Tulane's size compare in the number of faculty, students, library resources, and research support for Latin American Studies. Indeed, Tulane is one of only two Latin American Title VI-funded universities with enrollments below 14,000 in a field it shares with twelve stand- alone centers at universities with average enrollments of 40,123. Nevertheless, the impact of Tulane’s Latin American resources on a relatively small residential campus facilitates interaction, community, interdisciplinary collaboration, and service to the state and region.

The university’s annual contribution of $9.981 million supports 107 area studies and language faculty, who between AY18-19 and AY20-21 taught 389 individual language and area studies courses, of which 45.5% had 100% Latin American content, 13.9% had at least 50%, and 40.6% at least 25%. Title VI support for new Tulane faculty lines beginning in 1962 leveraged over six decades of major financial contributions from Tulane’s administration and donors. This was critical in creating a unique concentration of faculty in all crucial departments, which is reflected in the ratios of Latin Americanists (core on left; associates/affiliates in center) to non-Latin Americanists (on right) in Spring 2022: Anthropology (10/1/5), Art History (3/2/4), Communication (5/0/9), EEB (3/2/4), Economics (3/0/15), History (7/1/14), Music (2/1/8), Political Science (4/4/11), Sociology (2/1/15), and Spanish and Portuguese (11/2/2). Core Latin Americanists represent 33.1% and associates and affiliates represent 9.3% of all regular faculty in these ten departments—85.9% of these Latin Americanists are tenured. Tulane also supports 8

staff positions and 3 dedicated faculty lines in SLA; endowments fund 3 staff positions in CIPR, 1 half-time Professor of Practice (POP), and 7 post-doctoral fellows.

|  |  |
| --- | --- |
| **Table A-1:**  **University Support 2019-2020** | **University Contribution** |
| Administrative Salaries w/ F/B | $ 864,933 |
| Conferences | $ 46,647 |
| Supplies, equipment | $ 20,807 |
| Travel | $ 22,507 |
| Special Prog & Projects | $ 16,465 |
| Student Assistants | $ 53,088 |
| Miscellaneous | $ 47,475 |
| Teaching Faculty & Instructors w/ F/B | $ 9,981,097 |
| Post-Doctoral Research | $ 315,526 |
| Faculty Research | $ 82,336 |
| Library Staff w/ F/B | $ 423,532 |
| Library Acquisitions | $ 589,075 |
| International Summer Programs | $ 529,558 |
| Outreach Salaries w/ F/B | $ 65,849 |
| Outreach Activities | $ 36,983 |
| Students: Field Research | $ 25,800 |
| Grad Stipend/Tuition Waiver | $ 1,492,148 |
| **Total** | **$ 14,613,826** |

**Table A-1** records all sources of financial support for Latin American Studies at Tulane. In addition, SCLAS received external funding in the last four years from the Tinker Foundation to support graduate student field research ($60,000), support for LCTL instruction ($100,000),

miscellaneous donations ($12,892), and a pledge endowing a new research initiative to honor retiring art historian Elizabeth Boone ($500,000). In the same period, The Center for Interamerican Policy and Research (CIPR) managed grants of $1,676,956 from the Bill and Melinda Gates Foundation, the Spencer Foundation, and the Millennium Challenge Corporation. The Latin American Library, which has an endowment of $4,953,383, received grants and donations of $75,994 and pledges of $1,620,000, and the Middle American Research Institute, which has an endowment of $5,683,998, received grants and donations of $1,104,377.

The university is also generous in its allocation of prime space on the campus. In 1997, SCLAS was given 3,500 sq. ft. in Jones Hall, and today occupies 4,554 sq. ft. in Jones Hall and 3,788 sq. ft. at a temporary location on campus. In June, construction will begin to provide 3,122 sq. ft. of new space in Jones Hall for a total of 7,676 sq. ft. that will include a seminar room and fourteen new offices for six post-doctoral fellows, two visiting Greenleaf Professors, and two visiting

CIPR scholars. In addition, the Middle American Research Institute (MARI) occupies 10,025 sq. ft. in a recently redesigned floor of Dinwiddie Hall.

The university and SCLAS maintain active linkages with institutions abroad. SCLAS has academic collaborations with the Francisco Marroquín and del Valle universities in Guatemala, the Universidad de Costa Rica, the Fundación Ciudad del Saber in Panamá, the NGO Cristosal in San Salvador, and FCAT in Ecuador. CIPR has MOUs with the Colegio de México, the Universidad de La Plata & RAP: Fundación Red de Acción Política in Argentina, UDELAR in Uruguay, and ICEFI in Guatemala, while the Cuban and Caribbean Studies Institute has longstanding relationships with the University of Havana. The extensive international linkages of the professional schools are detailed in **Crit. C**.

# Criterion B: QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

**B-1 Extent of language instruction and enrollment.** Tulane offers language instruction in Spanish, Portuguese, Haitian Creole, Nahuatl, Yucatec Maya, Kaqchikel Maya, K'iche' Maya, Chol, and Chor’ti’. The university supports 100% of the salaries of LCTL faculty members Judith Maxwell, Schawe Professor of Linguistics and Anthropology (Kaqchikel, Yucatec Maya, Nahuatl), Marc Zender, Associate Professor of Anthropology (Nahuatl, Yucatec Maya, Chol, Chor’ti’, and Maya Epigraphy), and Myrlène Bruno, Professor of Practice in French and Haitian Creole, hired in 2019.

The Dept. of Spanish and Portuguese offers basic language courses at the undergraduate and graduate level. Tulane offers beginning Kaqchikel Maya every Fall semester and an intensive summer immersion program in Guatemala with Kaqchikel Maya and K'iche' Maya at the Beginning, Intermediate and Advanced levels. Students are encouraged to attend multiple summers to develop their skills. The Dept. of French offers three semesters of Haitian Creole,

and students continue their instruction through enrollment in independent studies courses and summer institutes. The Dept. of Anthropology offers Nahuatl, Yucatec Maya, Chol, and Chor’ti’ as one-semester graduate- level courses. Native- speaker language specialists assist a professor with classroom instruction and provide individual

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TABLE B-1: Language Enrollments 2017-2021** | | | | | | | | |
| ***Language*** | ***AY17-18*** | | ***AY18-19*** | | ***AY19-20*** | | ***AY20-21*** | |
| ***SPANISH*** | **UG** | **G** | **UG** | **G** | **UG** | **G** | **UG** | **G** |
| Beginning | 707 | 151 | 650 | 183 | 613 | 206 | 566 | 122 |
| Intermediate | 903 | 138 | 869 | 141 | 1064 | 144 | 1065 | 77 |
| Advanced | 297 | 150 | 244 | 119 | 264 | 117 | 208 | 43 |
| *Spanish Total* | **1907** | **439** | **1763** | **443** | **1941** | **467** | **1839** | **242** |
| ***PORTUGUESE*** | **UG** | **G** | **UG** | **G** | **UG** | **G** | **UG** | **G** |
| Beginning | 30 | 0 | 32 | 2 | 24 | 4 | 15 | 4 |
| Intermediate | 30 | 8 | 36 | 2 | 26 | 3 | 18 | 8 |
| Advanced | 26 | 6 | 27 | 1 | 23 | 5 | 21 | 21 |
| *Portuguese Total* | **86** | **14** | **95** | **5** | **73** | **12** | **54** | **33** |
| ***LCTL*** | **UG** | **G** | **UG** | **G** | **UG** | **G** | **UG** | **G** |
| Ch'orti' Maya BEG | 4 | 1 | 0 | 3 | 0 | 0 | 0 | 0 |
| Ch'orti' Maya ADV | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Spoken Ch'orti' | 0 | 0 | 5 | 3 | 0 | 0 | 0 | 0 |
| HC BEG | 5 | 0 | 5 | 6 | 5 | 2 | 4 | 3 |
| HC INT | 3 | 2 | 0 | 0 | 0 | 0 | 2 | 1 |
| HC ADV | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 1 |
| Kaqchikel BEG | 1 | 4 | 4 | 0 | 5 | 8 | 2 | 4 |
| Kaqchikel INT | 0 | 5 | 1 | 2 | 1 | 2 | 0 | 5 |
| Kaqchikel ADV | 0 | 3 | 0 | 3 | 0 | 1 | 1 | 1 |
| Kaqchikel Readings | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| K'iche' Maya BEG | 0 | 2 | 0 | 2 | 0 | 6 | 0 | 4 |
| K'iche' Maya INT | 0 | 3 | 0 | 4 | 0 | 2 | 0 | 10 |
| K'iche' Maya ADV | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 2 |
| Nahuatl BEG | 0 | 0 | 0 | 0 | 8 | 3 | 3 | 2 |
| Yuct Maya BEG | 11 | 1 | 0 | 0 | 14 | 1 | 0 | 0 |
| *LCTL Total* | **25** | **23** | **15** | **23** | **33** | **29** | **12** | **34** |
| **TOTALS** | **2018** | **476** | **1873** | **471** | **2047** | **508** | **1905** | **309** |

and small-group tutoring either in-person or virtually.

SCLAS urges all students to apply for summer FLAS fellowships to attend language institutes to increase proficiency at the intermediate and advanced levels. Tulane created “teaching faculty” positions—Professors of Practice (POP)—to help professionalize lower-level language courses. Senior POP Roxanne Dávila is the Basic Language Program Director; other POPs coordinate SPAN 2040 (Conversation and Composition) and SPAN 3040 (Advanced Grammar and Writing). Adjunct Instructors typically teach three language courses in the Fall and two in the

Spring. Adjunct Instructors and Graduate Student Instructors are trained and supervised by the Basic Language Program Director and annual course pedagogy workshops are required for these instructors to ensure that they follow best practices in the field.

Senior POP Megwen Loveless, who has received graduate (2016) and undergraduate teaching awards (2018), came to Tulane in 2015 to direct the Basic Language Program in Portuguese. She standardized the Portuguese curriculum across all Beginning and Intermediate levels, increased student proficiency attainment through innovative pedagogies, created the Brazilian Student Association. and established a series of extra-curricular activities such as bi-weekly *Bate Papos* to increase Portuguese language practice. In addition, Loveless instituted a longitudinal study tracking students who take the STAMP proficiency tests as part of tracking gains in proficiency.

The joint undergraduate major in Spanish and Portuguese maximizes undergraduate student retention beyond the intermediate level. It requires at least five courses in third year or above Portuguese and the same number of equivalent courses in Spanish. Every semester regular faculty offer at least one 4000-level and one 6000-level content course in Portuguese. The addition of a full-time faculty member and expansion of course offerings allowed the Portuguese program to meet the anticipated increase in demand for 4000-level courses and expand co- curricular Portuguese programming such as telecollaborations with universities in Brazil and a student-led conference on topics related to Portuguese language and literature.

**B-2. Levels of language training and disciplinary courses offered in foreign languages**. **Table B-1** and the **Course List Appendix** record all language courses offered regularly in AY19-20 & AY20-21. At present, the Dept. of Spanish and Portuguese offers many courses in both languages on Latin American literature, cultural studies, ethnic studies, film, music, art, and creative writing, but few other courses outside of the department are taught in these target

languages. Nevertheless, in upper-level undergraduate and graduate courses, students are required to use primary language source materials. In addition, Service Learning in courses with Latin American content include projects that enable students to utilize language skills with Community Partners at the Hispanic Apostolate and other local NGOs. Students in PORT 1120 & 2030 receive service-learning credit for transnational tutoring via telecommunication. The Hispanic Culture and Language Club (HLCC), a university-recognized student organization, holds events pertaining to Hispanic language and culture throughout the academic year.

The Dept. of Spanish and Portuguese offers two classes every year to address the needs of students in the professional schools: SPAN 3050 (Spanish for Business) and SPAN 3060 (Spanish for the Medical Professions) provide the context for students to learn relevant vocabulary, linguistic register, and cultural practices related to these professions. Tulane Medical School also offers a series of basic Spanish language courses to train their students in conversational Spanish with a particular focus on medicine and healthcare vocabulary.

