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# CRITERION A: COMMITMENT TO SUBJECT AREA

* + 1. **Institutional Support for Latin American Studies:** Since 2018, OSU has increased its commitment to Latin American Studies (LAS) by: (1) hiring 8 new Latin Americanist faculty;

(2) institutionalizing both Portuguese and Quechua Language Program instructorships; (3) providing graduate student and faculty research funding in LAS; and (4) enhancing college-level support for LAS across campus.1 As one of the largest land-grant research and teaching institutions in the US, OSU invests $968 million per year in research, with a global strategy that connects the Midwest to the nation, and Columbus to the world. OSU has shown significant commitment to providing affordable and

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| **Table A.1: OSU Institutional Commitment to Latin**  **America, 2020-21** | |
| **FACULTY/INSTRUCTIONAL STAFF\*** | **$8,888,963** |
| LA Area Studies Instruction | $6,827,640 |
| LA Language Instruction | $927,326 |
| Other LA Instruction | $941,797 |
| OSU Grants to LA Faculty | $192,200 |
| **LA STUDENT SUPPORT** | **$1,645,862** |
| Fellowships and Scholarships | $53,110 |
| GA Appointments & Tuition | $1,592,752 |
| **LA ADMINISTRATION** | **$1,849,904** |
| CLAS Operations & Administration | $159,722 |
| Dept. of Spanish & Portuguese | $409,221 |
| Global Gateways (20% LA) | $277,114 |
| CLLC (20% LA) | $72,512 |
| International Studies Program (20% LA) | $78,295 |
| College of Arts & Sciences (20% LA) | $42,190 |
| College of Engineering (20% LA) | $21,662 |
| Fisher College of Business (20% LA) | $91,798 |
| OIA Administration (20% LA) | $697,390 |
| **CLAS OUTREACH** | **$25,000** |
| CLAS Outreach Programming | $25,000 |
| **LIBRARY** | **$459,291** |
| CLAS Personnel | $359,553 |
| CLAS Acquisitions | $99,738 |
| **Grand Total** | **$12,869,020** |

equitable instruction of LAS, ranking #1 in online undergraduate instruction, which CLAS uses to enhance the

accessibility of academic programming, including less-commonly-taught languages (LCTLs). OSU has the 5th largest research expenditure in the Big Ten Academic Alliance (BTAA) ($931.1 million, 2019), which connects 653,309 students and faculty, provides $7.4 million in annual library savings through sharing, and connects students with over

*\*Dollar figures calculated based on the self-reported percentage of effort that faculty members devote to LAS.*

1 Data source years vary throughout the proposal to offer the most recent possible reporting from the most comprehensive sources, to capture trends where appropriate, and to represent circumstances before the COVID-19 pandemic, which significantly affected many university activities in 2020 and 2021.

114 million library volumes. OSU’s institutional commitment to LAS exceeded $12.9 million in 2020-21, supporting LAS faculty and staff salary/benefits, research, student support, operations, outreach, and library resources (Table A.1). CLAS is housed within the Office of International Affairs (OIA), which has an annual budget exceeding $30 million and was the recipient of the 2014 Senator Paul Simon Award for Comprehensive Internationalization and one of 4 finalists for the 2016 APLU Global Learning, Research, & Engagement Award. CLAS has continued that legacy throughout its 2018-22 TVI cycle by engaging in a robust outreach program, extending LAS across campus, building collaborations with OSU's many schools & colleges, growing K12 outreach collaborations, and strengthening performance-based LCTL instruction. CLAS implements a model emphasizing immediate engagement with stakeholders, using project-based, multidisciplinary approaches to attract diverse collaborations and broad participation.

* + 1. **Support for Teaching Staff:** In 2020-21, OSU support for LAS teaching staff salaries and benefits equaled $7.7 million (table A.1). OSU also provides numerous research awards, travel support, instructional grants, and professional development opportunities (table E.2). Since 2018, OSU hired 9 new LAS faculty and lecturers, and CLAS gained 21 new affiliates.
    2. **Support for Library Resources:** In 2020-21, OSU provided $359,553 for LA library staff salaries and benefits and $99,738 for new LA acquisitions, including resources available to students and faculty through various lending consortia.
    3. **Linkages with Institutions Abroad:** CLAS maintains numerous strong linkages with LA institutions through Global Education (formerly Education Abroad) programming, institutional agreements, student exchange, and direct institutional collaboration. OSU has 26 active agreements with 24 institutions in 12 LA countries, led by Brazil (10) and Mexico (4). Many agreements involve STEM fields (31%) or medical and professional schools (29%), and top units by agreement included College of Arts & Sciences (CAS) (6), College of Education & Human

Ecology (CEHE) (5), College of Food, Agricultural, & Environmental Sciences (CFAES) (5), College of Medicine (3), Fisher College of Business (FCOB) (2), and Moritz College of Law (2). 10 new programs were established in 2020-21 in Brazil, Chile, Costa Rica, Mexico, and Nicaragua, 3 in professional schools (Law, Veterinary Medicine, Pharmacy). In 2019-20, 364 students participated in LA study abroad programs in 13 countries, with 69 participants from professional fields (chiefly Health Sciences, Medicine, and Nursing). In 2020-21, the CFAES Ohio International Internship Program received 242 student interns from 16 LA nations.

In 2014, OSU established a Global Gateway in São Paulo to provide operational support for faculty and student research and partnerships, study abroad programs, international student recruitment, and academic partnerships with Ohio-based companies operating in global markets. Since its inception, the Provost’s Office has invested $1,374,824 in the Brazil Gateway. To strategically emphasize Brazil within its specialized areal framework of Andean & Amazonian Studies (AAS) programming, CLAS partners regularly with the Brazil Gateway for language, culture, and professional events. CLAS has also leveraged TVI funds to maintain informal linkages with institutions across LA. Sustained partnerships with Andean community organizations have led to the creation of unique learning materials, including a Quechua children’s book, Andean violin methods manual, and several artworks in the *Kawsay Ukhunchay*: Andean & Amazonian Indigenous Art & Cultural Artifacts Research Collection (AAAC). TVI support of Black Studies Across the Americas, a newly established ethnic studies initiative uniting institutions in Argentina, Brazil, and the Dominican Republic, has created new collaborative opportunities that pool resources for maximum impact. CLAS further advances OSU linkages with institutions in the region using remaining funds from a 2018-21 Tinker Foundation Field Research Grant to support graduate student research in LA.

* + 1. **Support for Outreach Activities:** As a public, land-grant university, outreach is a core component of OSU's educational mission, providing $25,000 to CLAS outreach activities in 2020-21 (table A.1). CLAS runs an efficient administrative operation, with over 40% of its 2018- 22 TVI funds going directly to support outreach efforts, which funded 44 events and attracted over 1,900 attendees (table G.1). CLAS prioritizes outreach events that reduce barriers of entry, leverage resources across co-sponsors, and have local, regional, and national impact. All CLAS events in 2019-21 were free and 92% were open to the public (with a pandemic-prompted pivot to virtual programming both reducing costs and increasing public access), and 55% of events were cost-shared by multiple campus units. CLAS will continue to leverage TVI resources for similar collaborative outreach. CLAS also capitalizes on both internal and external grant funding to support outreach activities and regularly joins external partners (Columbus Council on World Affairs, Ohio Arts Council) to co-sponsor cultural events.
    2. **Support for Qualified Students:** OSU offers generous support for qualified students in LAS. **Undergraduate (UG):** UG students have access to research funding and an array of scholarships used to support travel abroad in LA ($54,325 in 2019-20). UG student curators of the CLAS-created AAAC receive semesterly stipends from the CLAS Whitten Scholarship Fund. **Graduate/Professional (G/P) Students:** Students in the Department of Spanish & Portuguese (SPPO) receive 5 years of university support, in a combination of fellowship and Graduate Teaching Associate (GTA) appointments. Through OSU’s Time & Change Strategic Plan, meritorious LAS students across campus enjoy a host of funding opportunities, including the University Fellowship, Graduate Enrichment Fellowship, and Early Offer Inclusive Excellence Fellowship. In SPPO specifically, 3 exceptional graduate scholars have won the Graduate School’s highest honor, the Presidential Fellowship, since 2018. OSU provides matching funds for external grants that subsidize student research, a recent example being $30,000 in matching

funds for Tinker graduate field research, among which STEM students are well-represented. **FLAS:** For the 2022-26 cycle, the Graduate School has committed to supporting FLAS Fellowships with $198,000 per year in tuition awards. This will enable CLAS to maintain the number of LA FLAS awards (6 AY FLAS and 4 SU FLAS each year) despite the increased graduate stipend of this cycle and to continue its record of consistently increasing enrollments in Portuguese and Quechua.

# CRITERION B. QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

* + 1. **Extent of Language Instruction:** The extent of OSU's commitment to the instruction of Latin American languages is evident in the depth and scope of language courses offered, including Spanish, Portuguese, Quechua, Yucatec Maya, and Haitian Creole. The foreign language requirement of CAS mandates that all UG students complete coursework through the 1103 (third semester) level or above. For beginning and intermediate learners, SPPO offers 4 levels of Spanish and 3 of Portuguese (Appendix B). Fully online courses and individualized instruction are also offered (table B.1). TalkAbroad, an online application connecting speakers with native conversation partners, is also a requirement for all 7 courses. These basic language courses offer instruction

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| **Table B.1: Levels and Modalities of Language Instruction** | | | | |
|  | **Classroom**  **Instruction** | **Online**  **Instruction** | **Individualized**  **Instruction** | **Course Share\*** |
| **Spanish** | 1101, 1102, 1103, | 1101, 1102, | - | - |
| 1155, 2202 | 1103, 2202 |
| **Portuguese** | 1101, 1102, 1103, | 1101, 1102, | - | - |
| 5501, 5502 | 1103 |
| **Quechua** | 5501, 5502, 5503,  5504, 5505, 5506 | - | 5501, 5502, 5503,  5504, 5505, 5506 | 5501, 5502, 5503,  5504, 5505, 5506 |
| **Haitian Creole** | - | - | - | 2194 |
| **Yucatec Maya** | - | - | - | 5501.2 |

to approximately 4,200 students annually (4,100 in Spanish,

100 in Portuguese).

Other SPPO

*\* Synchronous Distance-Learning Classroom Instruction*

introductory language courses are at the 5000 level, where both G/P and UG students may enroll, including 2 levels of intensive Portuguese for Spanish Speakers and 6 levels of Quechua.

Portuguese 5501 and 5502 enroll approximately 30 students annually. Quechua 5501-5506,

aided by distance-learning, now regularly enrolls 35-40 students, exhibiting tremendous growth from single-digit enrollments prior to 2016. In 2016-17, CLAS added additional introductory- level Indigenous language offerings in Yucatec Maya and Haitian Creole through the BTAA Course Share program.

* + 1. **Course Offerings and Language Enrollments:** According to 2016 MLA enrollment data, OSU's Spanish program is the 4th largest in the US and its Portuguese program is the 19th largest and growing, due to online instruction modalities and FLAS support. In 2020- 21, SPPO offered 42 language courses (7 in Portuguese, 6 in Quechua, 29 in Spanish). Appendix B lists all LA language courses, and table B.2

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| **Table B.2: 5-Year Language Enrollment Data** | | | | | |
|  | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** |
| Spanish | 6,680 | 6,885 | 7,158 | 6,829 | 6,561 |
| Portuguese | 156 | 182 | 220 | 221 | 207 |
| Quechua | 26 | 28 | 30 | 36 | 34 |

lists enrollments in Spanish, Portuguese, and Quechua over a 5-year period.

SPPO offers 6 major and minor programs, with Spring 2022 enrollments totaling 965: Spanish major (197), Spanish minor (725), Portuguese major (4), Portuguese minor (8), Spanish for Business minor (27), and AAS minor (4). The Spanish Honors Major (17) and Minor (64) provide honors-embedded courses, faculty advising, and innovative research opportunities for high-achieving students. The UG Spanish major has 4 tracks that loosely parallel those of the Honors Major and the graduate program: LA Literatures & Cultures, Iberian Literatures & Cultures, Hispanic Linguistics, and Hispanic Studies, thus allowing for significant specialization. Major/minor enrollments have risen to 909 in Spring 2022, and the total number of university students served by SPPO has consistently increased. SPPO has addressed periods of declining majors through proactive course creation, as in the development of Spanish and Portuguese within the Romance Studies Major offered by the Department of French & Italian, and strategic curriculum mapping, as evidenced in the facilitation of double majors in Speech & Hearing.

Future growth, both in enrollments and majors/minors, is secured through SPPO’s ongoing strengthening of online Portuguese instruction to high schools via College Credit Plus, as well as promotion of the Ohio Department of Education’s Seal of Biliteracy, which recognizes seniors with proficiency in 2 languages. Other strategies have included the addition of new faculty members, chiefly Portuguese Language Program Coordinator Michele Saraiva Carilo (Appendix A-56), a position

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| **Table B.3: 5-Year Language Trends in Majors, Minors, and**  **Double Majors** | | | | | |
|  | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** |
| Portuguese Majors | 3 | 3 | 3 | 4 | 6 |
| Portuguese Double Majors | 0 | 0 | 0 | 1 | 1 |
| Portuguese Minors | 18 | 8 | 11 | 11 | 11 |
| Spanish Majors | 173 | 103 | 94 | 83 | 84 |
| Spanish Double Majors | 67 | 82 | 128 | 138 | 135 |
| Spanish Minors | 677 | 834 | 789 | 799 | 749 |
| Spanish for Business Minors | 24 | 40 | 41 | 48 | 34 |
| A&AS Minors | 23 | 23 | 23 | 0 | 7 |

seeded with TVI funds and now fully institutionalized, and the recent increase in intensive course sections.

