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**International and Foreign Language Education**

**U.S. Department of Education**

Grant Application for the

Fiscal Years 2022-2026

National Resource Centers Program

**CFDA NO. 84.015A**

Center for Latin American Studies | University of California, Berkeley

**LIST OF ACRONYMS**

AA Affirmative Action

AP Absolute Priority

ACTFL American Council on the Teaching of Foreign Languages APM University of California Academic Personnel Policy

AY Academic Year

BLC Berkeley Language Center (UC Berkeley) BRLAS Berkeley Review of Latin American Studies CA Certificate of Achievement

CEP Center for Educational Partnerships (UC system) CLAS Center for Latin American Studies (UC Berkeley) CLASP Consortium of Latin American Studies Programs

CONICYT National Commission for Scientific and Technological Research (Chile) COR Committee on Research (UC Berkeley)

CPP Competitive Preference Priority

CTL Center for Teaching and Learning

DAC Disability Access and Compliance Office DSP Disabled Students Program

E&I Division of Equity and Inclusion

ED Department of Education

EEO Equal Employment Opportunity

EOP Educational Opportunity Program (UC Berkeley) EVCP Executive Vice Chancellor and Provost

FAFSA Free Application for Federal Student Aid FLAS Foreign Language and Area Studies GEO Global Engagement Office

GEPA General Education Provisions Act

GIAS Global, International, and Area Studies (UC Berkeley) GPRA Government Performance and Results Act

GSE Berkeley Graduate School of Education GSI Graduate Student Instructor (UC Berkeley)

HLL Hispanic Languages and Literature program (UC Berkeley) HIS Hispanic-Serving Institution

IDIEZ Zacatecas Institute for Teaching and Research in Ethnology IFLE International and Foreign Language Education

IGETC Intersegmental General Education Transfer Curriculum ISF Interdisciplinary Studies Field

LAHBA Latin American and Hispanic Business Association LAISA Latin American Indigenous Language Alliance LAS Latin American Studies

LASA Latin American Studies Association LCTL Less Commonly Taught Languages MSI Minority Serving Institution

NRC National Resource Center

OGD Office for Graduate Diversity

OPHD Office for the Prevention of Harassment and Discrimination ORU Organized Research Unit

ORIAS Office of Resources in International and Area Studies (UC Berkeley) PACAOS University of California Policies Applying to Campus Activities,

Organizations, and Students

PD Professional Development

PPSM University of California Personnel Policies for Staff Members RLL Romance Languages and Literatures program (UC Berkeley) ROTC Reserve Officers’ Training Corps

S&P Department of Spanish and Portuguese (UC Berkeley)

SVSH University of California Sexual Violence and Sexual Harassment Policy UC The University of California system

UCB University of California, Berkeley UCBHSSP UC Berkeley History Social Science Project VCRO Vice Chancellor for Research (UC Berkeley)

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2. Barbara Lee, Member of Congress
3. Alberto Diaz Cayeros, Director, Stanford University Center for Latin American Studies
4. Arturo Dávila Sanchez, Director, Laney College Latinx Cultural Center
5. Katherine A. Yelick, Vice Chancellor for Research, UC Berkeley

# COMMITMENT TO LATIN AMERICAN STUDIES

The University of California, Berkeley (UCB, Berkeley) is the premier public university in a state where nearly 40% of residents trace their roots to Latin America. As the highest ranked public university in the 2021 US News & World “Best Global World University” list, UCB offers high quality training for undergraduate and graduate students. Within this context, the Center for Latin American Studies (CLAS) serves as a vital bridge between Berkeley and the Americas, fostering the development of leading scholars, researchers, and teachers to meet critical national needs in education, government, business, and the non-profit sector [AP1]. UCB values and prioritizes engagement with Latin America, supporting the study of the region through diverse academic offerings, cutting-edge research, and comprehensive administrative operations. In 2020-21, investment in Latin American studies (LAS) equaled ~$43 million in teaching, research, libraries, student support, international programs, and administrative support.

|  |  |
| --- | --- |
| ***Table 1: Direct University Support for Latin American Studies (Annual Cost 2020-21)*** | |
| **CLAS Operations**   * Administration: courses, conferences, seminars, staffing, grants administration, IT, accounting * Physical space: meeting rooms, classrooms, building and grounds, and maintenance. | $900,000  $1,000,000 |
| **Teaching Staff**   * Salaries for 172 teaching staff who work on Latin America * Benefits for 172 teaching staff who work on Latin America * UCB support for faculty research and curriculum development | $25,800,000  $11,000,000  $500,000 |
| **Library Resources**   * Library staff to support Latin American collections * Library acquisitions – Latin American imprints * Library acquisitions – Latin American print monographs and serials | $260,000  $300,000  $454,000 |
| **Outreach**   * Salaries for ORIAS Outreach staff * Benefits for ORIAS Outreach staff * Salaries for UCBHSP Outreach staff * Benefits for UCBHSSP Outreach staff | $72,000  $26,000  $99,000  $42,000 |
| **Student Support**  · FLAS Fellowship Coordinator compensation | $85,000 |
| **International Linkages**   * Berkeley Global Engagement Office * Berkeley International Summer Sessions and Study Abroad * Berkeley International Office | $311,000  $1,800,000  $205,000 |
| **Total** | **$ 42,854,000** |

## A.1.(a) University Support for CLAS Operations

The University provides financial support for CLAS staff salaries. Through the Vice Chancellor for Research, the University provides human resources, accounting and computing services as well as a fellowships director and a grants administrator. The Foreign Language and Area Studies (FLAS) program is largely run by the FLAS Coordinator who works with the majority of UCB FLAS-granting units and, and whose salary is paid through campus funds. UCB also provides space, maintenance, and utilities for the 2,700 sq. ft. CLAS building, which serves as the campus hub for Latin America-related research, scholars, and activities.