**B-3-a Numbers of language faculty**. The Dept. of Spanish and Portuguese is the largest language department on campus. Spanish enrollments in AY20-21 were 2,739 students; Portuguese enrollments were 143 students. In the same year, 11 tenure-rank faculty offered Spanish courses at the 3000-level or above, 7 POPs taught at the 1000-to 3000-levels, and 4 Adjunct Instructors, 1 Visiting Assistant Professor, and 6 Graduate Assistants taught at the 1000- 3000-levels. In addition, 2 tenured faculty and 1 Post-Doctoral Fellow taught Portuguese courses at the 2000-7000-levels, and 1 POP offered courses at the 1000-3000-levels.

**B-3-b. Exposure of staff to language pedagogy and performance-based instruction**. The Basic Language Program Directors in Portuguese and Spanish regularly enroll in specialized training courses, attend the ACTFL & AATSP meetings, and implement innovative pedagogy

standards including performance-based grading rubrics, ACTFL-style oral proficiency exams, open-ended communicative written exams, and integrated writing and oral assignments. The goals and objectives of the Basic Language Program integrate the NCSSL-ACTFL *Can Do* statements (published December 2017) as base target assessment points and align all courses with these statements to track projected proficiency levels. Before teaching, Graduate Student Instructors take the graduate-level course *Teaching Methodologies in Spanish* and participate in training sessions on language pedagogy, communicative methodology, evaluation techniques, assessment instruments, and peer observation. The Basic Language Program Director and POPs observe all Adjunct Instructors and Graduate Student Instructors in the classroom once per year and give detailed feedback. All language instructors are encouraged to attend regular brown bag sessions, lectures, and workshops on best practices for engaged classrooms offered by the Center for Engaged Learning and Teaching (CELT). The Language Learning Center (LLC) holds regularly scheduled and on-demand professional development events related to the latest trends in language teaching and learning. In addition, the LLC offers consultative services for language instructional resources, materials, classroom activities, and effective teaching and assessment strategies.

**B-4-a Quality of the program as measured by performance-based instruction.** Beginning & Intermediate Spanish and Portuguese course outcomes follow ACTFL’s National Standards and proficiency scale. Courses are entirely communicative in nature. Written quizzes, oral interviews, compositions, essay-style examinations, and interactive task-based activities permit a thorough performance-based assessment of working language ability and are designed to move students progressively toward proficiency. Advanced courses build on these levels and continue to that end. All students enrolled in introductory and intermediate Portuguese take the STAMP

proficiency exam. This data is collected to ascertain overall proficiency levels as well as measure program effectiveness depending on various data points. Indigenous language courses are offered via a full immersion-style teaching approach with students expected to produce and perform in the language from the first day and throughout the semester and summer programs.

**B-4-b. Adequacy of resources for language teaching and practice.** The Language Learning Center (LLC) provides media, facilities, equipment, and consultation services to enhance language education at Tulane. In collaboration with Media Services in Howard Tilton Memorial Library, the LLC has worked to increase access to foreign language titles through the digitization of physical resources and subscriptions to commercial streaming services. New digital reserves ensure that students have access to these resources remotely. The LLC also retains some legacy equipment to provide on-site screening of video filmed in international formats. Three technology classrooms with integrated projection systems are available for foreign language classes, and the LLC computer lab is open Monday through Friday with reservation preference for language testing and instructional use. A fulltime technical support specialist assists faculty with technology issues, provides training sessions. and consults on video, audio, and visual projects utilizing specialized equipment.

**B-4-c. Language proficiency requirements**. A majority of incoming undergraduate students fulfill a strengthened core curriculum foreign language requirement, which requires a minimum of one foreign language class at Tulane and the demonstration of competency at the 2030 level or higher in that same language. International students, students with approved language substitution plans, and students pursuing BSE and ARCH degrees are exempt. The syllabi for the introductory sequence of courses are directly linked to the ACTFL Proficiency Scale at the Intermediate-Low (1020 and 1120) and Intermediate-Mid Level (2030) and course objectives are

specifically and intentionally linked to these proficiency guidelines. Undergraduate majors in Spanish and Portuguese are expected to attain a proficiency level of at least Advanced-Low on the ACTFL Proficiency-Scale. Undergraduate SCLAS majors must attain an Intermediate-Mid Level in at least one Latin American language and are required to conduct primary and secondary research using foreign language sources in LAST 4000. The proficiency level of SCLAS graduate students is assessed by the STAMP online testing protocol, which encompasses both oral and written components. MA and PhD candidates must secure a composite score of Intermediate High to fulfill the language requirements for the graduate degree. The STAMP exam is administered by Dr. Adrienne Gonzales, Assistant Dean for Language Learning in SLA, whose doctorate from the University of New Mexico is in Hispanic Linguistics with a focus on Second Language Acquisition and Computer-Assisted Language Learning.

# Criterion C: QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

**C-1-a. Quality and extent of courses in non-language disciplines.** In AY21-22, SCLAS’s tenured and tenure-track Latin Americanists include 68 core, 7 associate, 38 affiliate, and 19 emeritus faculty, and 8 post-doctoral fellows with core faculty strengths in Cuba and the Caribbean (14), Central and Northern Andes (14), Brazil (12), Central America (12), Mexico (5) and the Southern Cone (5). The quality of the program is reinforced by distinguished faculty that hold 12 endowed chairs—10 dedicated to Latin America and 2 others held by Latin Americanist scholars. Three were established since 2014: the Thomas F. and Carol M. Reese Distinguished Chair in Latin American Studies to endow the Stone Center's directorship and the Scott and Marjorie Cowen Chairs in Latin American Social Science, of which the first was filled in Economics in 2017 and the second in Political Science in 2019. In addition, the Greenleaf Chair regularly brings distinguished Latin Americanists to Tulane—six during the last four years.

Former chairholders include Arturo Arias, Tomás Ybarra-Frausto, Leonardo Avritzer, Carmelo Mesa-Lago, Manuel Alcántara, Kenneth Roberts, Ana María Ochoa, Toby Miller, John Hoopes,

Ann Mische, and Matthew Restall. Among 18 currently funded Title VI Latin American institutions, Academic Analytics ranked Tulane third in the total number of books published between 2011 and 2020 and ninth in the number of articles published between 2017-2020 by its Latin Americanist faculty.

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| --- | --- | --- | --- | --- |
| **TABLE C-1: Course & Area**  **Coverage** | **AY17-**  **18** | **AY18-**  **19** | **AY19-**  **20** | **AY20-**  **21** |
| **Liberal Arts & Sciences / Science & Engineering** | | | | |
| African Diaspora Studies | 4 | 3 | 2 | 3 |
| Anthropology | 41 | 55 | 39 | 49 |
| Art History | 12 | 9 | 6 | 7 |
| Communication | 8 | 8 | 4 | 5 |
| Dance | 2 | 2 | 2 | 1 |
| Earth & Environmental Sciences | 3 | 3 | 2 | 2 |
| Environmental Studies | 0 | 2 | 2 | 2 |
| Ecology & Evolutionary Biology | 14 | 10 | 12 | 10 |
| Economics | 7 | 7 | 4 | 8 |
| English | 0 | 2 | 2 | 3 |
| French | 4 | 3 | 3 | 2 |
| Gender & Sexuality Studies | 0 | 3 | 3 | 3 |
| Haitian Creole | 3 | 2 | 2 | 3 |
| History | 25 | 18 | 19 | 19 |
| Intern'l Development | 10 | 10 | 5 | 0 |
| Intern'l Studies and Business | 0 | 2 | 3 | 0 |
| Latin American Studies | 15 | 13 | 14 | 12 |
| Linguistics | 1 | 0 | 1 | 0 |
| Music | 10 | 11 | 7 | 7 |
| Political Science | 15 | 12 | 11 | 17 |
| Portuguese Language | 4 | 5 | 6 | 6 |
| Portuguese Literature | 5 | 5 | 3 | 6 |
| Sociology | 5 | 6 | 4 | 2 |
| Spanish Language | 16 | 15 | 16 | 15 |
| Spanish Literature | 19 | 16 | 20 | 24 |
| **Professional Schools** | |  | | |
| Architecture | 4 | 4 | 2 | 1 |
| Business | 1 | 1 | 4 | 5 |
| Law | 3 | 8 | 7 | 7 |
| SPHTM | 6 | 6 | 12 | 7 |
| NOTE: Courses with multiple sections or courses repeated across semesters  are counted as one course. | | | | |

**Table C-1** and the **Course List Appendix** document SCLAS’s broad coverage of discipline- based and regional expertise. To amplify that coverage, SCLAS actively recruits new faculty and fellows. Since 2018 they included eight core tenure-line

faculty (Arce, Dumonteil, Fleckman, Fortenberry, Mundy, Ochoa, Rioja, & Skinner), five

visiting faculty (Miller, Rodríguez, Solari, Spence & Truffa), and 18 post-doctoral fellows (Abbot, Andrews-Lee, Chouhy, Cosentino, deMicheli, Diaz, dos Santos, Gough, Jensen, Kelly- Hopfenblatt, McKiernan, Nieto-Matiz, Schwartz, Sells, Slaski, Souza, Toledo-Orozco, & Vázquez-López). In the same period, only 5 faculty retired (Bertrand, Boone, Darwin, Houck, & Nelson) and one left the university (Litchvelt).

**C-1-b. Area courses in the professional schools.** Tulane's 7 professional schools provide training options in a wide variety of fields. Over the last 4 years, they offered 78 courses with at least 25% Latin American content, of which 14 had 100% Latin American content and 4 had 50% (See **Table C-1)**. SCLAS also has joint graduate degree programs with Law (TLS) & Business (Freeman), and strong partnerships with Public Health (SPHTM). Professional accreditation standards and competition for tuition revenues, however, have produced firewalls that make it difficult for SCLAS’s interdisciplinary undergraduate students to enroll in Business and Public Health courses and vice versa. Facilitating greater cross-school mobility for undergraduates and forging new interdisciplinary partnerships with professional school faculty is a principal goal in our programing during the next Title VI cycle (See **Crit. I**).

1. TLS’s excellence in the fields of international and comparative law, maritime law, and environmental law draws many Latin Americans to Tulane, which maintains formal international exchange programs with the Universities of Buenos Aires (Argentina), los Andes (Colombia), Monterrey (México), and Autónoma de Nuevo León (México). In the wake of national reductions in Law School enrollments, TLS closed the Payson Center for International Development, which had several active field programs in international development law in Latin America, and saw retirements of Latin American specialists in Admiralty and Environmental Law. The Center, however, has developed new partnerships with TLS faculty Adeno Addis on

statelessness and displacement and Laila Hlass on immigration and refugees. (See **Crit. I** &

# Budget Narrative).

1. SPHTM opened the Health Office for Latin America in Lima (HOLA) in 2003 to develop and implement public health research projects between Tulane and Latin American researchers, and the Office of Global Health in 2008 to foster international research collaborations. During the past four years, SPHTM faculty Paz Soldán, Oberhelman, Silvestre, & Chaparro worked in Peru, Kendall and Blanton in Brazil, Rose in Guatemala, Eisele in Haiti, Litchfield in Suriname, Dumontiel in Ecuador, Belize, & Mexico, Londono-Renteria in Colombia & Haiti, Herrera in Colombia & Ecuador, Buekens in Honduras & Mexico, Wesson in Honduras, Brazil, & Peru, Andrinopoulos in El Salvador & the Dominican Republic (DR), Fuster in El Salvador & the Caribbean, and Castro in Cuba & the DR. Castro, who holds the Samuel Z. Stone Chair in Public Health in Latin America, also leads the Collaborative Group for Health Equity in Latin America (CHELA) and leads “Public Health in Cuba,” a two-week graduate Summer Field Course at the Escuela Nacional de Salud Pública in La Habana. SCLAS is actively planning activities with the SPHTM Robert Wood Johnson Collaborative to Advance Health Equity Innovation and SPHTM Dean Thomas LaVeist on research modules recording the long-term impact of the “legacy of the crossing” on Afro-Latin American health and wellbeing in the Caribbean today (See **Crit. I** & **Budget Narrative**).
2. Freeman has a distinguished history of collaborations throughout Latin America. In 2007, it established a Global MBA in collaboration with ITAM (Mexico City), IESA (Caracas), and Los Andes (Bogotá). The program cohort typically has 5-10 Freeman students, 5-10 students from ITAM, 4-6 from IESA, and 5-10 from Los Andes. In addition, the Goldring Institute of International Business (Goldring) also offers MBA programs in partnership with ICESI

(Colombia), Centrum (Peru), and Universidad de Chile, as well as a Master of Management & Master of Finance with Universidad Francisco Marroquin (UFM) in Guatemala and Panamá. In 2017, Freeman also added a new MD/MBA program in collaboration with UFM-Guatemala, allowing students to receive an MD degree from UFM and an MBA at Tulane. Freeman established Burkenroad Latin America in 2003, whose research reports are directed to promote the development and growth of public small-to-medium-sized enterprises and less-traded firms in the countries covered by Freeman partner schools. Finally, Freeman has provided doctoral training to faculty in 15 top business schools in Brazil, Chile, Colombia, Ecuador, Guatemala, Mexico, Perú, Puerto Rico, and Venezuela. In AY21, 102 new faculty enrolled in these degree programs, bringing the total to 339. Leaders of most of these institutions participated regularly in the Latin American Research Consortium (LARC) founded at Tulane in 1995 to promote scholarly research on Latin American markets and business. SCLAS is currently developing

new courses, seeking approval of a new Freeman Latin American certificate and minor program, and working with Goldring to reengage members of LARC, who last met in 2014 (See **Crit. I** & **Budget Narrative**).