The Portuguese 5501-5502

sequence serves as an entry point into the language for G/P FLAS Fellows. SPPO has institutionally supported growing LCTL programs through the hiring of a Student Quechua Ambassador and of 3 Graduate Advising Assistants to publicize study abroad programs, facilitate the minor-to-major pathway, and encourage Spanish students to also study Portuguese.

OSU's Quechua program is the 2nd largest in the country (MLA 2016), with courses now delivered through synchronous distance-learning to 6 universities across the Midwest. OSU is a leader in the field of Quechua language training, as just one of 7 institutions in the nation that teach advanced Quechua. With the expertise of Andia (Appendix A-9), Quechua is an integral part of the CLAS focus on AAS, serving a student clientele highly driven by research and community engagement. With the support of Mellon Foundation Funds, CLAS expanded and diversified the Quechua program by establishing the Quechua Learning Community in 2016 and thus created a pipeline that encourages students from 6 universities to pursue Quechua language training at the advanced level through OSU’s program. Despite reductions in Quechua language

enrollment nationwide, CLAS NRC and FLAS funds in 2018-22 have ensured steadily increasing enrollments, indicating the strength of the program as a whole.

* + 1. **Advanced Level Language Training:** Fostering advanced level language training is at the forefront of the mission of SPPO and CLAS. Autumn 2016 marked the beginning of the first class of graduate students in the integrated MA/PhD program in Spanish, designed to be completed in 5 years. In 2020-21, 42 LA language courses were offered, 15 at the advanced level. Advanced Spanish, Portuguese, and Quechua are regularly taught throughout the year. In 2020-21, SPPO conferred 54 BAs, 5 MAs, and 6 PhDs. Since 2018, 171 BAs, 31 MAs, and 26 PhDs have been awarded.
    2. **Languages across the Curriculum:** Several courses are offered across the curriculum that support content learning in targeted languages. Intermediate and advanced Business Spanish courses are specifically designed for UG and G/P students of business and international studies. SPPO offers Spanish in the Health Professions I & II and Advanced Spanish for STEM Professions, to be complemented by the LA in STEM Colloquia.2 The Spanish Minor for

Business requires a minimum of 15 credits and specific courses in Latin American Culture in a Business Context, Advanced Grammar, Intermediate Composition or Spanish for Heritage Speakers, and Business Culture & Communication I & II. CLAS also supports language instruction for pre-service and in-service K12 teachers through Summer Seminars Abroad for

Spanish Teachers (SSAST), the only program of its kind with a graduate-level Hispanic

linguistics curriculum.

* + 1. **Sufficiency of Faculty:** In a 2016 analysis by OSU Academic Analytics, SPPO faculty compared favorably to 67 peer institutions, ranking 9th in awards received, 2nd in grants awarded,

2 For ease of reference, programs/initiatives for which CLAS seeks 2022-26 TVI funds are underlined in the text.

3rd in grant dollars earned, and 19th in book publications. SPPO has 28 tenured/tenure-track faculty and 1 Clinical Associate Professor (Foulis) that teach intermediate or advanced UG courses, while 22 lecturers and 49 GTAs teach introductory courses. Several faculty are accomplished language pedagogy and linguistics scholars (Campos-Astorkiza, Grinstead, Schwenter, etc.), and well-known textbook authors (Morgan, Nibert, Welch). Honors advising is coordinated by faculty members according to specialization. Portuguese has 4 tenured/tenure- track faculty who teach all levels of the program, supported by Portuguese Language Program Coordinator Saraiva Carilo and 6 GTAs qualified to teach language courses and coordinate individualized instruction. Overall faculty demographics are 54% female and 70% Hispanic.

* + 1. **Language Pedagogy Training:** The Center for Languages, Literatures, & Cultures (CLLC) oversees the quality of foreign language instruction and pedagogy by promoting research, methodology, interdisciplinary cooperation, and the integration of technology into foreign language teaching. In collaboration with the CLLC, SPPO offers the rigorous Foreign Language GTA & Lecturer Training Workshop*.* GTAs attend this paid, 2-week intensive summer workshop and enroll in a required graduate course, SPAN 7801: Teaching Language at the College Level*,* during their first semester of teaching. Throughout the semester, GTAs receive additional support from course coordinators and attend SPPO’s professionalization workshops on a variety of topics. The Drake Institute for Teaching & Learning offers instructional support, pedagogy training, and certifications to GTAs, faculty, and staff.
    2. **Performance-Based Instruction and Evaluation:** Performance-based instruction is the foundation of SPPO's LA language instruction, and the introductory curriculum is exclusively performance-based, featuring oral and written exams and interaction with authentic materials. Instructors are required to engage students effectively in the classroom, and students are assessed by regularly scheduled testing to measure progress in speaking, listening, composition, reading,

grammar, vocabulary, and culture. At all levels, performance-based textbooks and multimedia materials created by OSU faculty are used. Since 2018, 5 SPPO GTAs have won the prestigious university-wide Graduate Associate Teaching Award for instructional excellence, of which only 10 are awarded each year, among approximately 3,000 GTAs.

* + 1. **Resources for Language Teaching and Practice:** The enrollment cap for language classes is 27 (to be 19, effective Fall 2022) and instructors hold at least 2 weekly office hours. Students practice language acquisition through weekly conversation tables, student organization activities, and weekly events. The Teaching & Learning Center offers free tutoring to students of Spanish, Portuguese, and Quechua and is staffed by SPPO GTAs and lecturers every day of the semester. Hagerty Hall houses the CLLC, World Media & Culture Center, AAAC, and Individualized Instruction Learning Center. Multimedia classrooms have access to internet resources, and satellite broadcasting brings worldwide television programs into Crane International Café. University Libraries (OSUL) supports language teaching through extensive video collections, while the CLLC adapts international broadcasting for classroom use.
    2. **Proficiency Testing/Requirements:** All instructors are trained in performance-based language teaching and incorporate ACTFL-based evaluation. Quechua instructor Andia, the world’s first ACTFL-certified Oral Proficiency Interview (OPI) tester in Quechua, evaluates every Quechua student each semester using standards she developed. Spanish and Portuguese courses are linked to ACTFL Proficiency Guidelines and World-Readiness Standards for Learning Languages. SPPO launched a comprehensive assessment report in 2015-16, rating 60 compositions drawn from 17 linguistics and literature courses. Results showed improvement across program goals, including a direct measure of grammar across classes and a survey addressing student self-assessed progress. A common writing prompt given to all courses beyond 4th semester was administered in 2016-17 and results confirm that students are well-placed,

demonstrating higher scores at each level. Subsequent proficiency testing has made use of ACTFL's OPI metrics, and a 2017-18 evaluation improved placement procedures for AP, IB, and heritage speaker students, helping them to achieve a Spanish major or minor more efficiently.

# CRITERION C. QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

* + 1. **Quality and Extent of Course Offerings:** OSU’s non-language LAS courses offer curricular breadth and depth to

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| **Table C.1: OSU Non-Language Area Studies Courses, 2020-21** | | | |
| **Courses by % LA Content** | | **UG Enrollment** | **G/P Enrollment** |
| 100% | 136 | 2,448 | 419 |
| 75-99% | 11 | 154 | 91 |
| 50 - 74% | 41 | 2,601 | 149 |
| 25-49% | 101 | 9,695 | 539 |
| **TOTAL:** | **289** | **14,898** | **1,198** |

students at all levels. Enrollments in 2020-21 in 289 courses, across 44 departments and 12 colleges/schools,

totaled 14,898 (UG) and 1,198 (G/P), showing a promising upward trend from 2019-20 (14,612 UG, 1,141 G/P). 22 departments offered 5 or more LAS courses; 9 have degrees with LAS

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| **Table C.2: Top 10 Departments Offering LAS Courses by % LA Content and Academic Level, 2020-21** | | | | | | | | |
| **Department** | **Courses Offered by %** | | | **Courses Offered by Level** | | | **Enrollments** | |
| **100%** | **50-99%** | **25-49%** | **UG**  **(1000-4999)** | **UG/G**  **(5000-5999)** | **G**  **(6000-8999)** | **UG** | **G/P** |
| AEDE | 1 | 1 | 8 | 8 | 0 | 2 | 462 | 31 |
| Anthropology | 3 | 4 | 5 | 7 | 3 | 2 | 1,471 | 54 |
| Comparative Studies | 3 | 4 | 7 | 10 | 2 | 2 | 419 | 38 |
| Geography | 2 | 3 | 5 | 7 | 2 | 1 | 1,401 | 19 |
| History | 15 | 4 | 7 | 21 | 0 | 5 | 990 | 35 |
| International Studies | 6 | 1 | 8 | 13 | 2 | 0 | 330 | 7 |
| Political Science | 4 | 7 | 8 | 7 | 3 | 3 | 2,211 | 101 |
| Portuguese (*non-language*) | 18 | 6 | 0 | 13 | 5 | 6 | 95 | 52 |
| Spanish (*non-language*) | 51 | 5 | 0 | 37 | 6 | 18 | 1,077 | 266 |
| Women's, Gender, &  Sexuality Studies | 2 | 2 | 5 | 5 | 1 | 4 | 66 | 20 |
| **TOTAL:** | **105** | **37** | **53** | **128** | **24** | **43** | **8,522** | **623** |

specialization. CLAS ensures that the depth of LAS courses (47% of which are 100% LAS) is appropriately matched with the breadth of courses across campus to produce, at all levels, a workforce with LA competency. CLAS will use TVI funds to continue ensuring strong LAS integration into OSU curriculum through collaborations with professional schools and the creation of new courses fitting OSU’s new General Education framework.

* + 1. **b. Subject Matter in Professional Schools:** CLAS actively promotes dual-degree pairings with its MA-LAS program so students of various disciplines can seamlessly incorporate LAS into their academic training with strategically overlapping courses. Successes are seen most clearly in the dual degree with the John Glenn College of Public Affairs (JGCPA), a program actively promoted among incoming Public Affairs cohorts. CLAS also has significant LAS coverage in professional schools, most notably FCOB, CEHE, and CFAES. Additionally, CLAS has strengthened ties in the recent years with JGCPA, Moritz College of Law, and the Colleges of Public Health (CPH) and Nursing by adding new LAS faculty affiliates, creating new LAS coursework, and establishing sustained study abroad and research opportunities in LA. In 2020- 21, 184 UG and 72 G/P LAS students graduated from professional schools.

In CEHE, 4 CLAS faculty affiliates research the effect of multiculturalism and migration on reading and literacy (Cristol, Sayer, Enciso, Ford), which enriches CLAS K12 outreach and curriculum development. Enciso also serves as a children’s literacy expert and workshop leader for the BookBox program, organized by CLAS Outreach Coordinator and CEHE PhD student

Patricia Vocal (Appendix A-75). Through the Heritage Language Health Professions Corps, CLAS partners with the Wexner Medical Center, CPH, and CLLC on a multi-disciplinary collaborative project that provides heritage Spanish speakers at local high schools with a technical career pathway in medical interpreting. The program enrolls an average of 10 students per year. CLAS established OSU’s first CPH study abroad option in LA (Peru), further internationalizing Public Health practicum locations for students and setting the stage for subsequent LA programs. In FCOB, CLAS continues to ensure LAS curriculum integration through Global Applied Projects (GAP), sending MBA students abroad to gain experience addressing international business challenges. In 2019, 5 MBA students traveled to Brazil on GAP, and in 2021 5 more participated virtually in a Honduran sustainable resources program.

CFAES provides an array of study abroad courses, including an agroecosystems program in Chile, a Master Gardener Volunteer Service program in Ecuador, and youth 4-H development trips to Nicaragua. In 2019-20, CFAES conducted 2 study abroad programs to LA before the pandemic, with the 26 students constituting 26% of total faculty-led participation that year. Dr. Hoet (Appendix A-32) spearheads the Caribbean Integrated Surveillance System on Antimicrobial Resistance in Agriculture to stabilize the food chain in 7 LA countries.

* 1. **Interdisciplinary Coursework:** LAS at OSU is inherently interdisciplinary: in 2020-21, 289 courses were offered in 42 departments and 12 colleges/schools. 65% had 50-100% LA content, and many of the 25-49% LAS courses in 29 departments were newly created, fulfilling a university mandate to internationalize programs. Interdisciplinarity is encouraged at OSU through Discovery Themes initiatives, where new faculty are hired to teach across regional boundaries and disciplines to develop an interdisciplinary workforce with the skills to address critical national challenges. Academic programs that draw from faculty across multiple units (LAS, International Studies, Film) are interdisciplinary in design and content, bridging departments, disciplines, and specializations. 3 CLAS core faculty hold joint appointments (Puga: Theatre/SPPO, Hoet: VetMed/Public Health, Lobao: Sociology/Geography), a practice encouraged by the new faculty hiring structure, and dozens more hold courtesy appointments with an additional department.

CLAS oversees the interdisciplinary MA-LAS degree that allows G/P students to gain knowledge of LA while obtaining a rigorous and comprehensive education focused on a student- specific specialization. CLAS prioritizes interdisciplinarity by requiring all MA-LAS students to take IS5640: Globalization in Latin America, cross-listed with SPAN5640, which has enrolled 112 students since 2018. 66 faculty members from 20 different departments constitute the core specialized faculty, and more than 75 courses allow for generous and flexible curriculum plans.

* 1. **a. Sufficiency of Non-Language Faculty:** One of OSU’s greatest strengths in LAS is its strong faculty expertise. CLAS has 112 non-language faculty: 48 full professors, 39 associate professors, 14 assistant professors, 2 associate deans, 7 faculty emeriti, and 1 LAS librarian. 9 are recent hires. 21 departments have 2 or more LAS faculty. Strongest faculty coverage outside SPPO lies in Geography (7), Anthropology (6), and Agricultural, Environmental, & Development Economics (5) (Appendix A).

**C.3.b. Pedagogical Instruction:** OSU is known for its rigorous pedagogical standards, including mandatory GTA training, pre-service workshops, semester-long pedagogical training courses, and year-long GTA/professor apprenticeships. The Drake Institute provides GTA orientations, teaching consultations, seminars, and a resource library, including Course Development Grant and Research & Implementation Grant programs. GTA oversight is the responsibility of each department’s Graduate Program Director. University-wide mandatory online student evaluations evaluate all instructors at the end of each semester, and Graduate Program Coordinators convene monthly to discuss evaluations, pedagogical best practices, and GTA training. One example of excellence is the Harvey Goldberg Center for Excellence in Teaching, which equips History GTAs to teach with new media and provides quality materials to enhance student accessibility.

* 1. **Depth of Specialized Coverage:** Of the 289 non-language LAS courses offered in 2020-21, 188 had 50-100% LA content (65%). 22 departments offered 5 or more LA area studies courses in 2020-21, and 9 have degrees with LAS specialization. AAS exhibits exceptional disciplinary depth in courses, spanning the Spanish, Anthropology, History, and Comparative Studies departments, which support this interdisciplinary UG minor.

# CRITERION D: QUALITY OF CURRICULUM DESIGN

* + 1. **High Quality LAS Instruction in Undergraduate Programs:** OSU promotes interdisciplinary and comparative coursework and research initiatives to expand breadth and

depth of LAS programming. The breadth of LAS in UG programs is evidenced by the number of courses offered to students (289 area studies and 42 language courses in 45 departments and 9 colleges, including 5 professional schools). CLAS further expands this breadth through the Global Option, a curriculum enhancement allowing students to integrate documented international expertise into any major. For example, the Engineering Global Option requires students to participate in 2 study abroad experiences, integrate international content into coursework, and take 9 credits of language instruction (a significant improvement over previous course requirements). In 2020, virtual internships and collaborative learning experiences were added. Further globalization opportunities available to LAS UG students include OIA’s Global Engagement Certificate Program and the newly created Intercultural Competence for Global Citizenship Certificate Program, which takes a unique experiential learning approach in its incorporation of courses in CAS, study abroad, and the School of Communication.

CLAS supports depth of LAS curriculum by partnering with faculty and departments to offer 180 100% LAS courses in 34 departments (Appendix B). In 2020-21, enrollment in LAS UG courses was 21,459. 1,519 UG students graduated from OSU taking at least 4 LAS courses with 25% content (at least 1 being a 100% LAS course) (table D.1). With TVI support CLAS will continue to work directly with departments to expand LAS

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| **Table D.1: LA Graduates, 2018-21** | | | |
|  | **2018-19** | **2019-20** | **2020-21** |
| **BA/BS** | 1,306 | 1,179 | 1,519 |
| **MA/MS** | 92 | 60 | 91 |
| **PhD/JD** | 22 | 14 | 22 |

content via new course seed grants and new course modules.

* + 1. **b. LAS Undergraduate Requirements:** All LA-related UG programs at OSU include rigorous requirements (table D.2). The LAS UG major in the Undergraduate International Studies Program has been significantly restructured to offer a balance of courses in the humanities and social sciences, strengthening its intellectual rigor by assigning more senior professors to teach UG courses, and requiring 2 years of foreign language instruction.

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| **Table D.2: Select LAS Undergraduate Program Requirements** | |
| **PROGRAM** | **MINIMUM REQUIREMENTS** |
| **Department of Spanish & Portuguese** | |
| BA in Spanish | 33 hours: orientation (12); major track courses (21). Major tracks include Latin American Literatures  and Cultures, Hispanic Linguistics, and Hispanic Studies. *Immersion program required* . Spanish minor available. |
| BA in Spanish with Honors | 33 hours: orientation (9); major track courses (24). Major concentrations include Latin American Literatures and Cultures and Hispanic Linguistics. *Immersion program required* . Thesis/non-thesis  options and Honors Spanish minor available. |
| BA in Portuguese | 30 hours: orientation (6); and core courses (24). Only one course in English counted toward the major  program. Portuguese minor available. |
| BA in Romance Studies | 41 hours: one primary field (24); one secondary field (9); and one tertiary field (5). Field options include: Spanish, Portuguese, French, Italian, Latin, and Romanian. *Immersion program required.* |
| Minor in Andean & Amazonian  Studies | 15 hours: Introduction to Andean and Amazonian Cultures (3); core courses (9); elective courses (3).  *Intermediate proficiency in Spanish, Portuguese, or Quechua required.* Minor must include at least six credit hours at the 3000-level and above. |
| **Department of History** | |
| BA in History | 33 hours: Introduction to Discipline of History (3); major concentration (12); electives (12); reading & research seminars (6). Latin American History concentration available. BA with Honors available. |
| **Department of International Studies** | |
| BA in Latin American Studies | 30 hours: Required Foundations (12); Critical Perspectives (12); Electives (6); *Foreign language minor/major or advanced LA language course required* (3)*.* BA with Honors available. |
| BS in Latin American Studies | 30 hours: Required Foundations (12); Critical Perspectives (12); Electives (3); *Foreign language minor/major or advanced LA language course required* (3). Minor in Agribusiness, Business, City & Regional Planning, Env. Science, GIS, Global Public Health, Information Security, Internat'l  Business, or Quantitative Economics required. BS with Honors available. |

**D.2. Academic and Career Advising:** OSU has advising offices for 17 academic colleges and for study abroad, Honors, and pre-professional programs. UG students are assigned an academic advisor in their home department, and Honors students also have an Honors advisor for specialized program requirements. MA-LAS students are also assigned 2 advisors: CLAS Assistant Director and Graduate Program Coordinator Dr. Hoff (Appendix A-70), who provides general advising upon admission, and an academic faculty advisor to guide research interests. CLAS hosts orientations for new students, and advisors meet twice per semester with MA-LAS students. G/P students working on LA topics receive academic and career advising from CLAS faculty affiliates in their home departments. FLAS Fellows are advised each semester by Assistant Director Hoff and their assigned faculty advisor, and CLAS provides specialized career advising for FLAS Fellows. Career advising is also offered through University Career Offices,

with whom CLAS collaborates to host internship programs, career readiness training, and alumni networking opportunities. CLAS also publishes a weekly newsletter announcing internships, fellowships, and job postings to all LA-focused UG and G/P students, reaching over 1,800 affiliates, partners, and stakeholders. Finally, 2 OIA International Partnerships staff members advise students on external awards, including Fulbright and Fulbright-Hays.

**D.3.a. LAS Graduate Training Options in Disciplines/Professional Schools:** OSU offers extensive LAS training options at the G/P level, with 97 LA language and area studies courses offered in 2020-21 with total enrollments of 1,198 (table D.3). G/P students may take courses in 33 departments across 6 colleges and 5 professional

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| **Table D.3: LA Graduate/Professional Course**  **Offerings & Enrollments, 2020-21** | | |
| **Field** | **# of G/P Courses**  **(5000-8999)** | **G/P**  **Enrollment** |
| Humanities | 44 | 361 |
| Social Sciences | 24 | 254 |
| STEM | 5 | 44 |
| Professional | 12 | 352 |
| Language | 12 | 187 |
| **Total** | **97** | **1,198** |

schools, with 29% of graduate enrollments in the professional schools. In 2020-21, OSU produced 86 MA/MS and 45 PhD Latin Americanists, 35% from professional schools (tables D.4, D.5). From 2018-20, 10 theses and 33 dissertations directly related to LA were completed. Of these, 2 theses and 8 dissertations were concerned with CLAS’ areal focus of AAS.

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| **Table D.4: LA Graduates\* by Degree & Field,**  **2020-21** | | | |
| **Fields** | **BA/BS** | **MA/MS** | **PHD/JD** |
| Arts & Humanities | 182 | 25 | 9 |
| Social Sciences | 659 | 32 | 9 |
| STEM | 462 | 2 | 0 |
| Professional | 216 | 32 | 4 |
| *\*At least 4 courses with 25%+ LA content,*  *including one course at 100% LA content* | | | |

CLAS’ dual-degree MA-LAS program allows customization and complements training in all disciplines to equip students for careers requiring LA expertise. 4 students are currently enrolled in the program, which has produced 14 graduates since inception in 2012.

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| **Table D.5: Top 5 Departments**  **Producing LA Graduates, 2020-21** | | |
| **Department** | **MA/MS** | **PhD/JD** |
| Education T&L | 25 | 1 |
| Social Work | 19 | 0 |
| Spanish & Portuguese | 5 | 6 |
| Nursing | 7 | 1 |
| Law | 0 | 8 |

**D.3.b. LAS Graduate Requirements in High Quality Programs:** Training options and requirements for LAS graduate programs are rigorous (table D.6), and their excellence is seen in the number of student fellowships received from highly competitive agencies. In 2020-21, OSU

was #1 among research institute producers of Fulbright Scholars and a top producer of Fulbright Students. Since 2018, 9 LA graduate students and 8 LA faculty have received Fulbright awards.

* + 1. **Research and Study Abroad Options:** OSU ranks 39th in the US in students studying abroad (773) and 10th in students participating in short term programs of 1-8 weeks (614) (Institute of International Education, 2021). OSU ranked 8th in the first metric in 2018-19, but the pandemic resulted in temporary program cancelations affecting over 1,500 students. In 2019-20, students participated in 51 study abroad programs in 13 LA countries: 23 in Mexico/Central America, 24 in South America, and 4 in the Caribbean. LA is the 2nd most popular OSU study abroad destination region after Europe. The professional colleges have been particularly active, representing over 20% of total LA study abroad enrollment. 66% of students traveling to LA are female and 40% are minorities. CLAS has introduced an intensive language semester program in Curitiba, Brazil, enabling students to complete their general education foreign language requirement in an immersion context that will subsequently encourage them to continue Portuguese study when they return. CLAS also commits to supporting future iterations of the FCOB Global Scholars Program in the Dominican Republic, specifically designed to increase

diverse participation in LA study abroad and currently operated using 2021-23 grant funding.

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| **Table D.6: Select LAS Graduate & Professional Program Requirements, 2020-21** | |
| **PROGRAM** | **MINIMUM REQUIREMENTS** |
| **Department of Spanish and Portuguese** | |
| Integrated  MA/PhD Program | **PhD:** 50 hours beyond MA: courses (11), dissertation (19). Specialties in Hispanic Linguistics, LA  Cultural & Literary Studies, Studies of the Portuguese-speaking World. 8 core and 9 elective courses required. Basic competency in two languages other than Spanish and English. |
| **Center for Latin American Studies** | |
| MA in Latin American Studies | 30 hours: Globalization & Latin America (3); Research Methods (3); Courses of Concentration (21); electives (3). Areas of concentration are cross-disciplinary. Thesis/non-thesis options. |
| **Department of Geography** | |
| MA and PhD | **MA:** 30 hours: required (9) and elective coursework. Thesis/non-thesis option available. Regional Studies: Latin America specialization available. **PhD**: 50 hours beyond the MA: core courses (12); electives, & dissertation. Specializations available: Regional Studies: Latin America. |
| **Department of History** | |
| Integrated MA/PhD | **PhD**: 50 hours beyond the MA, up to 30 may be devoted to dissertation research, writing. One major and two minor fields required. Competency in at least one foreign language required. LA History  specialization available. |
| **Department of History of Art** | |
| MA and PhD | **MA:** 30 hours: required course (3); seminar and lecture coursework (27). Thesis/non-thesis options available. **PhD:** 50 hours beyond the MA: coursework, seminars, & dissertation. Proficiency in one foreign language required. Program in Latin American art available. |
| **Education and Human Ecology** | |
| MEd: Foreign Language Ed. | 30 credit hours of Spanish coursework in addition to 15 hours of area studies, 6 hours of education  prerequisites, and 9 hours of educational theory; must achieve at least an Advanced low score for two ACTFL/LTI assessments; Option for specialization in K12 Spanish. |
| **Food, Agricultural and Environmental Sciences** | |
| Dual PhD in Brazil | OSU Center for Applied Plant Sciences & University of São Paulo: Translational Plant Sciences and International Plant Cell Molecular Biology: degree requirements at each institution, including 10-15 credit hours of core coursework, 3+ months of practical lab or international experience. |
| **John Glenn College of Public Affairs** | |
| MPA, MA | 52 hours: (32) core coursework, (5) skills courses, (12) elective courses, and (3) capstone. Offers a dual-degree program with Latin American Studies; (15) hours of content is LAS-specific. |
| **Fisher College of Business** | |
| MBA:  International Business | 12 (of 57 total) credit hours in understanding of international business principles, languages and  cultures of other countries; focus on international experience on one region of the world; provide certification of language competency for the region of specialization. |
| **Moritz College of Law** | |
| Law Master of Laws (LLM) | With La Facultad Libre de Derecho de Monterrey, requires 24 minimum credit hours, 5 hours of LLM Analysis, Research & Writing, and U.S. Legal Systems; students may choose an international and  comparative law focus; Cooperative degree available. |
| **College of Public Health** | |
| GIS in Global Health | 15 credit hour specialization: 9 elective credits outside of CPH, required international field experience to provide access to the interdisciplinary study in global health issues. |

G/P students have been eligible for Tinker Field Research Grants to support research in the region, with currently awarded funds ending in December 2022. In the current cycle, 33

graduate students from 14 departments were awarded these funds. Students also participate in research, internships, and volunteer programs in LA, including Humanitarian Engineering internships in Guatemala, Buckeyes without Borders Service Learning in Honduras, and OSU Medlife Service-learning in Ecuador and Peru. In 2021, despite the pandemic, Howard Greene (Appendix A-29) of Humanitarian Development & Innovation launched a Sustainable Community Development course in Honduras, through which 7 OSU and 33 Zamorano University students jointly addressed issues of water management in a virtual modality.