1. Tulane School of Architecture (TSA) launched in 2019 new three-year research studios—an initiative of Dean Iñaki Alday, a Spanish architect and landscape urbanist and pioneer in the field of “hybrid infrastructures” of natural and built elements, whose firm has projects in Spain, Delhi, and Argentina. He also established Saul A. Mintz Global Research Studios. Two were in Jaipur and Addis Ababa, and SCLAS and TSA are now planning a Mintz studio on architecture, planning and vulnerability in Chile (See **Crit. I** & **Budget Narrative**). Other TSA faculty also work in Latin America. Brent Fortenberry, the new Director of the Preservation Studies Program, works in Bermuda and Jamaica, historian Carol Reese works in Panama, disaster economist

Daniela Rivero Bryant in Puerto Rico, and landscape urbanist Margarita Jover has won recognition in important competitions in Buenos Aires, Lima, and San Juan (PR).

1. The Dept. of Ecology and Evolutionary Biology in the School of Science and Engineering (SSE)’s includes six faculty who work in the Neotropics and are active collaborators with the Center. SCLAS worked closely last year with SSE Associate Professor Jordan Karubian, a founding member of the Ecuadorian NGO Fundación para la Conservación de los Andes Tropicales (FCAT), on planning the new university-wide *Tulane Ecuador Scholars Program*, a three-year cohort-based certificate program to provide students with cross-disciplinary, hands-on training for socio-environmental leadership working with marginalized local indigenous, Afro- Ecuadorian, and mestizo stakeholders in a “biodiversity hotspot.” The NRC is committed to continue to work with this program and support travel of FCAT researchers from Ecuador to Tulane and Tulane faculty to Ecuador (See **Crit. I** & **Budget Narrative**).

**C-2. Depth of specialized courses across disciplines. C-1-a** provides this information, which is also documented in **Table C-1** and the **Course List Appendix**.

**C-3-a. Numbers of non-language faculty.** Tulane’s Latin Americanists, who teach across a broad spectrum of disciplines and countries (See **C.V. Appendix**)*,* represent a surprising 42.4% of all regular faculty in the Depts. of Anthropology, Art History, Communication, EEB, Economics, History, Music, Political Science, Sociology, and Spanish and Portuguese (See **Crit. A-1** for additional information).

**C-3-b. Pedagogy training for instructional assistants.** Tulane’s Office of Graduate and Postdoctoral Studies (OGPS) and Center for Engaged Learning and Teaching (CELT) offer workshops and resources for training Graduate Student Instructors (GSIs), and since AY11-12 SCLAS requires all PhD candidates to complete LAST 7950: *Pedagogy and Professional*

*Development*, in which they advance their professional skills by developing interdisciplinary pedagogies for teaching the introductory course sequence for majors. The Assistant Directors observe GSIs in the classroom at three points in their professional development, evaluating their pedagogical skills and development with quantitative and qualitative assessment methods.

**C-4. Interdisciplinary offerings.** SCLAS at Tulane is one of 19 interdisciplinary programs among 16 disciplinary departments in SLA. Cross-listed courses abound across the university and the restrictive covenants of disciplinary cultures are generally relaxed among Tulane’s Latin Americanist faculty who regularly attend and contribute to lively discussions by scholars far removed from their own fields. SCLAS degree programs all prepare students for interdisciplinary research (See **Crit. D-1**). The curriculum of the core graduate seminar LAST 7000: *Core Seminar in Latin American Studies* exemplifies SCLAS’s approach to interdisciplinary research. It consists of five integrated units shaped around a core research project: (1) Area Studies, (2) Interdisciplinarity, (3) Professional Development, (4) Research Design, and (5) Case Studies of four broad research fields within Latin American Studies— Humanities & Cultural Studies; History & Social Sciences; Natural & Environmental Sciences; and Applied & Activist Scholarship. The seminar provides (1) familiarity with Latin American area studies as a distinct intellectual tradition, (2) knowledge of how to design and carry out a field research project with academic rigor, (3) the definition of a coherent research project that cannot be readily achieved by relying exclusively on disciplinary or even macro-disciplinary methods; and (4) the development of professional skillsets and competencies critical for both the academic and non-academic job markets. The goal of the seminar is for students to use their seminar research project and term paper as the basis for a more complete MA thesis or PhD

dissertation, while also thinking more deliberately about their chosen track and related career/professional possibilities.

# Criterion D: QUALITY OF CURRICULUM DESIGN

**D-1-a. Undergraduate degree programs, requirements, and quality.** Tulane offers BA, MA, MA/MBA, MA/JD, & PhD degrees in Latin American Studies, and a joint doctoral degree in Art History. SCLAS just completed a full review of its BA degree, which includes both majors and minors, to ascertain whether its structure remains (1) adequate in a constantly evolving environment and (2) trains students effectively for global competitiveness. The National Center for Educational Statistics (CIBs 05.0107; 05.0134) records a slow decline in Latin American Studies majors in the U.S. between 2009-10 and 2019-20, paralleling declines in the liberal arts as students experienced pressure to apply to programs in business, public health, and communication and as “core curricular” and “double major” requirements constrain students’ course options. SCLAS reviewed five years of exit interviews of its majors and surveys in our introductory classes in order to develop strategies to counter the national decline and to increase the number of freshman and sophomore students enrolled in Latin American content courses across the university. These included (1) the redesign of our undergraduate curriculum and (2) efforts to expand access to certificate programs and minors in business and public health (see **Crit. I**).

Historically, LAST 1010 & 1020 provided the required entry sequence for SCLAS majors. Today, only LAST 1010: *Introduction to Latin American Studies* is required, followed by a choice of sequential offerings—LAST 2010: *Approaches to Latinx Studies* and LAST 2000: *Approaches to Latin American Studies*. In LAST 2010, multiple sections retain common learning objectives, but address different thematic and methodological issues that cover a broad range of

new student interests and career objectives. LAST 4000: *Core Seminar* is the capstone for majors. It develops students' capacities for interdisciplinary problem solving and prepares them for careers in the academy and in areas of national need. Students in the capstone conduct original research based on primary sources, present their findings at a public conference with faculty discussants, and prepare a resume, grant application, and cover letter for employment. SCLAS also has begun graphic

|  |  |  |
| --- | --- | --- |
| **TABLE D-1: Undergraduate Degree Requirements** | | |
|  | **BA Major** | **BA Minor** |
| *Credit Hours* | 30 | 15 |
| *LAST 1010* | Yes | Yes |
| *LAST 2000 / 2010* | Only one | No |
| *LAST 4000* | Yes | No |
| *Major Concentration* | 5 courses | 3 courses |
| *Elective Courses* | 2 courses | 2 courses |
| *Language* | ADV  Linguistic Competency: Spanish or Portuguese (passing grade 4000 level or above) | INT Linguistic Competency: Spanish, Portuguese or other Foreign Language (passing grade 2030 level or  above) |
| *Enrolled Students*  *AY20-21* | 30 | 10 |
| *Graduates AY20-21* | 8 | 9 |

and social media campaigns to inform students and parents about the broad range of career options in business, health, law, education, public service, and humanitarian work and the national need for increased global and intercultural competency for those with expertise in Latin America (**NRC Absolute Priority 1**)**.**

**D-1-b. Graduate degree programs, requirements, and quality.** SCLAS’s interdisciplinary MA, MA/MBA, MA/JD, and PhD graduate degree programs, together with disciplinary and professional degrees offered in SLA and the professional schools, provide training options for graduate students from a variety of disciplines and professional fields. All are highly productive. On average, SCLAS admits 8-10 new incoming interdisciplinary graduate students per year.

SCLAS enrolled 41 new students between AY18-19 and AY21-22; 15 graduated with MAs and 11 with PhDs. Currently, 20 students are in the MA program, 1 in the joint JD/MA program, 17

in the interdisciplinary PhD program, and 5 in a joint PhD program with Art History that offers a unique alternative to the current choice of either a disciplinary or an interdisciplinary degree.

SCLAS also supports graduate students across the university whose research is concentrated in Latin America. Indeed, almost all graduate programs at Tulane that are critical for developing new research about Latin America have strong ratios of graduate students working on Latin American topics (left) to those working on non-Latin American

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TABLE D-2: Graduate Degree Requirements** | | | | |  |
|  | **MA LAST** | **MA/ MBA** | **MA/ JD** | **PhD LAST** | **PhD Art Hist/LAST** |
| *Total Hours* | 30 | 75 | 103 | 54 | 54 |
| *LA Credit Hrs* | 30 | 24 | 24 | 54 | 48 |
| *Core Seminar* | x | x | x | x | x |
| *Pedagogy Course* |  |  |  | x | x |
| *First Field* | 4 |  |  | 10 | 10\* |
| *Supporting Field* | 2, 2 | 7 | 7 | 4,4 | 4,4 |
| *Language* | x | x | x | x | x |
| *Fieldwork /Internship* | x |  |  | x | x |
| *Methods* |  |  |  | 2 | 2\*\* |
| *Comprehensives* |  |  |  | x | x |
| *Thesis/Dissert.* | x |  |  | x | x |
| *Students enrolled*  *AY20-21* | 19 |  | 1 | 16 | 7 |
| *Graduates AY20-21* | 3 |  |  | 3 | 1 |
| *\* Art History is 1st Field \*\* Methods of 1st Field Discipline* | | | | | |

topics (right). In addition to Latin American Studies (42/0; 100%), they include Anthropology (33/23; 59%), Spanish and Portuguese (15/1; 94%), EEB (19/25; 43%), Art History (7/10; 41%), History (13/10; 57%), Linguistics (3/6; 33%), City, Culture, Community (4/24; 14%), Political Science (6/12; 33%), and Economics (2/24; 8%). Each also had strong outputs between 2017 and 2021 when Tulane awarded 47 PhDs with Latin American foci in Anthropology (13), Latin American Studies (7), Latin American Studies/Art History (5), Spanish and Portuguese (15), History (4), Linguistics (1), Economics (1), and City, Culture, Community (1). These were 42% of the 112 doctoral degrees awarded in the School of Liberal Arts.

The graduate curriculum is outlined in **Table D-2: Graduate Degree Requirements.**

Pedagogical training for Ph.D. students is discussed in **Crit. 3-b: Pedagogy training for**

**instructional assistants** and the core principles of our graduate pedagogy are described in **Crit.**

# -4: Interdisciplinary offerings.

**D-2. Academic and career advising.** SCLAS’s senior academic staff provide counseling for all students in the program. Undergraduate advising for all majors is required twice a year and is an integral component of the senior capstone seminar and SCLAS alumni are regularly invited to campus to speak about their careers and employment opportunities. Covid protocols suspended this program, but in AY17-18 and AY18-19 eleven speakers from the Department of State, US Treasury Department, Peace Corps, UNESCO, Reporters sans frontières, Development Counsellors International, the International Federation for Human Rights in Paris, Hispanic Health LLC, Flux Research, Ventanilla de Salud in Mexico, Plan Avaliação in Brazil, HSBC’s Department of Sanction and Compliance, and the Immigration and Refugee Services of Catholic Charities and the Archdiocese of New Orleans spoke to students in LAST 4000, which requires students to find, post and review job listings with the goal of identifying transferrable competencies in their academic, extracurricular and professional experience relevant for their careers and areas of national need. SCLAS also mentors students in preparation for their participation in academic conferences, such as UT Austin’s annual ILASSA student conference and Rollins College’s annual Undergraduate Latin American Studies Symposium, and acknowledges superior academic achievement among Latin Americanist students across the university in an annual Spring Awards Ceremony that recognizes the best graduate and undergraduate research papers in a variety of categories, as well as superior graduate student teaching.

Graduate advising occurs regularly and formal advising meetings are held twice each semester. In AY21-22, SCLAS instituted an annual graduate self-assessment and review process. Students

complete in September an extensive Qualtrics survey that outlines their academic objectives and sets goals for the upcoming semester and year. These are reviewed by an interdisciplinary faculty committee, which provides feedback and counseling before November 1 to insure students’ successful and timely completion of their programs. SCLAS also provides throughout the year regular professional and career-training workshops for students that focus on grant writing, research proposal design, and summer field research opportunities. It also encourages and supports graduate students’ efforts to develop academic professionalism by providing funding for academic writing workshops, bi-weekly research presentation luncheons, for travel to present research at national and international academic conferences, and for organizing guest lectures by prominent scholars.

**D-3. Formal arrangements for students to conduct research and study abroad and facilitation of access to other institutions’ programs.** Tulane offers a wide array of study abroad opportunities through Tulane-sponsored programs, third-party programs, and direct enrollment in Latin American institutions. In 2016, Tulane became the school of record for all CIEE abroad programs. Undergraduates enroll in JSA/JYA study abroad programs sponsored by CIEE and in other programs offered by SIT, OTS, IFSA-Butler, and Middlebury. From Fall 2018 through Spring 2022, a total of 125 students spent at least one semester in a Latin American country: Argentina (64), Ecuador (19), Brazil (13), Chile (11), Cuba (6), Mexico (6), Panamá

(3), and Peru (3). The largest cohorts traveled to Argentina in Fall 2018 (20) and Fall 2019 (24). An additional 185 students spent summer terms in Brazil (57), Cuba (42), Guatemala (34), Ecuador (33), Dominican Republic (12), Panama (3), Peru (1), Costa Rica (1), Argentina (1), and Chile (1). Of these, 70% participated in SCLAS-sponsored programs.

SCLAS maintains a strong network of partnerships with U.S. and foreign universities, third-party providers, and non-profit organizations to administer programs in Brazil, Guatemala, Cuba, Ecuador, and Panamá. In cooperation with Vanderbilt University, SCLAS offers two FLAS- eligible intensive language programs: Summer in Brazil (Brazilian Portuguese) and the Mayan Language Institute (Kaqchikel/K’iche’ Maya). Since 2012, SCLAS has partnered with CET Academic Programs in São Paulo to provide Summer in Brazil students access to comprehensive facilities at the CET Center in Perdizes, housing with local families and college students, and instruction by professors at local Brazilian universities. In Guatemala, SCLAS established relationships with a variety of institutions including the Casa Herrera, operated by the University of Texas at Austin, and the Mayan-run non-profit organization Proyecto Lingüístico Francisco Marroquín, where students study with Tulane-trained and supervised native-speaking instructors of Kaqchikel and K’iche’ Maya. Both language programs, which collectively served a total of 171 graduate and undergraduate students from 37 US institutions, were in country in SUM18 and SUM19, but virtual in SUM20 and SUM21.

SCLAS signed in 2008 an agreement with the Universidad de la Habana to offer regular study- abroad opportunities in Cuba. During the past 4 years, 48 Tulane students studied in Cuba: 35 undergraduates in the SUM18 and SUM19, 3 each in F18 and F19, and 7 SPHTM graduate students in SUM18 and SUM19. In addition, Tulane’s Cuban and Caribbean Studies Institute and Oxford College at Emory University sponsored a week-long, co-curricular excursion for 14 undergraduate students and 2 faculty from Emory. SCLAS also established a new partnership with the Fundación Ciudad del Saber (FCDS) in Panamá, where it will operate in SUM22 a new summer program that will alternate with its continuing summer in Cuba. Finally, SCLAS supports scholarships for students with financial need who participate in summer and semester

courses that are part of Tulane’s *Ecuador Scholars Program* at FCAT in Esmeraldas Province in northwest Ecuador.

SCLAS also provides extensive opportunities for graduate students to conduct research in Latin America and to present the findings of their research at professional academic meetings and conferences. Over the last 4 years, SCLAS provided $225,290 to support 20 Conference Travel Grants and 73 Summer Field Research and Special Pandemic Research/Program Development Grants to Latin Americanist graduate students representing 14 distinct departments across the university. The average conference travel grant was $324; and the average Field Research/Program Development grant was $2,997.

# Criterion E: QUALITY OF STAFF RESOURCES

**E-1. Extent to which faculty and staff are qualified.** Thomas Reese has served as Executive Director since 1999. Reese, formerly Vice-President of the College Art Association and Deputy Director of the Getty Research Institute, earned the PhD at Yale University in the History of Art. He has served as the Co-Vice Chair of the Council of National Resource Center Directors (CNRC) since 2008, and Co-Chair since 2015. His recent publications focus on historiographical issues and architecture and urban planning Panamá. Asst. Dir. James Huck, a specialist on Mexican foreign policy under Salinas, earned the PhD with distinction at Tulane in 1997. He edited the five-volume series "Global Studies: Latin America" for ABC-Clio Reference Publishers, and published *Mexico: A Global Studies Handbook* (2008) and *Modern Mexico: Understanding Modern Nations* (2017). He served as President of the Southeastern Council of Latin American Studies (SECOLAS) in 2017-2018 and Faculty Mentor for two Posse Foundation cohorts at Tulane. He is currently Faculty Director of the Center for Public Service’s Solidarity Fellows Program and serves as a mentor to students in the Center for Academic

Equity’s First-Gen mentor program. He has attended conferences and conducted research throughout the region, and has directed summer study abroad programs in Costa Rica, Mexico, Guatemala, and El Salvador.

Asst. Dir. Edith Wolfe, a recipient of AAUW, Fulbright, and SSRC fellowships, is a cultural historian whose work focuses on ethnicity and identity in Brazil. She received her MA in Latin American Studies at UCLA and her PhD in Art History at the University of Texas. She is currently on the Executive Councils of SECOLAS and the Brazilian Studies Association. Recent publications include essays in the Museum of Modern Art's *Among Others: Blackness at MOMA* and in the De Gruyter series on German-Brazilian encounters*.*

**Development opportunities and overseas experience for faculty and staff.** Over the last 4 years, SCLAS provided $65,943 to support 29 Summer Field Research and Special Project Support Grants for faculty and professional librarians that averaged $2,274 each. It also provided faculty, staff, & librarians a total of $131,955 in airfare/per-diem/registration fee grants for 113 trips to professional meetings and workshops and for 22 research support grants during the pandemic shutdown.

**Time faculty and administrators commit to teaching and advising of students.** SCLAS sets the high standard that its 68 “core” faculty teach at least one Latin American content course annually. In the last 4 years, SCLAS sponsored 352 non-language courses with enrollments of 16,874 that had 25% Latin American content (See the **Course List** for course titles by department**)**. At SCLAS, Huck and Reese teach the core graduate seminar, Wolfe and Huck teach the undergraduate capstone, including a Latin American Studies TIDES course, the honors section of “Introduction to Latin American Studies,” and special-topics seminars. Reese spends 10% of his time advising, Huck 50%, Wolfe 50%, Palmer 30%, and McGinley 10%.

**E-2. Adequacy of staffing and oversight.** Executive Director Thomas Reese (Ph.D., History of Art) reports directly to the Senior Vice President for Academic Affairs/Provost. At SCLAS, Ludovico Feoli (Ph.D., Political Science) directs the Center for Inter-American Policy and Research (CIPR), where Assistant Director, Sefira Fialkoff, supervises daily operations. Ana López (Ph.D., Communication) leads the Cuban and Caribbean Institute (CCSI), where Associate Director Carolina Caballero (Ph.D., Romance Languages), supports programming. At the core of SCLAS operations, Director of Planning and Management Valerie McGinley (M.Ed., Second Language Instruction) is responsible for strategic planning and oversight of operations; supervision of outreach, media, publications, and external partnerships, major gifts, and grant applications, including the supervision of all grant-funded initiatives. She has played a leadership role in CLASP for over 25 years and this year was selected for the Emerging Leadership Program at Tulane. Assistant Director for Special Projects Hannah Palmer (Ph.D. Comparative Literature) develops, monitors, and manages special academic initiatives in LCTL programs, digital humanities, summer research and experiential programs, student engagement, and academic support of projects by faculty, post-doctoral fellows, and students. Senior Program Manager of Educational & Community Programs Denise Woltering Vargas (M.A., International Communication) directs outreach activities, focusing primarily on K-12 teaching training activities. She has served as Co-Chair of the *Américas Award* for children’s literature since 2011. Communications and Media Specialist Riley Moran (B.A., LAST & Political Science), oversees SCLAS’s websites and social media accounts to promote and disseminate its work among internal and external constituencies. Assistant Director for Administration Suyapa Inglés and Administrative Secretary Daniela Alvarez support SCLAS’s operations. The Associate Dean & Director of Tulane’s Center for Global Education M. Casey Love (Ph.D., Political Science) and

its Director of Study Abroad Annie Gibson (Ph.D., Latin American Studies) also work closely with SCLAS on AY study abroad opportunities in Latin America.

SCLAS is governed by an Executive Committee (EC) and a system of governance in which committees make decisions on almost every issue of consequence. The EC, which meets four times annually, is composed of nine elected members representing (a) archaeology & history, (b) social sciences, (c) natural sciences & anthropology, (d) arts, media, and communication, and (e) the professional schools. There are two faculty-at-large members and one graduate student representative. The directors of the CCSI, MARI, LAL, and CIPR, and CHELA are ex officio members. Each elected member chairs one of SCLAS’s standing committees and has responsibility for evaluating the purviews and performances of these programs on a biannual basis. The organization of staff resources and the interdisciplinary faculty research clusters and institutes are described in **Figure E-1.**



**E-3. Nondiscriminatory practices and advocacy**. Tulane’s Office of Institutional Equity (OIE)

works collaboratively across campus to provide information and education about relevant federal and state Equal Opportunity regulations. OIE is charged with conducting investigations that conform to Tulane’s Equal Opportunity policies. OIE partners with Tulane’s leadership to identify best diversity practices and to implement Tulane’s Affirmative Action plans for women, minorities, veterans, and individuals with disabilities. The office also provides tailored educational services on such topics as workplace diversity, minimizing implicit bias in the hiring process, and equal opportunity practices. In addition, Tulane’s Office of Equity, Diversity, and Inclusion (EDI), which was established in July of 2020 to coordinate all university-wide EDI efforts to counter the effects of racism, sexism, heterosexism, ableism, classism, xenoprejudice, and other intersectional societal inequities. Today, EDI requires faculty search trainings for all faculty search committees and required that an equity advocate be selected to serve these committees to ensure equitable hiring practices.