* + 1. **Access to Non-OSU Study Abroad and Summer Language Programs:** OSU waives tuition for students participating in approved third-party provider and direct enroll programs. Students now have access to a wide variety of non-OSU study abroad programs in LA. Of the 80 LA programs offered, 17 are through third-party providers, 2 are direct enroll, and 1 is exchange. CLAS also promotes intensive summer LCTL programs offered by other institutions and publicized through the Consortium of Latin American Studies Programs (CLASP). **CRITERION E: QUALITY OF STAFF RESOURCES**
    2. **Quality of CLAS Faculty and Staff:** CLAS faculty are some of the most accomplished scholars in the nation, as evidenced by numerous grants, fellowships, and awards. In 2020-21, OSU was #1 among research institute producers of Fulbright Scholars and since 2018, CLAS faculty have won 8 Fulbright awards. 6 CLAS faculty have active National Science Foundation grants (Cohen, Grinstead, Mark, Mosley-Thompson, Piperata, Ramirez), and other recent notable awards include Andia’s 2019 Bolivian national literary prize *Premio Guamán Poma de Ayala en Lengua Originaria*, Aldama’s 2020

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| **Table E.1: CLAS Faculty Affiliates by Rank & % LA** | | | | |
| **Rank** | **25-49%** | **50-74%** | **75-99%** | **100%** |
| Full Professor | 20 | 7 | 2 | 9 |
| Assoc. Professor | 14 | 11 | 4 | 13 |
| Assist. Professor | 7 | 1 | 1 | 6 |
| Faculty Emeritus | 3 | - | - | 5 |
| Lecturer | 1 | 1 | - | 3 |
| Other | 8 | 2 | 1 | - |
| **Total** | **53** | **22** | **8** | **36** |

International Latino Book Award, Babel’s 2021 Society of Linguistic Anthropology Public Outreach & Service Award, and Puga

and Espinosa’s 2021 Barnard Hewitt Award for Outstanding Research in Theatre History, among many others*.* Since 2018, CLAS faculty received over $4.1 million in self-reported external funding and over $975,000 in internal OSU funding. 122 CLAS faculty affiliates (21 new since 2018) span 41 departments and 13 colleges and schools: 48 full professors, 39 associate

professors, 14 assistant professors, 4 lecturers, 7 faculty emeriti, 7 program directors, 2 associate deans, 1 assistant vice provost, and 1 associate vice provost (Appendix A). 101 faculty are tenured or tenure-track, 8 hold Distinguished Professorships (Alfonzo, Drake, Lal, Larsen, Mosley-Thompson, Noyes, Parker, Trigo), and 66 (54%) dedicate 50% or more of their teaching and research to LA. 36 highly qualified faculty across 10 departments dedicate 100% of their time to LA. While the greatest number of faculty are in CAS (76), 7 are in professional colleges and schools. AAS continues to expand its interdisciplinary scope, and 15 faculty (Andia, Babel, Bevis, Costigan, Dueñas, Giusti, Hubbe, Kawa, Mark, McSweeney, Piperata, Unzueta, Voigt, Wibbelsman, Zevallos) in 6 departments now focus their work on the region, with several more focused on Amazon-adjacent regions of Brazil. This thematic focus will guide much of CLAS programming in 2022-26. 4 full-time personnel currently oversee Center activities: CLAS Director Dr. Scott Schwenter is Professor of Hispanic Linguistics and an expert in LA language variation (Appendix A-7). Dr. Mark, Assistant Director, holds a PhD in Hispanic Linguistics with extensive research experience in LA. Outreach Coordinator Patricia Vocal (Appendix A-75) is completing a PhD in CEHE focused on children’s literature and Latinidad. Finally, the Fiscal & Program Officer (Appendix A-78) supports CLAS administrative processes.

* + 1. **Professional Development Opportunities:** OSU provides a wide array of opportunities for faculty and staff, including travel support, research awards, teaching grants, career training, and technology assistance (table E.2). In 2020-21, despite pandemic limitations, CLAS administrative staff participated in a total of 7 professional development workshops and 3

national or international virtual conferences. All full-time employees are eligible for free tuition and flexible work hours, allowing greater flexibility to pursue new training and teaching endeavors. Other opportunities can be found in OSU’s Office of Research database, containing over 40,000 grant opportunities from 10,000 sponsors. CLAS will also contribute funds for staff

professional development opportunities, overseas experience, and travel.

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| **Table E.2 Select OSU Professional Development Opportunities for Faculty and Staff** | | |
| **PROGRAM** | **AWARD** | **PURPOSE** |
| **College of Arts and Sciences Funding** | | |
| Junior Faculty Course Reduction | N/A | 25% course reduction during the first 4 years of appointment (3  courses/year instead of 4) |
| Faculty Sabbatical/Special Assignment | N/A | Providing sabbatical every 8 years, special assignment (one semester leave) to conduct unique research, service, or teaching |
| Course Release Program | N/A | concentrate on research or creative activity, with preference to faculty about to be considered for promotion |
| Assist. Professor Start-Up Package | $15,000 | Providing a stable source of scholarship support for new hires |
| Exhibition, Performance, & Studio  Work Grant | $1,500 | Defraying expenses associated with creation, presentations, and  performance of creative work |
| International Travel Grant | $2,000 | Defraying expenses associated with international travel for research |
| Publication Subvention Grant | $4,000 | Supporting the costs of book publication |
| Manuscript Preparation Grant | $2,000 | Supporting the preparation of a scholarly or creative project |
| Conference Support Grant | $20,000 | Facilitating the organization of scholarly programming (major sponsor  of ILCLA in 2016, 2018) |
| New Project Large Grant | $10,000 | Facilitating any aspect of new scholarly or creative projects |
| Virginia Hull Research Award | $2,500 | Supporting diversity efforts with particular attention to female faculty  in the Humanities |
| **Discovery Themes (DT) Funding** | | |
| Food & Agricultural Transformation  Linkage Grant | $35,000 | Supporting faculty in developing models of climate-resilient, secure,  and equitable agricultural systems |
| Infectious Disease DT Funds | $5,000 | Supporting OSU events focused on infectious diseases |
| Global Arts & Humanities DT Funds | Up to  $50,000 | Supporting faculty research and creative activity in the arts and  humanities |
| **Office of International Affairs Funding** | | |
| International Research & Scholarship  Grant | $6,000 | Supporting proposals from all academic disciplines for proposed  international reseach projects and collaborations |
| Mershon Center Grants | Up to  $40,000 | Supporting research projects related to international security ($15,000 to LAS faculty and graduate students in 2016-17 for research) |
| **Office of Research Funding** | | |
| Connect & Collaborate Grants | $70,000 | Incentivizing collaboration and research that benefits the community  with impactful, sustainable programs |
| **Other** | | |
| Faculty/Staff Tuition Assistance | $9,640 | Incentivizing faculty and staff to take courses (per semester) |
| Staff Career Development Grant | $1,500 | Providing staff with professional development funds |
| Staff Manager Grant | $3,000 | Providing funding for staff for managerial training |

* + 1. **c. Teaching, Supervising, and Advising:** OSU places significant emphasis on teaching and advising, offering a unique dual advising system where staff provide specialized and technical advice to students, and faculty advise on research, curriculum, and study abroad options.

**Program advising:** Faculty maintain close contact with students (19:1 student to faculty ratio), spending an average of 10 hours per week advising, supervising projects, and mentoring students in research and coursework. CLAS faculty serve as advisors to students in the MA-LAS program by serving on thesis/exam committees, giving students access to faculty across disciplines, while CLAS staff provide career advising, curriculum mapping, and mentorship. **Teaching:** Since 2016, 6 CLAS faculty from disciplines as diverse as English, Food Science, Music, Public Affairs, and SPPO have received the Alumni Award for Distinguished Teaching, demonstrating excellent pedagogy. 89% of graduate-level LAS courses are taught by tenure-track faculty and 81% of all LAS courses are taught by designated faculty. Core faculty teach at least 1 course per term that is part of the LAS curriculum. Dr. Nibert (Appendix A-47) teaches 2 weeks of full- time, paid training for SPPO GTAs. The Drake Institute offers training opportunities for instructors by organizing in-person training, online webinars, and career workshops. Hundreds of individual consultations and customized workshops per year cater to departmental needs. Since 2018, over 3,500 instructors have completed the Teaching Support Program, an evidence-based instructional strategy curriculum, and 479 have received an Institute Teaching Endorsement for extended professional development. Additionally, since 2018 Drake has invested over $200,000 and impacted 11,485 students through faculty-led teaching enhancement projects. In 2020-21, Drake spent $1.5 million on instructor development and teaching excellence. The Institute’s Course Design Institute, Office of Distance Education & e-Learning, and Teaching Support Program will be key tools as CLAS continues to integrate LA into curricula using TVI funds.

**E.2. Center Staffing and Oversight:** CLAS has instituted a management process to streamline operations and ensure maximal leveraging of NRC funds. Dr. Schwenter has a dual reporting line to the Dean of the Division of Arts & Humanities in CAS and to the Vice Provost in OIA, and oversight by these units allows CLAS to align its mission with greater campus-wide

internationalization strategies and initiatives. Dr. Hoff oversees outreach activities, advises MA- LAS students, coordinates programming and workshops, and manages grants. OIA provides additional assistance

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| **Table E.3: CLAS Oversight Committees, 2020-22** | | | |
| **Name** | **Title** | **Department** | **Division/**  **College** |
| Scott Schwenter | Director | CLAS | OIA |
| Terrell Morgan | Director Emeritus | CLAS | OIA |
| Fernando Unzueta | Associate Vice Provost,  Former CLAS Director | OIA Administration | OIA |
| Mark Hoff | Assistant Director | CLAS | OIA |
| Megan Hasting | Program Coordinator, Former  CLAS Asst. Director | Professional Development | JGCPA |
| Pamela Espinosa de  los Monteros | LAS Librarian | Special Collections | Library |
| Katherine Borland | Associate Professor | Comparative Studies | CAS |
| Kendra McSweeney | Professor | Geography | CAS |
| Nick Breyfogle | Associate Professor | History | CAS |
| Stephanie Smith | Professor | History | CAS |
| Holly Nibert | Associate Professor | Spanish & Portuguese | CAS |
| Michelle Wibbelsman | Associate Professor | Spanish & Portuguese | CAS |
| Juan Zevallos-Aguilar | Professor | Spanish & Portuguese | CAS |
| Lúcia Costigan | Professor | Spanish & Portuguese | CAS |
| Ana del Sarto | Associate Professor | Spanish & Portuguese | CAS |
| Peter Sayer | Associate Professor | Education: T&L | CEHE |
| Howard Greene | Director, K12 Education  Outreach | Humanitarian Dev. &  Innovation | COE |
| Jesús Lara | Professor | City & Regional Planning | COE |

through business, administrative, and communications offices including fiscal administration staff.

CLAS requests TVI funds for 30% support of the Assistant Director position (a reduction in TVI support from the previous cycle due to

increased institutional support), 50% support for the Outreach Coordinator and Fiscal & Program

Associate, and 100% support for a 25% FTE Student Assistant (Appendix A-78).

CLAS ensures oversight arrangements are in place to consult faculty, guarantee high program performance, appropriately allocate resources, and apply evidence-based innovation. CLAS faculty affiliates actively participate in committees and program planning sessions to direct CLAS initiatives. CLAS currently has 3 program committees in place: (1) the CLAS Advisory Committee to oversee programming and strategic planning, and from this larger Committee (table E.3) members rotate to form (2) the Scholarship Review Committee to review scholarship decisions for FLAS and other, internal awards and (3) the MA Graduate Studies Committee to advise on program recruitment and admission decisions.

**E.3. Non-discriminatory Employment Practices:** Pursuant to Section 427 of GEPA, OSU is an equal opportunity institution committed to building a diverse faculty, staff, and student body, ensuring equitable access and participation for all. CLAS faculty represent varied ethnic and cultural backgrounds (47% female, 40% Hispanic), more diverse than overall OSU faculty demographics. CLAS is dedicated to a policy of nondiscrimination and Affirmative Action & Equal Opportunity (AAEO) to ensure that position vacancies are publicized to reach a representative cross-section of qualified applicants. CLAS hiring committees undergo required implicit bias training, and vetting by the Office of Human Resources and AAEO unit encourages diversity in applications. (See also the OSU GEPA Statement attachment.)

# CRITERION F: STRENGTH OF LIBRARY

**F.1.a. Strength of Holdings:** The OSUL system ranks 7th among public research members of the Association of Research Libraries and is the largest academic library in Ohio. OSUL’s network of 10 campus and 7 affiliate libraries collectively provide access to

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| **Table F.1: OSU LAC**  **Language Holdings** | |
| **Language** | **Total Items** |
| Spanish | 169,334 |
| Portuguese | 41,896 |
| Ladino | 447 |
| Quechua | 153 |
| Nahuatl | 22 |
| Mayan languages | 20 |
| Aymara | 13 |
| Mapuche | 6 |
| Guarani | 5 |
| Zapotec | 5 |
| Other South  American languages | 39 |
| Other Central  American Languages | 30 |
| Other languages | 452 |
| **Grand Total** | **212,422** |

9.7 million volumes, 2 million electronic resources, 1.5 million serial subscriptions, and other non-book formats. The Latin American, Hispanic, Spanish & Portuguese Collection (LAC) is the largest in Ohio and contributes to local, regional, national, and international efforts that provide access to LA resources. The LAC exceeds 272,246 titles including books, serials, electronic databases, films, sound recordings, maps, special collections, and more. Research collection materials are available in over 11 non-English languages

(table F.1), with Quechua representing LAC’s largest Indigenous language holdings. Users have access to over 200 current LAC periodicals, with other interdisciplinary periodicals, databases, streaming media, and indices made available through OSUL and its consortia partners including

the BTAA, OhioLink, and the Center for Research Libraries (CRL). The LAC collects in Spanish, English, Portuguese, and Indigenous languages with strength in literature, history, and economic development in the Americas and geographic strengths in Mexico, Brazil, Argentina, Chile, and the Andes. LA is well represented among OSUL’s Special Collections including the Rare Books & Manuscript Library (RBML) holdings from first European contact in the Americas through present day zines. The Billy Ireland Cartoon Library & Museum comprehensive collection of cartoons and comics features a contemporary collection of Latino comics. Finally, the Byrd Polar Library features research and special collection materials associated with climate research in LA, including cold storage of ice cores. OSUL’s Knowledge Bank preserves and provides open access to the scholarly output of OSU including faculty and U/G student publications. Outside of OSUL, CLAS maintains an in-house Andean & Amazonian Indigenous Art & Cultural Artifacts Research Collection, partially funded by 2018-22 TVI funds, which pairs artwork with representative literatures to engage educators, students, and researchers. The collection has partnered with the Advanced Computing Center for the Arts & Design (ACCAD) to implement digital scholarship projects in VR and digital exhibits connected to student research. The collection includes the new *Wawakunapaq* LA/Latinx Children’s Literature Collection, which addresses historic gaps in academic library collections and is made available to the community through public events.

* + - 1. **Support for Acquisitions:** OSUL’s collection is the result of long-term institutional support to global education, research, and engagement. In FY 2021-22, OSUL allocated $99,738 (not including supplemental spending of materials charged to general funds or acquired) for LAC acquisitions of books, serials, digital resources, and special collections from the libraries’ $14 million annual budget. Since 2018, OSUL has acquired 5,614 collection items with LAC- targeted funds for its circulating and special collections. Increased private gift and collection

donations from faculty, visiting researchers, and alumni has strengthened the collections in areas directly connected to faculty research and academic courses. OSUL has continued to enhance holdings of rare book holdings in Indigenous languages from the Andean region and Mexico.

Since 2018, investment in these materials has totaled $25,855.

OSUL is a participating member of the CRL, including its Latin American Research Resources Project and Latin American Materials Project. OSUL’s annual acquisitions contribute to the Latin Americanist Research Resources Project-Distributed Resources Project, a cooperative initiative of North American, LA, and Caribbean libraries to improve access to resources published in LA, as well as the Library of Congress Brazil Cooperative Acquisitions Program. From 2018-20, LAC staff helped develop an area studies cooperative collecting initiative led by the Midwest Organization of Libraries for Latin American Studies among 3 BTAA institutions which reduced duplication of Portuguese language materials from 50% to 0.5% while diversifying and expanding the collective holdings available to the 3 institutions.

* + - 1. **Institutional Support for Library Staff:** In 2021-22, total support for direct LAC personnel amounted to $359,553. Staff in Special Collection & Area Studies (7), Content & Access (20), and Research Services (5) provide regular support to the LAC and its users. Core library staff include a full-time Latin American, Iberian, & Latino Studies Librarian, Pamela Espinosa de los Monteros. Espinosa de los Monteros is a former García Robles Fulbright Fellow and 2020 recipient of Ohio’s Business First *40 Under 40 Award* for professional and community service with the LAC. She serves on the executive board of the Seminar on the Acquisition of Latin American Library Materials professional association, the convener of the Midwest Organization of Libraries for Latin American Studies, and has served on the Archives, Libraries, & Digital Scholarship Section of LASA. In 2019, LAC staff added a Mary P. Key Resident

Librarian, a 3-year visiting faculty position to support professional training in area studies librarianship focused on LAS.

**F.2. Accessibility:** OSUL ranks as the 6th largest lender in the US. It is the founding member and largest contributor to OhioLink, a consortium of 88 Ohio institutions that serves more than half a million users through its 44 million library materials. It is also a member of SearchOhio, a network of 20 public libraries in the state. At the regional level, the LAC contributes as an important lender to BTAA’s collective library loan network. Nationally and internationally, OSUL’s collections are accessible through participation in the interlibrary loan system (ILLiad) of the Online Computer

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| **Table F.2a University Libraries Collection Lending through Interlibrary**  **Loan, OhioLink, & SearchOhio (Materials Loaned)** | | | | |
| **Year** | **ILL** | **OhioLink** | **SearchOhio** | **Total** |
| 2018 | 75,898 | 41,240 | 10,430 | 127,568 |
| 2019 | 70,904 | 40,608 | 9,520 | 121,032 |
| 2020 | 54,578 | 17,028 | 3,423 | 75,029 |
| 2021 | 50,773 | 20,453 | 7,433 | 78,659 |
| **Total** | **252,153** | **119,329** | **30,806** | **402,288** |
| **Table F.2b University Libraries Collection Lending through Interlibrary**  **Loan, OhioLink, & SearchOhio (Materials Borrowed)** | | | | |
| **Year** | **ILL** | **OhioLink** | **SearchOhio** | **Total** |
| 2018 | 59,105 | 30,413 | 2,264 | 91,782 |
| 2019 | 51,043 | 25,434 | 1,729 | 78,206 |
| 2020 | 43,923 | 12,620 | 459 | 57,002 |
| 2021 | 24,450 | 12,747 | 523 | 37,720 |
| **Total** | **178,521** | **81,214** | **4,975** | **264,710** |

Library Center. From 2018- 21, OSU students and faculty obtained 264,710 items via interlibrary loan, OhioLink, and SearchOhio, while OSUL loaned out 402,288 items through the same consortia partners

(tables F.2a, F.2b). In 2020-21, OSUL reached 2,977 users through OSU curricular courses and 8,585 users through library programs, workshops, and tours. Examples of LAC staff programs since 2018 include the *Dancing with Devils: Latin American Mask Traditions* digital exhibit and

artist talk, the multilingual Area Studies Global Comics Lecture Series, and film screenings in partnership with the Abya Yala student organization*.* These programs were attended collectively by over 300 participants from 3 continents and included researchers, students, faculty, artists, and members of the public. LAC staff regularly conduct information literacy and research skills

to U and G students as well as support instruction for K12 audiences in partnership with the Olentangy School District, Columbus Global Academy, Bexley Public Library, and the annual Global Teacher Seminar. In 2021, OSUL partnered with CLAS to create a graduate library

fellowship to examine inaccurate representation of Indigenous cultures in the holdings of the RBML. Similarly, LAC staff led the first undergraduate library fellowship in digital humanities supporting student archival and field research in Belize to address information gaps on 20th century Belizean economic history. OSUL supports access to its collection to visiting researchers including the *K’acha Willaykuna* Collaborative artist residency of Sebastián Calfuqueo Aliste, Indigenous community leaders and scholars during the Symposium on Indigenous Languages &

Cultures (ILCLA), and others. OSUL curates and maintains online research guides through

Springshare LibGuides platforms, which highlight collection materials worldwide. The 17 research guides on LAS topics received 22,307 views in 2019-21.

# CRITERION G: IMPACT AND EVALUATION

* + 1. **University Impact:** CLAS leveraged resources alongside 2018-22 TVI funds to maintain a strong agenda by (1) fully institutionalizing the Quechua and Portuguese Programs, (2) placing students in jobs and graduate programs that utilize their expertise to meet national demand (table G.4), (3) integrating LAS into coursework and professional schools, and (4) expanding study abroad options in the region. Since 2018, CLAS has added 21 new faculty affiliates to direct and realign programmatic efforts with strategic OSU goals. Table G.1 demonstrates our continued commitment to strong performance in LAS through several key outputs from 2020-21.
    2. **b. Community, Regional, and National Impact:** In 2020-21, CLAS outreach activities reached over 7,120 community members through LAS-focused activities, including lectures, conferences, teacher training, performances, and public events across the U.S (table G.1). While the pandemic precluded in-person events,

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| **Table G.1: CLAS Impact by Output, 2020-21** | | |
| **University** | SPPO degrees conferred | 65 |
| LAS graduates (4 or more LAS  courses, at least 1 100% LAS) | 1,519 |
| LA area studies courses offered | 289 |
| LA area studies course enrollment | 16,096 |
| LAS language courses offered | 42 |
| LAS language course enrollment | 6,802 |
| LAS academic & cultural events | 64 |
| **Community/ Nation** | Teacher workshops & institutes | 11 |
| K12 event attendance | 2,218 |
| Public events | 64 |
| Total programming attendance | 7,150 |
| Business outreach | 185 |
| MSI & CC activities | 16 |
| Average monthly website traffic | 1,421 |

CLAS seized on virtual modalities to reach new audiences and remove barriers to participation. CLAS trained 58 teachers in Ohio through K12 teacher training programs, with 100% of participating teachers indicating they were able to integrate what they learned into their curriculum.

CLAS has trained an additional 74 teachers from across the US through its BookBox

program, implemented in 2020 with TVI funds to address teachers’ reported lack of professional

development opportunities and of familiarity with LA themes. Since its inception, 43 teachers have applied their learning to create lessons around a program theme and received an honorarium in return. These lesson plans, as well as complementary resource guides developed by the LAS Librarian are freely accessible online and increase CLAS educator impact across the US. Total student impact from the BookBox program exceeds 9,200 and the resulting online resources have received over 2,800 views.

CLAS also coordinates the nationally acclaimed SSAST, a long-standing teacher-training immersion program that encourages the refinement of Spanish language skills in a natural linguistic setting. Since 1991, Dr. Morgan has taken 578 Spanish educators to 15 LA countries. SSAST has always been a model of its genre (one of the first created specifically for educators) and has provided participants with the option of an introductory Indigenous language course

taught by native instructors, including Guaraní, Kaqchikel, Quechua, and Miskito. To date, 7 SSAST K12 teachers and 22 graduate students have taken courses in these languages. Voices of the Hispanic World, expanded in 2021 with TVI funds, offers educators worldwide an interactive audiovisual archive including Spanish, Portuguese, Aymara, Kaqchikel, Quechua, and Tz’utujil.

* 1. **Activities that Address National Needs and Disseminate Information to Public:** CLAS addresses national needs through innovative graduate programs, LAS courses across the curriculum, cultural competency training for professionals, and funding for faculty and student fieldwork abroad. In 2020-21, 80% of all events hosted or co-sponsored had national impact based on attendance, enrollment data, and qualitative feedback. CLAS will support the study of

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| **Table G.2: Select CLAS Impact at University, Community, & National Levels, 2018-22** | | | |
| **Target** | **Program** | **Impact** | **Outcomes** |
| University | Tinker Grants | Funded graduate student fieldwork in LA | Awarded $60,000 in Tinker and matching OSU  funds, with strong STEM representation |
| University | Whitten  Scholars Fund | Encouraged advanced study of A&AS and  supported UG research | Awarded over $10,000 in scholarships to 18  students working on research related to A&AS |
| University  Nation | LAS M.A.  Program | Increased pool of experts with advanced  knowledge of LAS & language skills | 14 graduates since 2012 program inception;  100% placement in gov't, non-profit, higher ed. |
| Univeristy Community  Nation | Collaboration with CC/MSIs | Increased CC and MSI access to LA content via co-sponsored programs | Co-sponsored 7 events, with over 150 in total CC/MSI attendance, both local and nationwide |
| University Community Nation | Conference Sponsorships | Co-sponsored, gave administrative  support for Ohio Latin Americanist Conf. | Drew over 100 scholars from institutions in  Ohio and across the Midwest |
| Co-sponsored ILCLA Symposium 2021 | Drew 175 scholars from across LA and around  the world |
| Univesrity  Community Nation | Voices of the  Hispanic World | Funded resdesign of public interactive  video database, searchable by LA language, country, and linguistic feature | Offered K16 instructors and the public over 100  catalogued videoclips from 17 LA countries, with linguistic explanations & teacher resources |
| Community | K-12 Outreach | Equipped Ohio teachers to incorporate  more LAS content into classrooms | Co-sponsored programs with other ASCs,  impacting 50 teachers & 9,000 students annually |
| Community  Nation | K-12 Outreach | Increased LA children's literature in  classroom libraries and trained teachers | Trained 74 BookBox teachers locally and  nationwide, offered 43 lesson plan honoraria |
| University  Nation | LCTL  Offerings | Expanded OSU Quechua Language  Program offerings through Course Share | Trained 100 students in various levels of  Quechua at OSU & 6 Midwestern institutions |
| University  Nation | Library  Acquisitions | Augmented LAS holdings for campus and  worldwide access through lending | 5,614 new titles, including special and rare  collections and material in Indigenous languages |

LCTLs through the instruction of Portuguese and Quechua (streamed to 6 partner institutions), while enhancing LAS coursework through course development grants and programming

targeting strategic disciplines. CLAS will continue to leverage partnerships across campus to

disseminate information to the public. One example is the recent public-facing collaboration with ACCAD to digitize parts of the AAAC through 3D virtual reality modeling, interactive digital storytelling maps, and SoundCloud recordings. This cost-effective approach toward digitization enhances CLAS’ ability to efficiently disseminate knowledge. TVI funding will allow CLAS to scale AAS successful outreach projects for maximum impact nationwide.