# Criterion F: STRENGTH OF THE LIBRARY

**F-1a. Relative strengths of holdings.** Tulane’s Latin American Library (LAL) comprises 18% of the holdings of the Howard-Tilton Memorial Library. Tulane’s holdings include 512,053 monograph and serial titles, 9,871 pamphlets, 11,368 microforms; 5,200 linear feet of manuscripts; 5,222 maps; 672 broadsides; and 126,795 photographs and other graphic items.

Expenditures for acquisitions, processing, and staff consistently place it among the top libraries as reported in SALALM surveys through AY2017-18. Of 32 libraries that have recorded their monograph and serial holdings to SALALM since 2008, only UT-Austin, UICU, Harvard, and Yale reported larger collections. MARI’s collections include approximately 7,000 books, 150,000 photographs, 100,000 archival documents, and 40,000 objects.

LAL’s focus since its formation in 1924 was Mesoamerica and the trans-Caribbean region, but its collections today encompass all Latin America and the Caribbean. Its Guatemalan, Belize, Yucatan Peninsula, and Chiapas holdings are perhaps the best in the United States. LAL is also a major repository of indigenous language monographs and serials published in Guatemala, as well as of extensive publications in Nahuatl, Yucatec, and other indigenous languages of Mesoamerica. LAL’s Special Collections include unique collections of (1) original Mexican pictorial manuscripts, (2) several thousand colonial Mexican manuscripts, (3) native-language dictionaries, grammars, catechisms, legal dossiers, administrative proceedings, and notarial records from New Spain, (4) correspondence, political and religious pamphlets, flyers, and ephemera from almost every country in the region, (5) 126,795 still photographs and other graphic formats, (6) field notes, photographs and over 2,000 full-scale rubbings of Mayan relief sculpture by Merle Greene Robertson, (7) personal papers and correspondence of art historians and anthropologists Donald Robertson, Ross Parmenter and Mary Elizabeth Smith, and (8) 19th- and early 20th-century state historical society journals from Brazil. Among recent acquisitions are the papers of Mexican statesman General Rafael E. Melgar, the Martínez Palma Collection of over 3,300 stereoscopic glass slide images of the Yucatan (c.1910-1930s), the Rubini Family Collection of 107 rare maps (1500s-1800s), 400 photographs of Viki Ospina documenting Colombian cultures and society 1970s-1990s, the personal papers of William Spratling, 48 linear feet of the Chamorro Barrios Family Papers (1767–1997), 119 documentary digital images by Nicaraguan photographer Jorge Mejía Peralta, the papers of Colombian visual artist Erika Diettes; the Forrest D. Colburn Collection of Latin American photographs; and other extensions of our holdings of rare books, photographs, vintage postcards, printed ephemera, and manuscripts.

**F-1b. Financial support for acquisitions and staff by university**. In AY20-21, the LAL budget was $1,012,607: (1) acquisitions: $589,075, (2) staff salaries & FB: $423,532, and (3) outsourced binding and cataloging costs $103,316 for FY19. The university supports 6 FTEs in LAL, which in AY21-22 included the Director, the Curator of Special Collections, the Research and Instruction Librarian, the Unit Coordinator, the Coordinator of Serials and Gifts, and the Administrative and Bibliographic Assistant. In addition, the university supported Technical Services staff salaries of $662,095 for 3 FTE Librarians and 2.5 FTE support staff working on LAL materials in the main library.

From AY02-03 to AY17-18, SCLAS and LAL have secured endowments, gifts, and pledges totaling $3,035,230. They include endowments of $1.8M from the Zemurray Foundation for salary support for the Doris Stone Librarian and for acquisitions and special projects, and $500K from Richard E. Greenleaf to support research by Latin American scholars in the LAL. Others include the Jim and Penny Morrill Endowment Fund for Mesoamerican Art History Acquisitions (($96,822); the Abbye and Steve Gorin Endowed Fund for Photographic Materials ($75,352); the Christian Pradel Endowed Fund for LAL Acquisitions ($224,655); the Richard E. Greenleaf Latin American Library Endowment ($165,000); and additional gifts of $113,945.

SCLAS also received a $500,000 endowment to support the integration and strategic growth of the collections at MARI and LAL. Since AY18-19, SCLAS and LAL received a pledge of an endowment of $1,000,000 for acquisitions, and LAL accepted the Dr. H. Barry and Lucy V. Holt Endowed Latin American Library Fund ($37,000); the Guillermo Náñez Falcón Endowed Fund ($50,000); a gift of $35,000 and pledge of $65,000 to establish the Jim and Penny Morrill Endowed Fund for Research at LAL; $150,000 for the acquisition of the personal correspondence of Spratling; $300,000 from the estate of Dr. Charles E. Stokes, Jr., $75,994 in

unrestricted funds. SCLAS and LAL also received last month a new pledge for an endowment of

$1,000,000 for acquisitions.

**F-2. Availability of materials through cooperative agreements and online databases.** Tulane is a contributing member to several consortia: the Latin American Research Resources Project (LARRP), Latin American Studies Southeast Region (LASER), Online Computer Library Center (OCLC), and Association of Southeast Regional Libraries (ASERL), Latin American Materials Project (LAMP), and participates in the distributed resources project of the Association of Research Libraries (ARL) with responsibility for Guatemala and Belize. LAL collaborated with the Instituto de Historia de Nicaragua y Centroamérica (IHNCA) and the Centro de Investigación Regional de Mesoamérica (CIRMA) to digitize archival collections of Nicaraguan presidential papers and 19th century newspapers held at Tulane. LAL also digitized over 9,000 audiotapes from the 1960s in the Louis J. Boeri and Minín Bujones Boeri Collection of Cuban American Radionovelas. In addition, LAL has hosted the Secretariat of the Seminar for the Acquisition of Latin American Library Materials (SALALM) since AY05-06 and Doris Stone Librarian Hortensia Calvo serves as its Executive Director.

# Criterion G: IMPACT AND EVALUATION

**G-1. Extent of the Center’s impact.** SCLAS’s evaluation plan for impact is comprehensive and objective. It uses an assessment model designed to measure how its activities and training programs impact the university, local community, and nation. Each summer SCLAS creates a schedule of events to be assessed in the coming year and collects qualitative and quantitative data through pre- and post-event surveys, online exit surveys, website analytics, focus groups, and other assessment tools to measure the impact of Center events on target audiences and demonstrate alignment of activities with Center goals.

***University audiences***. In the last three years, 5,825 undergraduates and 1,288 graduate students enrolled in *language courses* (See **Crit. B-4-c**) and 14,962 undergraduates and 1,912 graduate students enrolled in *non-language disciplinary and professional school courses* (See **Crit. C-1- b**). University records for students enrolled in 15 hours or more of Latin American content and/or language classes while at Tulane indicate that during the past three years 633 of these students received BA degrees, 70 MA degrees, and 31 PhD degrees. Additionally, SCLAS offered during the last three years approximately 248 Latin American-based lectures, conferences, films, performances, and other academic *events on campus and online* with total faculty and student attendance estimated at 8,000. The number of events in AY 20-21 decreased during Covid, but on-line attendance increased by an average of 23%.

***Community audiences.*** In the last 3 years, SCLAS held 30 local and national workshops and presentations for 875 educators. At each, it conducted event surveys, and assessed participation numbers to measure areas of interest and the effectiveness of the workshops to improve our performance and to inform our overall assessment plan. In the same period, over 12,000 people attended 70 SCLAS-sponsored c*ommunity events* (see ***Outreach*)**. These included: (a) 29 films attended in person before COVID, and virtually at the annual *New Orleans Film Festival,* (b) *An Evening with Award Winning Author Elizabeth Acevedo* hosted online in collaboration with Tulane’s Newcomb Institute and Office of Multicultural Affairs and attended by over 200 participants, and (c) *Read Across the Americas,* a summer program held in person in collaboration with the Audubon Nature Institute and the NOPL and attended by over 75 people. SCLAS collected exit surveys for all online programs that recorded 92% were interested in attending another event sponsored by the Center.

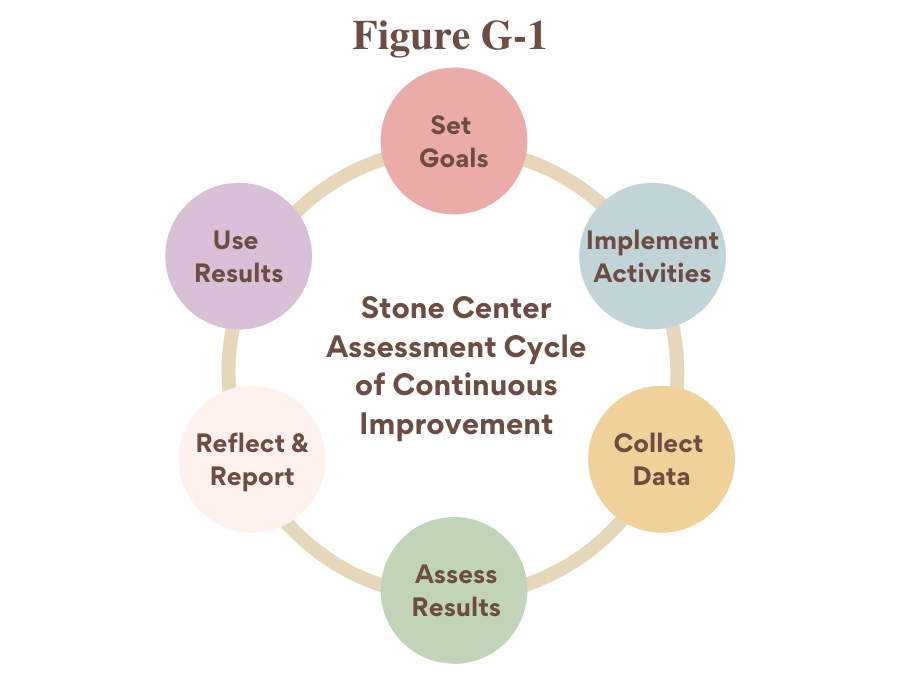
***Region and Nation:*** Since AY18-19, K-12 educators consulted 118 online instructional resources in multiple formats developed by LARC 5,194 times. Assessments revealed that loan requests for DVDs from LARC’s Lending Library had declined by 90% from the AY14-AY18 period, while users accessed online lesson plans over 2,000 times, viewed *YouTube* videos over 31,000 times, and downloaded audio podcasts over 300 times. This data led LARC to transform its Lending Library into the LARC Film Archive, served by a new and highly accessible, online platform that provides educators and the community an innovative instructional tool to help select, assess, and acquire films for the classroom. The new platform also provides LARC with online survey data to assess the overall impact of this resource to improve online access and improve the new Film Archive. After February 2020, LARC conducted all educator workshops online expanding reach and audiences. In that period, 759 educators from across the country attended 15 on-line workshops. LARC conducted exit surveys for every workshop to assess respondents’ confidence in the knowledge they gained. In the Latin American Library, there were 5,738 interlibrary loan requests for LAL books, 831 researchers visited the Special Collections Reading Room, and 1,091 individuals attended LAL public events. In the same period, there were 97,610 LAL website page-views.

**G-2. National needs and dissemination of information to public.** Every SCLAS activity described in **Criterion I** is planned to address national needs for language and area expertise in these areas: (1) Portuguese, a priority language that meets national needs of the Departments of Education, Defense, Energy, State, and Transportation, (2) Spanish, that meets those of Defense, Energy, State, and the Peace Corps, (3) Haitian Creole, that meets those of Education, State, and USAID, (4) Kaqchikel, that meets needs those of Education, USAID, and the Peace Corps), and finally (5) Western Hemisphere/Latin America and Caribbean/South America, a priority world

region that meets the needs of Education and Transportation (**NRC Absolute Priority 1)**. Beyond these narrowly targeted federal agency needs, the Center for Inter-American Policy and Research’s (CIPR’s) activities contribute dramatically to SCLAS’s capacity to generate and disseminate information about strategic national issues. The mission statement of CIPR is emblematic of SCLAS’s commitment to these goals: "The Center for Inter-American Policy and Research is devoted to inter- hemispheric exchanges that will advance the production and dissemination of knowledgeabout critical policy issues facing the Americas as well as the deepening of academic research in these areas. Its aim is to stimulate contact between scholars and decision-makers working on the region at different locations and in different languages, enriching their production by enabling the confluence of multiple perspective.”