* 1. **Equal Access:** CLAS works closely with OSU's Office of Diversity & Inclusion (ODI) and Office of Disability Services (ODS) to ensure that equal access for all individuals is at the forefront of our work. Minority groups are well represented among LA language learners at OSU: in 2020-21, 31.8% of LAS graduates were minorities and 58.2% were female, both metrics increased from previous years. OIA regularly partners with ODI to increase minority participation in study abroad programming. Of the 364 students who studied abroad in LA in 2019-20, 239 were female (66%) and 146 were minorities (40%). OSU has committed to educational affordability by ensuring that all Ohio residents who enter OSU as Pell Grant- eligible students receive a full tuition and fee waiver, estimated to impact over 3,500 students.

CLAS collaborates with SPPO and the CLLC to create programming for heritage speakers, including 3 Spanish for Heritage Speakers courses and the Interpreters for the Medical Profession Advanced Curriculum & Teaching (IMPACT) program, which provides medical interpretation training to Spanish heritage speakers at area high schools. IMPACT interfaces with ODI’s Latinx Space for Enrichment & Research (LASER), with its Latinx student mentoring program in Columbus Schools and semesterly Latinx Role Models events. CLAS has experience facilitating participation for all abilities, arranging through ODS a full range of services: special testing, lodging accommodations, transportation, sign language interpreters, and Braille texts.

Under OSU’s Program 60, anyone over 60 years old may audit any LAS course for free.

* 1. **a. Evaluation Plan:** CLAS has standardized data collection to track impact and ensure that

robust and quantifiable program evaluation is a cornerstone of proposed activities. Evaluation efforts are a deliberate part of the program plan, including mid-process adjustments and generation of new insights into ongoing initiatives. OSU ASCs have established themselves as nationally visible representations of best evaluation practices after hosting the 2013 TVI NRC Evaluation Conference. CLAS’ evaluation plan is systematically coordinated by full-time research staff member Dr. Cindy Xinquan Jiang (Appendix A-71), who is trained in program evaluation and has extensive experience researching international education outcomes. Jiang, whose salary was supported by 2018-22 TVI funds but is now fully institutionalized, is independent of CLAS and reports to OIA’s Assistant Vice Provost. She uses university- integrated and national educational datasets to analyze and report course enrollments and degree attainment data. Jiang shares her ﬁndings with CLAS, OIA, and OSU leadership, and manages a comprehensive and objective evaluation system to ensure CLAS’ efficacy, preserve data integrity, and reduce costs and personnel hours across centers.

CLAS evaluation efforts go beyond OSU by collaborating with CLASP to collect data, examine

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| **Table G.3 Select Evaluation Plan, 2022-26** | | | | |
| **Target**  **Audience** | **Specific Activities** | **Priority** | **Outputs &**  **Outcomes** | **Evaluation &**  **Assessment Tools** |
| University | Language courses | AP 1 | # of courses, enrollments | Course evaluations, assessment |
| University | LAS courses | AP 1 | # of courses, enrollments,  placements | Course evaluations, focus groups |
| University | Campus workshops, events | AP 1 | Attendance, feedback | Exit surveys, participation report |
| University | Global Education (study  abroad) programs | AP 1 | Enrollment, new programs | OIA GE reports, surveys |
| Community,  Nation | K12 teacher training  workshops | AP 2 | Attendance, feedback,  curriculum use | Year 2 Teacher Training Impact  Assessment |
| Community,  Nation | K12 outreach programs | AP 2 | Attendance, # of events | Year 2 K12 Outreach Impact  Assessment |
| Nation | FLAS fellowships, language  & area studies training | AP 1 | Enrollment, job placement | Year 1 FLAS Survey (OSU ASC  recipients, 2000-2017) |
| Nation | Library services | AP 1,  CP | Online traffic, requisitions | Circulation data, Library User  Survey |
| Nation | MSI/CC joint programming | CP | Co-sponsored projects, # of  events, # of participants | Year 2 MSI/CC Partnership  Assessment |
| Nation | K12 online resource  repositories | AP 2 | Online traffic and usage | Website data, user feedback |
| Nation | LAS Graduates | AP 1 | Graduation rates, placement | Alumni tracking database |
| Nation | MA-LAS graduates | AP 1 | Graduation data, placement | Program assessment,  exit interviews |
| Nation | National events & programs | AP 1 | # of events, attendance | Survey data, feedback |

impact, and share evaluation outputs at a national level to determine strategic processes

to improve consortium activities. Table G.3 summarizes how our evaluation plan will capture key project objectives and outcome measures using multiple sources of quantitative and qualitative data. For example, CLAS will conduct surveys for workshops and events to gauge quality of content and instructional delivery, and hold focus groups with teachers selected through qualitative purposive sampling design to measure LA content integration. In addition to the ongoing work of Dr. Jiang and the components in table G.3, CLAS requests funds for a comprehensive external evaluation by an LAS specialist in year 4.

**G.4.b. Use of Recent Evaluations:** Recent evaluations have been used in 4 key ways:

1) increasing the flexibility of the MA-LAS to meet the needs of graduate students, 2) diversifying academic programming to enhance faculty research, 3) engaging teachers through new topics and approaches, and 4) diversifying study abroad options to enhance language proficiency. **MA-LAS:** CLAS uses TracDat software to embed evaluation into its MA-LAS program through entrance surveys, exit interviews, and focus groups to improve students’ experience. In 2015, evaluations indicated that 67% of students felt socially disengaged due to small cohort sizes, so CLAS integrated SPPO graduate colloquia into MA-LAS curriculum

requirements to provide professional development opportunities, exposure to cutting-edge research, and acclimation to campus resources. Prospective student feedback at information sessions prompted the creation of a “fast track” which allows Foreign Area Officers to complete the MA-LAS in under 2 years. **Faculty Research:** In 2016-17, in response to faculty interviews, CLAS re-focused on research priorities that aligned with existing faculty working groups in AAS. This adaptation led to the 2019 *K’acha Willaykuna*: Andean & Amazonian Indigenous Arts & Humanities Collaboration, part of a larger Global Arts & Humanities Discovery Theme (GAHDT) initiative for interdisciplinary and cross-departmental faculty working groups. **K12 Engagement:** After each iteration of the BookBox, Global Fellowship, and Global Teacher

Seminar programs, teacher needs assessments, feedback surveys, and analysis of online resource

web traffic yield candidate themes for subsequent iterations. Frequent consultations with partner experts in CEHE and OSUL have led to further program improvements and audience expansion. **Study Abroad:** SPPO’s 2016 Major Assessment determined that only 6% of its language majors studied abroad due to limited long-term programs. To remedy this, CLAS created a program in Curitiba, Brazil in 2018 that allows students to affordably spend a full semester abroad to fulfill the foreign language requirement and provides a streamlined pathway to major in Portuguese. In response to its study abroad diversity tracking measures, FCOB created a Global Scholars

Program in the Dominican Republic with funds from a 2021-23 Increase & Diversify Education

Abroad grant. CLAS commits to support future iterations of this program with TVI funds.

* + 1. **Placement of Students into Postgraduate Employment:** MA-LAS cohort placement records show that the program effectively recruits high-quality students and produces graduates who secure jobs in a variety of LA-related fields (table G.4). 86% of MA-LAS graduates found employment utilizing their degree. Similarly, 89% of recently graduated Tinker grant recipients reported

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| **Table G.4 MA-LAS Placement, 2012-21** | | | |
| **Name** | **Degree** | **Year** | **Career Placement** |
| Henry Wickham | MA-LAS | 2021 | Major, United States Military |
| Lisa Dieckman | MA-LAS | 2019 | Program Coordinator, Louisiana State University |
| Julianne Stamer | MA-LAS | 2019 | PhD Student, Arizona State University |
| Malia Womack | MA-LAS | 2019 | Associated Faculty, Saddleback College |
| Meghan Murray | MA-LAS/MPA | 2018 | Financial Analyst, City of Dublin, OH |
| Kurt Huxel | MA-LAS | 2017 | Lecturer, United States Military Academy, West Point |
| Ana Kim | MA-LAS | 2015 | Outreach Associate, GRID Alternatives |
| María Victoria Márquez | MA-LAS | 2015 | Post-doc, Universidad Nacional de Córdoba |
| Timothy Struve | MA-LAS | 2014 | Spanish Instructor, Charlotte-Mecklenburg Schools |
| Bradley Hilgert | MA-LAS | 2013 | Professor, Universidad Casa Grande, Ecuador |
| Anisa Kline | MA-LAS | 2013 | PhD Student, OSU |
| Megan Hasting | MA-LAS/MPA | 2013 | Program Manager, John Glenn College of Public Affairs, OSU |
| Chakir Underdown | MA-LAS | 2012 | Legal Intern, National Disability Rights Network |
| Jorge Espinoza | MA-LAS | 2012 | Assistant Professor, University of Cincinnati |

frequently using area studies and languages in their professions.

* + 1. **Efforts to Increase Placement:** CLAS recognizes the need to provide pipelines for students to apply their language and area studies skills in professional fields. CLAS established the first study abroad opportunity for students in Public Health to earn practicum credit. This

practicum-based international experience has proven to be key in job placement. Given that recent trends in placement data indicate that professional fields attract an increasing number of FLAS graduates, CLAS’ new course creation and curriculum development grants will target

professional schools to better accommodate future FLAS fellows from these areas. Several Graduate Interdisciplinary Specializations have been added in recent years, offering students a credential that makes them more appealing to global businesses and agencies. Finally, 2021 SPPO colloquia on data science and non-academic career options exemplify CLAS’ push to increase STEM-specific and industry-oriented programming.

**G.6. Improved Supply of Specialists:** Due to the size of our affiliated faculty and integration of LAS across the curriculum, enrollments in LAS courses are high (table C.1) and CLAS continues to train specialists in this critical world area (table D.1). In 2020-21, OSU produced 91 LAS MAs and 22 LAS PhDs, with top-producing departments including SPPO, Political Science, Social Work, Education, and Nursing. With additional funds, we will augment the pipeline for area studies and language experts by working more collaboratively with OSU departments, offering programming strategically designed to attract STEM students, and increasing targeted recruitment for the dual-degree MA-LAS in JGCPA and other colleges.

**G.7.a. Awarding of Fellowships that Address National Needs:** In the 2018-22 FLAS cycle, CLAS has distributed 55 Academic Year and 25 Summer fellowships to students in 18 departments, with more to come in Summer 2022. 95% of fellowships have gone to currently designated priority languages, 55% went to graduate students, 49% went to advanced language study, and 14% went to professional/STEM students. 59% were for Portuguese, 36% Quechua, 4% Wao Tededo, and 1% Nahuatl. To address national needs, FLAS Fellowships will continue to be awarded exclusively for LCTLs and higher scores will be given to applicants studying at the advanced level, professional students, and those indicating plans for government service.

**G.7.b. Placement of FLAS Fellows:** In 2021, the ASCs at OSU conducted a comprehensive FLAS survey of fellows who recently completed their FLAS-supported degree, finding that 71% of fellows use their language skills and 84% use their area studies expertise on a daily, weekly, or monthly basis in their work. Furthermore, 12% are currently enrolled in PhD or MA programs, while the rest have found employment in government (11%), higher education (26%), K12 education (7%), private (45%), or nonprofit (12%) sectors.

# CRITERION H: OUTREACH ACTIVITIES

* + 1. **Elementary and Secondary School Outreach:** CLAS actively serves the K12 sector by leveraging resources to provide language pedagogy workshops, lesson plan creation support, professional development programs, and online curricular resources. In 2020-21, CLAS outreach programs impacted over 18,300 K12 educators and students. CLAS reaches the K12 community through both teacher training programs and direct organizational outreach.

CLAS also offers teacher-training workshops and programs in conjunction with other area studies centers (ASCs) and CEHE, including weeklong Global Teacher Seminars each

summer. In 2017, CLAS helped launch the annual K12 Global Fellowship program, offering

Ohio teachers workshops throughout the academic year that focused on contemporary issues in global perspective. Every year since, each of the 5 ASCs has hosted a session to provide teachers with content on a topical issue from a regional perspective. Recent topics include environmental issues (2019), agricultural/economic sustainability (2020), and social justice activism (2021), with LA sessions consistently the best-attended. These 2 programs attract over 50 educators from across the state and impact 9,000 students annually.

The BookBox Program unites expertise from CEHE, OSUL, and outside authors and

experts to equip K12 teachers to incorporate LA children’s books into their curricula. This program has seen explosive growth since its 2020 creation, with increasing enrollments and rates

of repeat participation as new themes (Afro-Latinx identity, representations of Brazil, Indigenous environmental perspectives, etc.) are added each semester.

CLAS connects with the K12 community through direct organizational outreach as well.

CLAS supports the SSAST program, which has taken 575 educators to 15 Latin American countries since 1991 and whose next host sites include Uruguay (2022), Panama (2023, 2024), and Honduras (2025, 2026). Our AAS outreach framework serves K12 teachers and students, OSU and partner campuses including MSIs/CCs, and the public with music, art, language, and cultural programming of the region. The Andean Music Ensemble, a novel combination of coursework and outreach programming, has given 12 public performances since 2018 highlighting Indigenous LA musical traditions for 700+ community members. The Teach the Andes Resource Repository, created with 2018-22 TVI funds, offers teachers an online collection of open-access curricular materials.