CIPR’s sponsorship of hemispheric exchanges that connect scholars to decision makers in debates about critical policy issues have generated close collaborations with the Inter-American Dialogue, Americas Society, Colmex, WOLA, SAIS, and RAP (Fundación Red de Acción Política), among many other institutions. Its public programs are designed to inform and promote diverse perspectives and understanding of critical issues facing the region: *Latin America at a Crossroads* (SP17), *Critical Issues in Democratic Governance* (F18-SP19), *Confronting the Challenges of Poverty and Inequality* (F19-SP20), *Markets, the State, and Democracy in Latin America* (F19), *Perspectives on Latin American Economie*s (SP20), and *Citizens and Politics: The Changing Nature of Parties, Participation, and Linkages* (F20-SP21) (**NRC Absolute Priority 1).** Blog posts and podcasts on CIPR’s website capture its commitment to convening, debating, and disseminating information broadly about key national issues such as immigration, democracy, fiscal policy, equity, and inter-American relations. SCLAS has also recruited two senior economists, two senior political scientists, and a medical anthropologist in Public Health

to prepare students for careers in diplomacy, policy analysis, and think tanks serving national needs. As Covid limited in person events, SCLAS and CIPR moved their programming on-line expanding access and international participation. These included two new forums to address national needs: one to assess the formation and strategic mission of a new *Central American Research Consortium* (SP20-F21) and a *COVID Monitoring Group* (SUM20-F20) to report on national efforts in Latin America to combat the virus (**NRC Absolute Priority 1).** In all these programs and forums, SCLAS places a high priority on providing multiple perspectives about strategic national and global challenges and choices and on expanding the capacities of its website and media platforms to transmit this kind of programming to new and broader audiences. Between AY18-19 and AY20-21, there were 282,127 visits to SCLAS’s site from 200,303 different users from over 200 different countries, including 88,252 from the United States.

**G-4. Comprehensive evaluation plan.** SCLAS’s core mission is educating students to gain comprehensive knowledge of Latin America through a combination of academic study, specialized training, research abroad, and linguistic fluency. SCLAS and Tulane’s Office of

Assessment & Institutional Research (OAIR) developed an evaluation plan in alignment with the purpose and priorities of the Title VI goals. Program assessments include direct and indirect measures to capture the breadth and depth of the impact of language and area-studies programs at Tulane, among local and national constituencies, and in our educator training activities (**Absolute Priority 2**). The *Stone Center Assessment Cycle of Continuous Improvement* (**Figure G-1)** illustrates the process SCLAS adopted to assess the outcomes of our programs and

activities, to reflect upon the results, and to improve the outcomes. In the next 4 years, the Center will focus on improving: (1) *language instruction in Portuguese and indigenous Latin American languages*, (2) *area studies content instruction*, (3) *faculty development in the professional schools in programs on poverty and inequality*, (4) *outreach to local and national audiences in partnerships with MSIs Xavier University of New Orleans and Jackson State University,* (5) *K-12 educator training*, and, (6) *expanding access to University Latin American-focused resources and programming to historically underserved populations*. All goals and outcomes are aligned with **Absolute** and **Competitive Priorities** for the NRC and FLAS programs to ensure the balance and diversity of perspectives. In addition to informing continuous improvement of learning, SCLAS developed its evaluation plan (a) to measure the quality of, and access to, specific program services the Center offers, (b) to provide meaningful feedback to faculty and staff, and (c) to collect cross-sectional and longitudinal information that will improve the NRCs performance (see **Appendix–SCLAS Assessment Plan**).

Planning the activities to achieve SCLAS’s goals and outcomes will actively engage its primary stakeholders. These include Tulane faculty, students, collaborators at its MSI partners, and K-12 and post-secondary educators. When collecting data, staff utilize both direct and indirect measures to inform results of intended outcomes. *Direct measures* will capture enrollments, language proficiency levels, specific quantitative measures using course assignment rubrics, career placement data, faculty productivity reports, and event participation rates. *Indirect measures* will include student self-assessments of progress, faculty and student satisfaction surveys, graduate exit surveys, and focus groups of target audiences. SCLAS will report all results to staff and stakeholders to inform the process of improvement in planning and measurement for the next cycle of activities.

During the last 4 years, SCLAS, which did not have NRC funding, assessed a select number of activities and training programs for their alignment with its goals. The evaluation plan focused on (1) *language teaching*, (2) *undergraduate area studies curriculum*, (3) *outreach to K-12 and MSI partner*s, and (4) *teacher educator training and resources*. Assessment tools were used to collect data that measured the expected outcomes, and in following the continuous improvement process noted above, results were analyzed and reported back to stakeholders.

|  |  |
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| **Table G-1: Sample Use of Evaluations & Improvements Made** | |
| **PROGRAM/ACTIVITY** | **CHANGES MADE** |
| LAST Undergraduate Major Enrollments Decline | * Changes in curriculum/required courses * New LAST courses * Recruitment campaign: print, social media, in person * Planning for certificate programs for Public Health & Business majors |
| Longitudinal Portuguese Language Program Study | * Curriculum pacing change * Iterative grammar lessons added to facilitate transition to advanced proficiency * Integration of inclusive teaching materials on gender and race * Plan to transition to a Tulane-designed open-source textbook in AY22-23 due to lack of innovation, use of descriptive grammar, gender inclusivity, and accessibility for students with limited resources in currently available textbook from publisher |
| On-line Intensive Summer Language Institutes (pandemic pivot to on-line only) | * Addition of asynchronous activities to relieve on-line fatigue, yet maintain compliance with instructional hours for FLAS fellows * Creation of sections of a culture course to accommodate varying language proficiency levels * Number of guest speakers reduced, time then dedicated to independent work and/or conversation with native- speaking instructors * Addition of activities to facilitate bilateral knowledge exchange between students and instructors |
| K-12 Educator Training Workshops (pre-pandemic drop in participation) | * Increased communication with educator advisory group * Alignment of topics to current curriculum standards * Modified times of workshops * Added K-12 educators as presenters of workshops * Prioritized online advertising, increased marketing |

**Table G-1** represents a sampling of how assessment was used to make changes and improve programs, activities, and resources of the Center.

In the next 4 years, the NRC will intensify and expand evaluation and assessment in six areas.

(1) *Language.* The NRC will monitor STAMP proficiency data for Spanish and Portuguese students to track effectiveness of language teaching and provide professional development for indigenous Latin American language instructors to develop quantifiable proficiency testing rubrics. (2) *Content Instruction*. The NRC will develop rubrics to integrate into the core LAST courses, will assess the new certificate programs in SPHTM and Freeman, and will engage in programming with professional schools. (3) *MSI Collaboration*. The NRC will assess collaborative activities with MSI partners measuring impact through participation rates, event surveys, and consultations with MSI faculty. (4) *K-12 Educator Training*. The NRC will conduct a curriculum review with a cohort of Master Educators who participated in at least one NRC program for all four years and will conduct focus group sessions with randomly selected teachers one year after participation. (5) *Resources to Underserved Populations*. The NRC will institute a review process of student fellowships, programs, and resources to ensure that we are meeting annual benchmarks. (6) *Diverse Perspectives*. SCLAS will institute a biannual review of its programming to ensure the provision of balanced and diverse perspectives.

SCLAS’s assessment plan will measure the impact of its activities and training programs through direct and indirect measures that will allow it to assess outcomes and inform changes to our services and activities to improve our programs. Working with OAIR staff, who provide unbiased support to university assessment activities, SCLAS will (1) improve its assessment tools in alignment with NRC goals and provide timely feedback to faculty, staff, students, and stakeholders, (2) survey educators that participate in workshops to assess the extent to which Center services have enhanced their teaching in terms of content and pedagogy, (3) work with MSI collaborative partners to conduct ongoing joint assessments of planning, goal-alignment,

and overall effectiveness of curriculum development and programing, (4) certify the integrity of data collected, (5) ensure the accuracy in data analysis and reporting, and (6) confirm that the assessment plan is reexamined each year and improved for effectiveness and feasibility.

**G-1/2 FLAS. Alumni placements & increases in supply of specialists (FLAS).** Over the last three years, 20,787 undergraduates and 3,200 graduate students enrolled in 389 discrete area studies and language courses; 5,825 undergraduates and 1,288 graduate students enrolled in Beginning, Intermediate, and Advanced language courses. Over this same period, 1,757

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TABLE G-2: Career Placements** | | | | | | | | | | | | | | | | |
|  | ***2017-2018*** | | | ***2018-2019*** | | | ***2019-2020*** | | | ***2020-2021*** | | | **Totals** | | |  |
| **Sector** | UG | MA | PhD | UG | MA | PhD | UG | MA | PhD | UG | MA | PhD | UG | MA | PhD | Sector |
| *Elementary or Secondary Education* |  | 1 |  |  |  |  |  |  |  |  |  | 1 |  | 1 | 1 | 4 |
| *Federal Government* |  |  | 2 |  |  |  |  |  |  |  |  |  |  |  |  | 2 |
| *Graduate Study* |  | 1 |  |  | 2 |  |  | 2 |  |  |  |  |  | 5 |  | 10 |
| *Higher Education* |  |  |  |  |  | 1 |  |  | 3 |  |  | 2 |  | 0 | 4 | 10 |
| *International Organization (in U.S.)* |  |  |  |  | 1 |  |  |  |  |  |  |  |  |  |  |  |
| *Private Sector (for profit)* |  |  |  |  | 1 |  |  |  |  |  | 1 |  |  | 1 |  | 3 |
| *Private Sector (non-profit)* |  | 2 |  |  |  | 2 |  | 2 |  |  | 1 | 1 |  | 4 | 2 | 14 |
| *State or Local Government* |  |  |  |  |  |  |  | 1 |  |  |  |  |  |  |  | 1 |
| *Unknown* |  | 1 |  |  | 1 |  |  |  |  |  | 1 |  | 0 | 2 |  | 5 |
| *Military* |  |  |  |  |  |  |  |  |  |  |  |  | 0 |  |  | 0 |
| SUBTOTALS | 0 | 5 | 2 | 0 | 5 | 3 | 0 | 5 | 3 | 0 | 3 | 4 | 0 | 13 | 7 |  |
| **TOTALS** |  | **7** |  |  | **8** |  |  | **8** |  |  | **7** |  |  | **20** |  |

undergraduates and 147 graduate students took topical content courses taught in French, Spanish, or Portuguese. Since 1994, SCLAS graduated 398 majors, 178 minors, 287 MAs, and 70 PhDs in

its interdisciplinary Latin American Studies program. Among the PhDs, 34 are teaching at the university level (28 as tenured or tenure-track/tenured faculty & 6 as visiting faculty, lecturers, or post-doctoral fellows), 11 are employed in the private sector, 13 in non-profit administration, 6 in university administration, 3 in government, 2 in medical professions, one in a library. One of our MA graduates from the mid-1980s was recently President of Costa Rica. Only one is unknown. **Table G-2** represents the impact of our recent interdisciplinary Latin American Studies program graduates on different sectors. In addition to SCLAS’s interdisciplinary graduates, almost all graduate programs at Tulane that are critical for developing new research about Latin America have strong ratios of graduate students working on Latin American topics (see **Crit. D-1-b.**).

**G-3 FLAS. FLAS and national needs.** Of the 24 AY FLAS fellowships awarded during the AY18-19-AY21-22 grant period, 21 were for Brazilian Portuguese (87.5%) and 3 for Haitian Creole (12.5%) **(FLAS Competitive Priority 2**). Of the 65 Summer FLAS fellowships awarded during that period, 26 were awarded to undergraduate students and 39 to graduate students, covering study of the following languages: Brazilian Portuguese (34), Kaqchikel Maya (18), K’iche’ Maya (9), Creole (3) and Achuar/Shiwiar (1). Of these 89 AY and Summer FLAS Fellows, 62 utilize their LCTL training as continuing students and 27 in post-graduate careers that include independent consulting; local government civil service, higher education administration; non-profit advocacy and research; immigrant and refugee relief services; primary and secondary education; and adult ESL instruction. Over the 2018-2022 grant period, SCLAS has so far funded 26 undergraduates in its program with interest in the areas of national need to achieve higher levels of Portuguese and Kaqchikel Maya through Summer FLAS fellowships.

**G-5. Provisions for equal access.** Tulane is committed to and encourages a diverse and

inclusive community that respects and values individual differences. In support of this commitment, Tulane prohibits discrimination in its employment practices and educational programs/activities on the basis of race, color, sex, religion, national origin, age, disability, genetic information, sexual orientation, gender identity, gender expression, pregnancy, marital status, military status, veteran status, or any other status or classification protected by federal, state or local law. Tulane complies with applicable federal and state laws addressing discrimination, harassment, and retaliation. The university will take proactive steps including affirmative action to ensure that its education, research, healthcare services and community outreach activities are inclusive and responsive to the needs of underrepresented populations as required by law and Tulane Policies (See also, **Crit. E-3**).

The composition of the Tulane faculty in Fall 2021 is 9 American & Alaska Native (0.4%), 237 Asian (11.4%), 161 Black or African American (7.7%), 123 Hispanic (5.9%), 1 undeclared

(0.5%), 36 two or more races (1.7%), 1,429 White (68.7%), and 75 non-resident alien (3.6%). Graduate students enrolled in SLA in Fall 2021 included 1 American & Alaska Native (0.3%), 6 Asian (1.6%), 17 Black or African American (4.5%), 45 Hispanic (12.0%), 27 unknown (7.2%),

5 multiracial (1.3%), 191 White (51.1%), and 82 non-resident alien (21.9%). SCLAS frequently exceeds averages among SLA’s graduate cohort. Among the 41 graduate students in SCLAS’s degree programs since AY18-19 nine were from Latin America, 1 from China, and 31 from the US; ten were males and 31 were females. One identified as Asian (2.5%), 6 as Black (14.5%), 2 as Native American (5%), 14 as Hispanic (34%), and as 18 White/NH (44%). Current applicants for our graduate degree programs include 13 from Latin America, 1 from the UK, and 16 from the US; 5 identify as Black, 14 as Hispanic, and 11 as White/NH. For further documentation, see Tulane’s **GEPA Statement**.

# Criterion H: OUTREACH ACTIVITIES

SCLAS’s outreach mission is to promote the study and understanding of Latin America through programs that ensure high academic quality, promote diverse perspectives, and are accessible and relevant for diverse audiences. At the core of its outreach activities is the Latin American Resource Center (LARC), whose mission is teacher training, resource development for K-12 education, and post-secondary and community programming. Valerie McGinley, Director of Planning & Management, and Denise Woltering Vargas, Sr. Program Manager for Educational & Community Programs, plan and coordinate LARC activities based on feedback from evaluations and from its K-12 Educator Advisory Group.

**H-1a.** K-12 outreach activities focus on (1) collaborative teacher training activities at national and local levels, (2) school-site activities (3) the creation and provision of curriculum resources such as the new online LARC Film Archive curriculum database and the CLASP website, and

(4) participation in professional meetings for educators.

*Collaborative teacher training activities* are conducted jointly with other Centers and professional organizations. LARC established several long-term national educator institutes that include the *Global Read Webinar Series,* the *Annual Tulane Maya K-12 Teacher Workshops*, and *Teaching Central America: People and the Environment*. The latter, a four-year summer institute series co-sponsored by Vanderbilt and the University of Georgia, will conclude by guiding 20 educators through Panama in SUM22. LARC has also paired with CLASP on several online

workshops developed to engage teachers and students through the transition to virtual learning. On a local level, LARC holds regular teacher training workshops including *Altars of the Day of the Dead* at the NOPL, *Teaching the Garifuna,* and *Ancient Civilizations*. Over the last three years, LARC’s direct interventions into local New Orleans classrooms have promoted the development of STEM materials incorporating STEM and children’s and Young Adult literature.

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| **Table H-1: SCLAS Outreach Activities and Impact by Category, AY 2018 - 2021** | | |
| **Activities\*** | **# Events** | **# Participants** |
| **K-16 Totals** | **155** | **33,179** |
| Educator Workshops | 26 | 661 |
| Summer Institutes | 4 | 214 |
| Educator Conferences (NCSS, ACTFL, NCTE, ILA, LFLTA) | 7 | 683 |
| Instructional Resources\*\* | 118 | 31,621 |
| **Business, Public, and Government Totals** | **248** | **17,204** |
| Business and Government Outreach | 20 | 300 |
| Lectures (University and Public) | 158 | 4,408 |
| Cultural Arts Events & Films | 70 | 12,496 |
| **MSI Collaborations Totals** | **5** | **235** |
| Events with MSIs | 5 | 235 |
| **Total for all Outreach** | **408** | **50,618** |
| *\*Activities include in-person and pandemic online programs.* | | |
| *resources, multimedia resources and Lending Library*  *requests.* | | |

LARC has pioneered the use of new technologies and digital primary sources to expand access to its Latin American Lending Library. The shift to online instruction and learning during the pandemic prompted the transformation of this resource into the new LARC Film Archive and accelerated the development of online curricular resources in collaboration with partners in CLASP and at other institutions. Since 2018, LARC has published 118 new online instructional and multimedia resources that are available to over 31,000 K-12 educators and promotes these resources by supporting regular presentations at professional meetings of ACTFL, NCSS, NCTE, CLASP, LASA, LCSS, and LFLTA.

**H-1b. Outreach at the postsecondary level.** Since AY18-19, SCLAS hosted scholarly programs for faculty, students, educators, and broad public constituencies. LARC reached

educators from Dillard University (HBCU), Loyola University of New Orleans, the University of Holy Cross, Southern University of New Orleans (HBCU), the University of New Orleans, and Xavier University of New Orleans (HBCU) through educator-training activities and the Visitor Speaker Bureau, a program that organizes guest lectures by SCLAS affiliates. Sr. Program Manager Woltering Vargas regularly presented LARC’s resource materials for pre-service teachers at the University of New Orleans, the University of Southern Mississippi, and Tulane— a program the NRC will expand in Mississippi through its new collaboration with Jackson State University. LARC also supported the incorporation of Latin American content into courses such as *Child & Adolescent Literature* and *Social Studies Methods*, that are required to complete teacher certification in Tulane’s Teacher Preparation and Certification Program.

Tulane’s most extensive postsecondary engagements, however, were the 158 in person and virtual events and conferences hosted by SCLAS, CIPR, CCSI, and MARI between August 2018 and December 2021. They were attended by 4,408 educators from postsecondary institutions across the country. In the same period, the Latin American Library loaned 5,738 items to non- Tulane postsecondary instructors.

**H-1c. Outreach to business, government, media, and the public**. SCLAS steers conversations about Latin America in the business, government, media and public sectors on multiple fronts.

SCLAS leaders actively promote Louisiana’s strong historical and economic ties to Latin America through their participation in local and national institutions. The Executive Director has served on boards to both New Orleans organizations (Audubon Nature Institute, New Orleans Arts Council, New Orleans Museum of Art, and Contemporary Art Center) and state and national advisory committees (Louisiana’s Division of Culture, Recreation, and Tourism and the CNRC, where he has served as Co- Chair since 2015). The Executive Director of CIPR serves on

the Bureau of Governmental Research, the Audubon Commission, and the Greater New Orleans Foundation. The directors of CCSI, MARI, LAL, the Goldring Center of International Business, and SCLAS staff members serve in similar capacities on an even more extensive list of government and public agencies.

In the last three years, SCLAS expanded its outreach activities to business, government, media, and the public with a particular commitment to 8 sectors. (1) *Economic Challenges*. CIPR’s Commitment to Equity Institute (CEQ), supported by the Gates Foundation, examines the impact of taxation and social spending on inequality and poverty in Latin America and Africa through comprehensive and rigorous tax and benefit incidence analysis, and active engagement with the policy community, including governments, multilateral institutions, and NGOs. (2) *Politics, Finance, & Trade****.*** SCLAS supports collaborations locally with the Hispanic Chamber of Commerce, World Affairs Council, World Trade Center of New Orleans, and other civic organizations and CIPR has hosted since August 2018 over 20 seminars on key policy issues attended by over 300 scholars and decision-makers working on Latin America. (3) *Public Libraries*. SCLAS and LARC sponsor diverse reading programs for local families at the Pebbles Center at NOPL’s Children’s Resource Center, where the Center contributes annually over 200 books and audiovisual materials that have an annual circulation of 3,000. (4) *Film*. SCLAS collaborates regularly with the New Orleans Film Festival to present contemporary Latin American filmmakers and to introduce educators to their latest films. (5) *Performance*. SCLAS partners with the Audubon Nature Institute and Tulane’s Depts. of Music and Theatre & Dance to produce major public festivals and performances each year, including the annual *Celebración Latina* at the Audubon Zoo and Tulane’s International Guitar Festival. (6) *Exhibitions.* SCLAS collaborated with MARI on the exhibit “Faces of the Maya” and with Tulane’s Newcomb Art

Museum on *Conexión: Art and Activism in Oaxaca.* The latter, an online exhibit developed by students of Edith Wolfe, SCLAS Assistant Director and Newcomb Museum Director Monica Ramirez-Montagut had over 300 views. In addition, LAL held over 15 in-person and online exhibits since AY18-19 that attracted over 1,000 non-Tulane visitors. (7) *Media and Government Outreach*. SCLAS faculty and staff frequently are interviewed in print, radio, on-line and television media outlets that include the *Christian Science Monitor*, *CNN Español*, the *Discovery Channel*, *National Geographic, The New York Times*, *The Wall Street Journal*, *El País* as well as local and Latin American news organizations (See **Table H-1**). (8) *Service Learning.* Currently 100% of SCLAS’s introductory survey courses, as well as a selection of upper-level electives, incorporate opportunities for direct student engagement with the local Latino community. These service-learning initiatives reinforce the value of public and civic engagement by training students for work in public sector institutions such as the Pointe-aux-Chênes Native American communities, Catholic Charities, the Hispanic Apostolate, the Louisiana State Museum, the International School of Louisiana, the New Orleans Public Library, Our Voice/Nuestra Voz, and Puentes/LatiNOLA.

# Criterion I: PROGRAM PLANNING, BUDGET, & IMPACT

NRC requests for the quadrennium are designed to achieve the goals set forth for evaluation: (I- 1) strengthened programs and effective use of resources, (I-2) quality, (I-3) reasonable costs, (I- 4) long-term impact for graduate students and undergraduates.

***B. Quality of Language Instruction*** (**FLAS Competitive Priorities 1 & 2)**

1. *Senior Lecturer in Portuguese Language*. The NRC will support the salary of this position to improve enrollments and proficiency outcomes in Portuguese (YR1-4). (**NRC Absolute Priority 1)**
2. *Professional Development for Language faculty*. The NRC will support Spanish, Portuguese, Haitian Creole, and indigenous Latin American language instructors to attend professional development and other professional organization meetings (YR1-4). (**NRC Absolute Priority 1**)
3. *Indigenous Languages****.*** The NRC will support travel and language assistant salaries in Kaqchikel Maya (Fall, YR1-4) and Chol (Spring, YR2) and language assistants via synchronous video instruction in Yucatec Maya (Spring, YR1 & 4), Ch'orti' (Spring, YR3), and Comparative Cholan (Ch'ol, Ch'orti', Chontal; 3 assistants; Fall YR1 & 3) The NRC will collaborate with Vanderbilt and University of Kansas on the Summer intensive *Maya Language Institute* in Antigua, Guatemala to teach Kaqchikel and K’iche’ Maya (Summers, YR1-4). (**NRC Absolute Priority 1**)

***C. Non-Language Instructional Program*s** (**NRC Absolute Priority 1**)

1. *Integrating Programs across the Professional Schools*. SCLAS has strong bonds with faculty in five of Tulane’s seven professional schools—Business (Freeman), Public Health & Tropical Medicine (SPHTM), Science & Engineering (SSE), Law (TLS), and Architecture (TSA). New deans in four of these schools provide unique opportunities to reconceptualize our relationships in university-wide interdisciplinary partnerships.