Other direct collaborations include the CLASP Américas Book Award K12 Teacher Workshop and the OSU Impact Grant-funded Heritage Language Health Professions Corps, a multi-disciplinary project uniting the expertise of Ohio Health, OSU’s Wexner Medical Center, and LASER with South-Western City Schools, which enroll over 2,600 Latino students. The program creates a unique career-technical pathway for high school Spanish speakers, leading to medical interpreter certification upon graduation.

* + 1. **Postsecondary Institution Outreach:** CLAS collaborates with partner institutions to leverage resources and maximize academic programming. In 2020-21, CLAS sponsored 61 academic lectures, presentations, and conferences impacting 2,135 OSU and Columbus community members. Additionally, CLAS co-sponsors conferences that significantly broaden the scope of outreach at the postsecondary level. The 2021 ILCLA Symposium drew over 140 scholars from 44 institutions and 17 countries. ILCLA has become a signature outreach activity for CLAS and planning for the 2023 Symposium is underway. Another highlight of CLAS

postsecondary outreach is the Ohio Latin Americanist Conference (OLAC), one of few conferences to target UG students, MSIs, CCs, and other Midwestern institutions. Over 110 scholars from 24 institutions attended in 2017, and OLAC will resume annually in February 2022, with over 100 attendees already registered. CLAS collaborates with MSIs and CCs on programming, including a virtual substitute to the Intensive Portuguese Abroad for Spanish Teachers (IPAST) program in Summer 2021 which provided MSI and CC Spanish teachers with 3 workshops on Portuguese pedagogy. Content for MSIs and CCs is disseminated by CLAS via its website and newsletter, where career resources, academic programming, curriculum materials, and community events are publicized. The newsletter is sent to 1,811 subscribers, and the website receives on average 1,421 hits per month.

* + 1. **Business, Media, and General Public Outreach:** All CLAS programming is free and open to the public. Faculty affiliates often appear in local, regional, and national print and broadcast media outlets in the US and throughout LA. CLAS collaborates with the Brazil Gateway and the Columbus Council on World Affairs to organize live webcasts, available for free worldwide viewing on pressing issues of LA and global business. A strategic co-promotion relationship with Union Institute & University, Ohio’s only HSI, has increased attendance at these and other virtual CLAS events during the pandemic. Through the Curitiba Sister City outreach program, OSU students pursue internships through Brazil Experience at multinational corporations with branch offices in Paraná. CLAS also participates in Columbus’ Festival Latino, with 80,000 community attendees annually, to disseminate resources. Local news sources that publish CLAS events include: *Columbus Dispatch* (250,000 circulation), *Columbus Alive* (55,000), *OSU Lantern* (15,000), and *onCampus Today* (30,000). CLAS’ digital presence is further enhanced through support of electronic magazines and journals, including *¿Qué Pasa, OSU?, alter/nativas*, and *Textos Híbridos*, the latter in co-sponsorship with SPPO and Universidad Adolfo Ibáñez in Chile. In 2021, LA-focused web material published by *Origins: Current Events in Historical Perspective* reached over 128,000 people with CLAS support.

# CRITERION I: PROGRAM PLAN AND BUDGET

* + 1. **High Quality Activities:** CLAS will implement the following, high-quality 4-year plan to comprehensively address the TVI mission by building on the momentum of projects already underway and strengths of OSU. The 2022-26 activities outlined in the budget and program plan enhance and consolidate existing programs to foster a first-rate interdisciplinary plan that advances LAS. The program plan (table I.2) aligns with absolute and competitive preference priorities for the NRC program and is based on experiential programming (what we have piloted), faculty expertise (where faculty research interests lie), and the needs of stakeholders (based on assessment initiatives). The quality of the program plan to advance NRC purposes derives largely from the 2022-26 CLAS Strategic Plan emphasizing: 1) the broader integration of LA area studies and languages into the curriculum, 2) the continuation of a central thematic focus on AAS, with added emphasis on Brazil, and 3) a cohesive outreach strategy that creates a pipeline for LAS at the K12, postsecondary, and community levels. For all activities, CLAS will utilize a systematic evaluation plan to assess outcomes and impact.
    2. **Teacher Training & Collaborative K12 Outreach Activities:** CLAS will continue working with CEHE and OSU ASCs on 2 teacher training opportunities, connecting Ohio teachers with pedagogical training to incorporate regional content into curricula. The weeklong Global Teacher Seminar will be hosted by one ASC each year, with other ASCs contributing experts to address 4 of the United Nations’ 5 Ps of sustainable development (table I.1). The K12 Global Fellowship Program follows the seminar’s themes during the academic year with teacher workshops and provides

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| **Table I.1: Global Teacher Seminar Themes, 2023-26** | | |
| **Year** | **Theme** | **Lead Center** |
| June 2023 | Prosperity: Movement of Goods & People | East Asian Studies Center |
| June 2024 | People: Food Insecurity | Center for Latin American Studies |
| June 2025 | Peace: Conflict & Resolution | Middle East Studies Center |
| June 2026 | Planet: Climate Change & Environment | Slavic, East European, & Eurasian Studies |

continuing education

credits. In tandem with this LAS training, CLAS

will offer K12 Portuguese Workshops to provide teachers with best pedagogical practices for pronunciation and grammar instruction. CLAS support of SSAST will provide a 17-day

immersive Spanish language and linguistics workshop for K12 teachers. The newly created IPAST institute will offer 3 weeks of intensive Portuguese instruction to Spanish teachers, including a graduate-level seminar in Portuguese-Spanish linguistic contrasts. CLAS will support

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| **Table I.2: Cross-Referenced Select CLAS Program Plan using TVI funds, 2022-26** | | | | | | |
| **Proposed Activity** | **Priority \*** | **Target Audience** | **Budget Line** | **Year** | **Activity Type** | **Leveraged**  **by OSU Resources** |
| **The Outreach Pipeline: Enhance Teacher Training & Collaborative K12 Outreach Activities** | | | | | | |
| ASC Global Teacher Seminar | AP 1 & 2 | Ohio K12 | 8.A.1 | 1-4 | Existing | Yes |
| K12 Global Fellowship Program | AP 1 & 2 | Ohio K12 | 8.A.2 | 1-4 | Existing | Yes |
| Portuguese K12 Workshops | AP 1& 2 | K12 | 8.A.3 | 1-4 | Existing | Yes |
| SSAST Institute | AP 2 | K12 | 8.A.5 | 1-4 | Existing | Yes |
| IPAST Institute | AP 1 & 2 | K12 | 8.C.6 | 1-4 | New | Yes |
| TIPSS AP Comparative Government | AP 1 & 2 | K12 | 8.A.7 | 1-4 | New | Yes |
| BookBox Program | AP 2 | K12, Librarians | 8.A.8, 5.B | 1-4 | Expanded | Yes |
| **Postsecondary Outreach: Develop Sustainable MSI & CC Collaborations** | | | | | | |
| Discovering LA: Columbus State Series | AP 1, CP | CC | 8.B.1 | 1-4 | New | Yes |
| MSI/CC Faculty Professional Dev. Grants | CP | CCs, MSIs | 8.B.2 | 1-4 | Existing | Yes |
| LA Open House Day | CP | CC | 8.B.3 | 1-4 | New | Yes |
| LA Online Film Series | CP | CCs, MSIs | 8.B.4 | 1-4 | Expanded | Yes |
| Community College Outreach Website | CP | CCs, MSIs | 8.B.5 | 1 | New | No |
| *Caribbean Spanish for Heritage Speakers* | AP 2, CP | CC, MSI, K12 | 8.B.6 | 1 | New | No |
| **Strengthen LCTL Language Instruction** | | | | | | |
| Quechua Distance Learning (BTAA) | AP 2 | Postsecondary | 8.C.1 | 1-4 | Expanded | Yes |
| Quechua Instructor Working Group | AP 2 | Postsecondary | 8.C.2 | 1-4 | Expanded | Yes |
| LCTL Education Workshops | AP 2 | Postsecondary | 8.C.3 | 1-4 | Expanded | Yes |
| LCTLs in LA Lecture Series | AP 2 | Postsecondary | 8.C.4 | 1-4 | Expanded | Yes |
| Pedagogy Training for LCTL Instructors | AP 2 | Postsecondary | 8.C.5 | 1-4 | Expanded | Yes |
| **LAS Across Campus & Beyond: Promote Knowledge and Expertise** | | | | | | |
| LA in STEM & LA Interdisciplinary Series | AP 1 | Postsecondary | 8.D.1-2 | 1-4 | New | Yes |
| New LA Course Creation | AP 1 | Postsecondary | 8.D.3 | 1-2 | New | Yes |
| OSUCHiLL & OSUHALS Conferences | AP 1 | Postsecondary | 8.D.4 | 1-4 | Existing | Yes |
| ILCLA Conference | AP 1 | Postsecondary | 8.D.5 | 1, 3 | Existing | Yes |
| CCWA Business Luncheon | AP 1 | Public, Business | 8.D.6 | 1, 3 | Existing | Yes |
| Festival Latino Sponsorship | AP 1 & 2 | Public | 8.D.7 | 1-4 | Existing | Yes |
| *Textos Híbridos* Journal | AP 1 & 2 | Postsecondary | 8.D.8 | 1-4 | Existing | Yes |
| Origins: LA Current Events | AP 1 & 2 | Public | 8.D.9 | 1-4 | Expanded | Yes |
| Curriculum Development Grants | AP 1 | Postsecondary | 8.D.10 | 1-4 | Existing | Yes |
| LA Linguistics & Cultures Colloquia | AP 1 | Postsecondary | 8.D.11 | 1-4 | Existing | Yes |
| Indigenous Classroom Visitor Program | AP 1 | Postsecondary | 8.D.12 | 1-4 | New | Yes |
| Economic Dev. Experiential Learning | AP 1 | Postsecondary | 8.D.13 | 1-4 | New | Yes |
| Traveling A&AS Exhibits | AP 1, CP | Public, CCs, MSIs | 8.D.14-15 | 1-3/4 | Expanded | Yes |
| Indigenous Holdings Digitization Fellow | AP 1 | Postsecondary | 8.D.16 | 1-4 | Existing | Yes |
| Ohio Latin Americanist Conference | AP 1, CP | Postsec., CC/MSIs | 8.D.17 | 1-2 | Expanded | Yes |
| **Capacity-Building and Evaluation** | | | | | | |
| External evaluation of CLAS |  | Postsecondary | 8.E.1 | 4 | New | Yes |
| LASA and CLASP Memberships | AP 1 | Postsecondary | 8.E.2-3 | 1-4 | Existing | No |
| OSU Library LAS Acquisitions | AP 1 | Postsecondary | 5.A | 1-4 | Existing | Yes |
| *\* NRC Priorities:Absolute Priority 1* ***:*** *diverse perspectives & national need;*  *Absolute Priority 2: teacher training activities; Competitive Preference Priority: collaboration with MSIs or CCs.* | | | | | | |

the Today in International Politics Speaker Series (TIPSS), an AP Comparative Government

teacher training program for NYC Public Schools, through the contribution of OSU LAS experts in topics such as elections, human rights, and economics. CLAS will also build on its successful BookBox Program, with plans to create special series for librarians and pre-service teachers.

**Andean & Amazonian Studies (AAS) Outreach:** CLAS will organize its AAS-specific outreach around the continuation and expansion of interconnected quality and high-impact programs operated with previous TVI and ongoing GAHDT funds. The Indigenous Classroom

Visitor Program will capitalize on networks formed through 2018-22 outreach activities to

further incorporate Indigenous perspectives in LAS courses and encourage LCTL study among LAS students across campus. The *Hidden Life of Things: AAS Cultural Artifacts & Stories They*

*Tell* and *Dancing with Devils: LA Mask Traditions* traveling exhibits mobilize existing

collections and extend the AAAC nationwide, primarily to CC and MSI partners. The OSUL

Indigenous Holdings Digitization Fellowship will build on a successful 2021 initiative and make

rare and unique Indigenous language and culture materials available for online access.

* + 1. **Collaborative Activities with Community Colleges and MSIs:** CLAS will use TVI funds to offer professional development and curricular opportunities to LAS faculty and students at institutions that cannot otherwise support them, including Columbus State Community College (CSCC), Marion Technical College (MTC), Union Institute & University (UIU), Borough of

|  |  |
| --- | --- |
| **Table I.3 MSI & CC Outreach Programming Plan: 2022-26** | |
| **Program** | **Partner Institutions & Designations** |
| Discovering LA lecture series | Columbus State Community College |
| Faculty Professional Development Grants | Open applications for any MSI or CC faculty |
| LA Open House Day | Columbus State Community College |
| LA Online Film Series | Borough of Manhattan (CC,HSI), Columbus State (CC), Hampton (HBCU), Holyoke (CC, HSI), Marion Technical (CC), Union (HSI) |
| University of Arizona Community  College Outreach Website | Open-access lesson plans for any MSI or CC instructor |
| *Caribbean Spanish for Heritage Speakers*  open-access textbook development | Holyoke Community College (HSI) |

Manhattan Community College (BMCC), Hampton University, and Holyoke Community College (HCC)(table I.3). The Discovering LA Lecture Series and LA Open House Day will

build upon existing connections at CSCC to increase student and faculty awareness of and access to OSU LAS expertise and resources. TVI seed funds will enable HCC to develop the *Caribbean*

*Spanish for Heritage Speakers* open-access textbook, an invaluable K12 and CC resource to

serve the local community, which is nearly 50% Puerto Rican. Through cross-institutional cooperation, minimal funds from CLAS will facilitate the expansion of the University of

Arizona’s Community College Outreach Website, a lesson plan repository available to all MSI

and CC instructors. Faculty Professional Development Grants will support LAS scholarship at

any MSI or CC, and the LA Online Film Series will provide diverse and engaging LAS

programming to students at multiple partner institutions at minimal cost to CLAS.