A fundamental NRC goal this cycle is to expand our engagement with professional school faculty. The initiative includes curriculum innovations (See **Crit. D*)*** and new courses and programming on the theme of poverty and inequality in Latin America. Each school will join SCLAS in sponsoring visiting scholars, workshops, and classes that address the impacts of poverty and inequality on access to healthcare, education, housing, social protection, a living wage, and a secure and safe environment that frequently impel people to move across borders in search of greater security and well-being. The hemispheric challenges of climate change, energy,

security, healthcare, housing, and social safety nets will be addressed holistically through four years of integrated programming intended to increase participation and debate across the diverse perspectives of professional practice.

The NRC will collaborate in planning and sponsoring workshops with SPHTM on health inequalities among Afro-Latin Americans, SSE on the socio-environmental challenges of climate change in Ecuador, Freeman on social impact investment and poverty, TLS on migration and statelessness, and TSA on architecture, planning and vulnerability in urban Chile (See **Crit. C & Budget Narrative**).

## D. Quality of Curriculum Design

Last year, SCLAS conducted an assessment of undergraduate enrollments in Latin American content courses and the major, the resulting data prompted the redesign of our major requirements and the introduction of new workshops and programs to inform students and parents about (1) the national need for increased global and intercultural competency and (2) the broad range of career options available for graduates with expertise in Latin America. The NRC will continue to assess survey data about the kinds of content, approaches, and courses that should be added to its curriculum and extra-curricular programming to serve a broader range of student interests and career paths. The study also pointed to the need to reduce cross-school firewalls and to enable greater cross-school mobility for liberal arts and professional school students who want to learn more about Latin America. Conversations with new deans Paulo Goes (Freeman) and Thomas LaVeist (SPHTM) have produced concrete proposals for two new certificate programs in Business and Public Health, for which the NRC will seek formal university approval during AY22-23. (**NRC Absolute Priority 1**)

## F. Strength of Library

1. *LASER****.*** The NRC will support LAL librarians to attend the Latin American Studies Southeast Regional Libraries (LASER) consortium (YR1 &3).
2. *Latin American Writers series* (*LAWs)*. This digital humanities project explores the world of contemporary Latin American literature through the lenses of its creators and publishers. The project begins with interviews conducted by Ecuadorian writer and Tulane alumnus Gabriela Alemán that explore how contemporary issues on the continent shape the literary world. These are edited and digitized together with related rare, ephemeral, and difficult-to-access documentation provided by the subjects that preserve significant resource materials for both research and pedagogy. The project also provides up-and-coming authors platforms to make their work known to broader global audience. The NRC will bring two Latin American writers or publishers to Tulane each year during the next quadrennium (YR1-4).
3. *Centennial Archive and Exhibitions.* SCLAS began to compile this year a digital archive of institutional records, grant applications, correspondence, newspaper coverage, announcements of events, photographs, book covers, publications, and interviews that record the history of Latin American research and teaching at Tulane since 1924. Faculty, staff, and two postdoctoral fellows are currently developing prototypes for a series of digital “exhibitions” that will highlight significant passages of that archived history, of which the first will explore the potential of new media to convey the impacts of foundation and government investments in research and the diffusion of strategic knowledge about Latin America to broad audiences. The NRC will support student workers to help collect, catalogue, digitize, and, where feasible, edit material for both LAWs and the Centennial Archive (YR1-4).

(e) *Digital Humanities Workshops.* In collaboration with the University of Wisconsin— Milwaukee, the NRC will produce one annual K-16 workshop on digital humanities in the

classroom, introducing educators to free tools such as StoryMapJS and new open-source digital collections of Latin American maps, images and primary multimedia sources for classroom use (YR1-4). (**NRC Absolute Priority 2)**

## G. Impact and Evaluation (Crit. G)

1. *Graduate Assistant for Evaluation* (YR1-4). The NRC will support a Graduate Assistant each academic year to assist the NRC staff to implement our comprehensive evaluation program (YR1-4).
2. *Longitudinal Study of Portuguese Language Proficiency of Introductory and Intermediate Students.* Students complete the STAMP proficiency exam and a survey. The data is collected to ascertain overall proficiency levels and analyze program trends depending on various data points (such as previous Romance language knowledge or participation in extracurricular activities) that will allow instructors to improve student performance (YR1-4).

## Outreach and Dissemination

* 1. *Increasing Diversity & Fluency through Books.* Nationally, the NRC will collaborate with the Hispanic Division of the Library of Congress, the Consortium of Latin American Studies Programs (CLASP), the Africana Outreach Council, the Middle East Outreach Council, the South Asia Outreach Council, the Louisiana Center for the Book (LCFTB), the New Orleans Public Library (NOPL), Tulane’s Teacher Preparation and Certification Program (TPCP), and the University of Southern Mississippi (USM) to increase the diversity of children’s and young adult literature used to enhance language learning in classrooms and libraries. It will also continue to hold its annual, online *Global Read Webinar Series* (YR1-4).

Regionally, the NRC will work with the Tulane Language Learning Center, the Louisiana Foreign Language Teachers Association, and the USM to hold annual regional workshops on innovative pedagogy for language teachers who incorporate the Américas Award books into their French and Spanish language classrooms (YR1-4). The NRC will also work with the LCFTB and the USM library to provide sets of *Américas Award*-winning books to underserved libraries and schools throughout the Gulf South and will continue locally to provide new resources and bilingual programming to the NOPL. (**NRC Absolute Priority 1 & 2**)

* 1. *Master Educator Workshops.* The NRC will continue to work with its Teacher Advisory Council to provide in person and online professional development workshops and webinars that meet the needs of K-16 educators (YR1-4). The themes of the three workshops described in sections (c), (d), and (e) were identified as areas of need in the CLASP Needs Assessment Poll of 2020. (**NRC Absolute Priority 2**)
  2. *Latin American STEM Integration.* The introduction of Latin American content in STEM curriculums is closely ties to several local strategic partnerships. Since 2010, SCLAS has sponsored with the Audubon Nature Institute’s (ANI’s) *Celebración Latina,* an annual Latin American Family Festival during Hispanic Heritage month. The NRC will now develop a set of curricular units on the horticultural, zoological, and historical components of ANI’s recently expanded Jaguar Jungle exhibit that will explore the basic ecological principles of plant, animal, and human interactions in both contemporary and historical contexts. In a parallel project, the NRC will work with faculty from Tulane’s Department of Ecology and Evolutionary Biology to create an ethnobotanical garden at the Louisiana Children’s Museum and to provide an annual workshop for K-12 Science educators about biodiversity in the Americas that will culminate in YR4 in a program in Latin America (YR1-4). (**NRC Absolute Priority 2**)
  3. *Internationalizing the Curriculum through Food.* The NRC will work with a consortium of area studies programs from other world regions on *Teaching the World*, a website that will provide resources to educators on how food and foodways can provide a valuable subject in the internationalization of the curriculum. Website development will include a series of professional development workshops, for which the NRC will work with Tulane’s Goldring Culinary Teaching Kitchen on regional workshops on the Columbian Exchange that will produce resources that will be shared at regional and national professional conferences and placed online (YR1-4). (**NRC Absolute Priority 2**)
  4. *Rediscover the Americas.* The Director of Basic Portuguese Language and students enrolled in intermediate Portuguese language courses will develop new hands-on, video-game platforms that will provide sensory rich resources for the K-12 Portuguese Language classroom that will allow students to reencounter the Americas through the experiences of indigenous communities in Brazil and that will be shared annually at the American Association of Teachers of Spanish and Portuguese (AATSP; YR1-4). (**NRC Absolute Priority 2**)
  5. *Summer Educator Institutes*. The NRC & Vanderbilt will sponsor K-12 summer education institutes on biodiversity, indigeneity and social movements in Brazil and Central America held in the United States (YR1-2, 4) and in Central America (YR3). The 4-year series will conclude with a curriculum resource institute at which a team of faculty, past participants, and curriculum specialists develop new curricular resources for educators. (**NRC Absolute Priority 2**)
  6. *Resource Enhancement for Underserved Populations.* A curriculum specialist in consultation with educators from Minority Serving Institutions will review the content of LARC educational resources to ensure relevance and appropriateness for use in K-12 “mid-low poverty schools.” (YR1-4). (**NRC Absolute Priority 2, NRC Competitive Priority**)
  7. *Latin America on Display.* The NRC will sponsor a series of events about Latin America at the New Orleans Museum of Art, the Ogden Museum of Art, the Museum of the Southern Jewish Experience, and the Children’s Museum (YR1-4). (**NRC Absolute Priority 2**)
  8. *CLASP/NRC Collaborations:* The NRC will support the membership fees of K-12 schools and its HBCU collaborators. The NRC will also fund two educators to participate in professional development workshops developed by CLASP (YR1-4) and will participate in the CLASP exhibit booth and annual AATSP conference in its continued focus on language resource development (YR2-4). (**NRC Absolute Priority 2, NRC Competitive Priority**)

# Criterion J: COMPETITIVE PRIORITIES

1. *Internationalization of the Curriculum with Xavier University of Louisiana*. The NRC will continue its on-going XUTULAC Partnership with this prestigious HBCU that began in AY14-

15. Tulane’s contributions to the partnership over the last eight years supported new curricular and extra-curricular programming with Latin American, mostly Caribbean, content. The successful joint programming led first to Xavier’s adoption of a Core Curriculum in AY 2018-19 that included required courses on “African American Heritage and Legacies” and “Engaging Global Issues” and subsequently to the approval of a minor in Afro-Latin American and Caribbean Studies. This year Xavier announced a new major in African American and Disaporic Cultural Studies, supported by Mellon funding for new faculty positions in four areas: new social justice movements, decolonial studies, trans-Atlantic Blackness, and Black health disparities. The NRC will continue its XUTULAC Partnership and support (1) a series of joint events on African diaspora masking and carnival traditions in the Caribbean and Latin America, (2) three faculty development travel grants per year for Xavier faculty to prepare new courses or to integrate Latin American content into current courses, and (3) the coordination of four to six

course offerings on Caribbean subjects at both institutions that will bring students together to share their diverse perspectives (YR1-4). (**NRC Competitive Priority**)

1. *Musical Cultures of Latin American and the Caribbean with Jackson State University in Mississippi.* Tulane is currently the only Title VI center in a three-state area with nineteen MSIs—all HBCUs—in Louisiana, Mississippi, and Alabama. Tulane’s three Latin Americanists in the Department of Music will work with faculty at Jackson State to select a series of visiting clinicians to help augment music and ethnomusicology courses and programming at Jackson State. The NRC will support a faculty coordinator at Jackson State, who will also promote outreach to other HBCU’s in Mississippi, and one two-week residency every year by musicians and performers from Latin America or the Caribbean to conduct workshops for faculty, students, musicians, and educators in the area. The NRC will also support two faculty development travel grants per year for Jackson State faculty to prepare new courses or to integrate Latin American content into their current courses. (**NRC Competitive Priority**)
2. *“Global Studies Symposium on National Resource Center, Community College and Minority-Serving Institution Collaboration.* SCLAS will sponsor faculty from MSI partners to attend the Global Studies Symposium designed for NRCs’ Title III and Title V partner faculty in all World Regions. The program, co-sponsored by Florida International and Vanderbilt Universities in partnership with CLASP, is a professional development and networking forum

led by Community College and MSI faculty to discuss subjects such as creating degree programs and summer institutes, funding study abroad, and designing impactful outreach. The NRC provides support for MSI partner faculty to attend in YR2 & YR4. (**NRC Absolute Priority 1, NRC Competitive Priority**)