* + 1. **Strengthen LCTL Language Instruction: Quechua:** OSU is one of very few institutions in the US with full institutional support to teach Advanced Quechua (6 semesters) and offers instruction to 6 other institutions through BTAA Course Share (Indiana University, Northwestern, Oberlin College, Penn State, Purdue, and University of Chicago), with others participating intermittently. This synchronous distance learning arrangement gives partner institutions free access to OSU’s extensive course offerings and expert pedagogy. To strengthen programming and broaden access, CLAS requests funds to (1) further bolster Quechua enrollments by strengthening ties with existing and new BTAA partners, (2) support the Quechua

Instructor Working Group, which encourages best practices, resource-sharing, and team-based

projects, and (3) provide progressively institutionalized, outcomes-based LCTL pedagogy

training opportunities for Quechua and Portuguese instructors.

**Portuguese***:* Brazil is the 6th largest trading partner with Ohio and there is a strong demand for a Portuguese-proficient workforce. TVI funds enabled the creation of the Portuguese Language

Program Director position, now institutionalized, to oversee programming and strengthen enrollments. Future funds will (1) increase the presence of Brazilian studies through the LCTLs

in LA lecture series, (2) assist SPPO’s adaptation to the new GE framework by seeding the

creation of new Brazil-centered courses, and (3) provide travel and curriculum development

grants, particularly to scholars of Brazil at OSU and MSIs. Upon attaining these objectives, OSU

will be well-positioned to re-apply for a Portuguese Flagship Program in 2025.

**Other Indigenous languages:** CLAS will capitalize on its institutional BTAA partnerships to provide continued access to a rich variety of Indigenous language courses offered at participating institutions. CLAS currently offers Haitian Creole and Yucatec Maya through Course Share, with plans to expand student access to additional LCTLs throughout the grant cycle. CLAS requests funds to advance LCTL offerings and instructor training by hosting LCTL education

workshops and supporting Andia attendance at the *Taller de Lenguas Indígenas*.

* + 1. **Promote LA Knowledge and Expertise:** CLAS programming will emphasize interdisciplinarity through thematic LA lecture series, support of LA graduate research and

colloquia, and outreach events and media to educate local business and community leaders and

the general public nationwide.

* + 1. **FLAS Recruitment:** In 2022-26, FLAS fellowships will be available for Portuguese, Quechua, and Haitian Creole, with several Indigenous languages of LA allowed by petition. An additional $198,000 in matching funds for tuition and fee awards from OSU’s Graduate School will allow CLAS to offer additional awards each year. CLAS will use the recruitment and selection process outlined in Criterion J.

**I.2.a. Development and Sustainability Plan:** CLAS will utilize existing networks to ensure program success and sustainability. For example, CLAS will work with OSU extension offices located in each of Ohio’s 88 counties to further integrate LAS into existing K12 outreach,

thereby meeting growing demand for international and cultural competency activities. CLAS also works to strengthen collaborative ties with OSU’s 4 regional campuses, buttressing their language programs and providing increased LAS opportunities to students and faculty.

The proposed activities will strengthen the LAS program by the end of the grant period by: 1) increasing the number of teachers with knowledge of LAS as evidenced by teacher surveys, content usage, and students reached; 2) enhancing access to LAS materials and curriculum, as demonstrated by surveys, curriculum repository traffic, and students reached; and

3) producing more specialists with advanced language competency, based on graduation rates, fellowships awarded, and job placement. Projects are designed to become self-sustaining. Our existing online repositories of high quality, open-access curriculum materials, implemented with 2018-22 TVI funds, continue to extend the reach of already successful K12 programs.

All teacher training activities will be funded throughout the cycle, as CLAS will maintain the same program model but recruit new teachers to increase long-term impact. CLAS will work closely with the CAS Outreach Taskforce to create a sustainable framework for outreach and engagement activities. Select CC outreach initiatives require only seed funds, providing returns on investment by Y2. Through regular assessment and an emphasis on resource-leveraging, CLAS anticipates that many outreach programs will be self-sustaining by cycle’s end.

LCTL instruction is now fully institutionalized following 2018-22 TVI seed funds, allowing funds to be used for program improvement and sustainability through pedagogical training and professional development for Portuguese and Quechua instructors. New LAS courses developed through TVI funds will be institutionalized after Y2 through sustained enrollments, and all CLAS co-curricular programming will be faculty-led and administratively supported by central CLAS staff to create sustainable student & faculty engagement.

**I.2.b. Effective Use of Resources and Personnel:** By the end of the 2022-26 cycle, CLAS will

have trained several hundred K12 teachers, supported 6 CC/MSI institutions, and funded 68 students’ language study with FLAS fellowships. Continued personnel support will allow CLAS to leverage existing institutional strengths and carry out impactful programs. TVI resources will be used strategically to achieve proposed objectives (table I.3) by: (1) funding administrative positions at a consistent level to guarantee the continuity and quality of initiatives; (2) sharing expenses and organizational efforts with partners to effectively leverage NRC funds and ensure appropriate resource stewardship; and (3) progressively institutionalizing costs where possible.

The CLAS budget plan will invest select funds to advance sustainable programming and leverage collaborative partnerships at all levels. In 2020-21, over 81% of CLAS events, conferences, and programming were cost-shared by other units and institutions across the US, and nearly all other initiatives saw increased attendance from co-promotion with other units and partners, chiefly SPPO, BMCC, and UIU. We have carefully identified OSU and external partners for proposed projects, and many will contribute significant resources to programs: K12 teacher tuition for workshops supported by school districts, matching FLAS funds from the Graduate School, and AAS programming subsidized by the CLAS Whitten Scholarship Fund. Larger nationwide programming (ILCLA Conference, joint language programming, Américas

Award) will be cost-shared with other Centers across the U.S, and the TIPSS AP Government

program will be supported by a cohort of 27 ASCs from 15 universities. The program plan expands opportunities for cost savings through shared technology (BTAA), library investments, joint programming with other ASCs, and the development of strategies to share and promote exemplary NRC practices across the US through participation in CLASP and other professional networks. OIA provides salary support for all CLAS staff and shared staff support for business operations, communications, and IT. OIA also directly supports CLAS success by providing a

$10,000 operating budget per year.

* 1. **Reasonable Cost of Activities:** CLAS is confident that all planned activities are reasonable, justifiable, and cost-effective under the terms of NRC and FLAS grants. Proposed programs to address absolute priorities make up over 40% of the total NRC budget request. TVI funds will support one of the largest LA training and research centers in the Midwest and fund the expansion of a proven-successful AAS program, multiplying impacts at minimal cost.
  2. **a. Long Term Impact:** All activities are designed to strengthen CLAS programs and create long-term impact on the constituencies served. A comprehensive logic model designed by Dr. Jiang will measure short, medium, and long-term impact, as well as assess strategies to maximize impact. The outlined activities above will have a lasting impact on U and G/P students at OSU as well as educators and students in K12 schools, CCs, MSIs, the business industry, and communities throughout Ohio and the nation.

# CRITERION J: FLAS AWARDEE SELECTION PROCEDURES

* + 1. **FLAS Advertising:** CLAS actively promotes the FLAS fellowship competition and has already undergone a preliminary competition for Academic Year 2022-23 to identify recipients should funding be awarded again. Publicity begins in October and continues through February with a concerted campaign consisting of: (1) emails to all main campus UG (46,984), G (11,095) and professional (3,290) students; (2) emails to all OSU faculty and staff (33,831); (3) invitations to CLAS information sessions, including joint sessions with professional schools; (4) direct mailings to department chairs and advisors; and (5) websites and social media postings.
    2. **How Students Apply:** Alerted by the various forms of publicity, students apply online, where all associated documents are saved on a secure server. Applications are accessible to students with impairments and they may request assistance through the ODS at any point in the process. Students can phone, email, or make virtual or in-person appointments with the CLAS FLAS coordinator (Hoff) at any time. Multiple information sessions are scheduled both in-

person and via Zoom and, for those unable to attend, a downloadable PowerPoint file and other materials are made available on the CLAS website.

* + 1. **Selection Criteria Used:** CLAS awards FLAS fellowships based on academic merit, professional potential, and financial need. G/P and UG student applications are judged separately. Each application must contain biographical information, a narrative statement outlining the applicant’s need for language and area studies coursework to achieve academic and/or professional goals, 3 letters of reference (at least 1 from a language faculty member), test scores (GRE, LSAT, or GMAT), official transcripts, a 2-page resume/CV, and a budget statement. Highest priority is given to candidates proposing to study at the advanced level before entering government service. 2nd-highest priority is given to students planning to study at the advanced level in the first 3 years of their G/P program. 3rd-highest priority is given to students planning to study at the intermediate level or above in non-prototypical fields. UG applicants must submit evidence of junior or senior standing, with successful completion of at least 1 year of FLAS-eligible LA language at the college level. All applicants must submit a FAFSA form to be eligible. For both G/P and UG awards, the committee assesses and ranks applicants based on:

(1) the student’s intellectual potential; (2) the quality and appropriateness of the proposed program; (3) prior proficiency and evidence of aptitude in an eligible LA language; and (4) the likelihood of using the proposed language in their professional careers. The Office of Financial Aid provides financial need data for applicants deemed to have sufficient academic merit and professional potential. Preference is then given to students demonstrating need.

* + 1. **Selection Committee:** Fellows are chosen by a committee composed of 5 CLAS faculty from at least 4 different departments and 3 colleges, chaired by the CLAS Director. Committee membership rotates annually, with attention paid to establish a quality, interdisciplinary committee, with representation across LA faculty. Each committee member previews and ranks

FLAS applicants in accordance with standardized CLAS scoring sheets. Committee members must disclose professional relationships with applicants prior to review. Once academic merit and financial need data are gathered, the committee chooses finalists and at least 3 alternates.

* + 1. **Timeline of Selection Steps:** OSU has a standardized application process for all TVI centers and applications are launched in early November when the publicity campaign begins. In 2017, OSU implemented an innovative new online application utilizing Qualtrics to streamline the application and administration process. All applicants must submit the FAFSA by OSU’s priority deadline of February 1 (FLAS application deadline). By mid-February, copies of all applications, FLAS priority information, and scoring sheets are shared with the faculty review committee in advance of an early March meeting. Once the committee ranks applicants by merit, the Office of Financial Aid supplies data on each applicant’s financial need. Award notifications are sent out by mid-March, and students must accept or deny by April 15. The FLAS coordinator meets with all CLAS FLAS fellows to ensure compliance with the terms of the award in spring.
    2. **Announced Priorities:** CLAS currently implements the competitive priority of awarding at least 25% of FLAS awards for priority languages (Quechua, Portuguese, Haitian Creole). In 2018-22, 95% of fellowships were in these languages, with awards in Nahuatl and Wao Tededo as well. CLAS is thus well positioned to meet the new competitive priority and award 100% of awards for the study of LCTLs. Additionally, CLAS gives competitive preference to applicants with academic merit and professional potential who also demonstrate financial need, as defined in Part F of Title VI of the Higher Education Act of 1965.
    3. **Measuring Proficiency Gains:** During its 2018-22 FLAS cycle, CLAS implemented standardized OPI assessment measures, applied by Saraiva Carilo and Andia, to determine pre- and post-FLAS Fellowship proficiency. This enriched fellow performance reports, addressed the need to reliably assess student language competency progress, and provided fellows with a more

nuanced understanding of their linguistic gains over the fellowship period.

# CRITERION K: COMPETITIVE PREFERENCE PRIORITIES

* + 1. **NRC Competitive Preference Priority 1:** CLAS will provide 1) language and culture workshops, lectures, traveling exhibits, and film series to augment and enhance LA instruction at CSCC (CC), BMCC (CC, HSI), Hampton University (HBCU), HCC (HSI), MTC (CC), and UIU

(HSI); 2) continued professional development opportunities for faculty training and research at these institutions; and 3) an annual LA Open House Day to increase visibility of and interest in CLAS programming among CSCC students and instructors (see Criterion H.1.b, p. 38-39; Criterion I.1.c, p. 42-43; and budget lines 8.B.1-6).

* + 1. **FLAS Competitive Preference Priority 1:** CLAS will continue to give competitive preference to applicants in both AY and SU FLAS competitions in the 2022-26 cycle who demonstrate financial need as well as academic merit and professional potential, working with the Office of Financial Aid to acquire financial need data for applicants (see Criterion J.1.c, p. 48 and FLAS budget).
    2. **FLAS Competitive Preference Priority 2:** CLAS will continue to make 100% of FLAS awards in LCTLs, including Quechua, Portuguese, and Haitian Creole. In 2018-22, 95% of fellowships were awarded for formerly designated priority languages, with awards also given for the study of Wao Tededo and Nahuatl (see Criterion G.7.a, p. 36; Criterion I.1.d., p. 43-44; and budget lines 8.C.1-7).

**Criterion K: Competitive Preference**P**P**R/**r**A**i**w**o**a**r**rd**it**#**ie**P**s**015A220031 **50**