## A.1.(b) University Support for Teaching of Latin American Studies

UCB’s largest financial commitment to Latin American studies is the $37,800,000 contribution for permanent teaching staff. Currently, 172 UCB faculty members and instructors work on Latin America, of whom 128 are Academic Senate members and 110 have tenure. In the past four years, UCB has recruited nine top scholars (Table 4, p19) to tenure-track positions in departments ranging from Integrative Biology to Comparative Literature.

## A.1.(c) University Support for Latin American Studies Library Resources

The University’s libraries hold over 13.5 million volumes in more than 400 languages. Since 2018, UCB has made major investments in Latin American imprints, including subscriptions to active serials, online subscriptions, and print monographs from the region. The Latin American collections consist of some 600,000 bound volumes and 1,688 current serial subscriptions. New subscriptions to online databases have been particularly important during the Covid-19 pandemic, when campus was closed and students faced major challenges in their research. The University funds the salaries of Latin Americanist librarians and support staff, who are essential to the Latin Americanist community on campus (for more on the library, see section F, p23).

## A.1.(d) University Support for Linkages with Institutions Abroad

The University of California (UC)’s international relationships with institutions, scholars, and students are managed by the Berkeley International Office (BIO), the Global Engagement Office (GEO), and Berkeley Summer Sessions/Study Abroad. In total, the contribution to Latin

American studies from these units equals $2,316,000.

UCB’s builds international affiliations to eliminate barriers between institutions in the US and abroad, to create new knowledge, and to explore innovative solutions to the world's most pressing problems. This is pursued through campus

units that triangulate international service sand resources, advance Berkeley’s international operations and strategy, advise faculty, staff, and campus on international agreements and partnerships, and liaise with international partners.

|  |
| --- |
| ***Table 2: University Affiliations in Latin America (2021)*** |
| * Universidad Nacional de Córdoba (Argentina) * Pontifica Universidade Catolica do Rio de Janeiro (Brazil) * Universidade Federal de Minas Gerais (Brazil) * Universidade Federal de Santa Catarina (Brazil) * Universidade Federal do Rio de Janeiro (Brazil) * Pontífica Universidad Católica de Chile (Chile) * Universidad de Chile (Chile) * Universidad de la Frontera (Chile) * Universidad del Norte (Colombia) * Escuela Superior Politécnica del Litoral (Ecuador) * Universidad Nacional Autónoma de Mexico (Mexico) * Sociedad Nacional de Pesqueria (Peru), * Universidad de Los Andes, Mérida (Venezuela) |

In particular, UC has many collaborations with Mexico, including both individual faculty efforts and important campus-based centers. Many of these projects are organized under Alianza UCMX, which fosters strategic alliances between the UC system and counterparts in Mexico – with universities, as well as with government, industry and communities. In addition to maintaining the Casa de California (a UC campus in Mexico City), Alianza works to train the next generation of binational leaders, translate research and expertise into improved public policies, and offer funding to students and faculty in Mexico and California.

## A.1.(e) University Support for Outreach

K-14 outreach is carried out collaboratively by eight world area research units on campus, in

concert with two professional development (PD) providers: the Office of Resources for International and Area Studies (ORIAS) and the UCB History-Social Studies Program (UCBHSSP) [AP2, NRC CPP]. UCB covers 100% of the ORIAS director’s compensation and most UCBHSSP compensation (the remainder comes from contracts and grants with school districts), and the Vice Chancellor for Research has confirmed that these commitments will continue. UCB contributions to outreach total $239,000. In addition, campus units – including the Berkeley Art Museum, the Phoebe A. Hearst Museum of Anthropology, and the Graduate School of Journalism – partner with PD providers to make staff, exhibits, and programs available to teachers. UCB’s Center for Educational Partnerships and Educational Opportunity Program are campus-funded programs which partner with CLAS and PD Providers to expand outreach efforts to community college students [AP2, NRC CPP].

## (FLAS) A.2. University Support for Students

Graduate students who focus on Latin American studies receive funding from their department in the form of research awards and teaching fellowships. UCB ensures tuition support to virtually all admitted graduate students and has extensive support available to lower income undergraduates. More than 65% of undergraduates receive financial aid. Currently, more Pell Grants are given to Berkeley students (accounting for 27% of total students) than at all eight Ivy League universities combined.

Graduate students in LAS pursue field research through CLAS travel grants, Mentored Research Awards from the Graduate Division, pre-dissertation research grants in international studies from the Center for Global and International Area Studies (GIAS), and other sources.

UCB demonstrates strong support for Foreign Language and Area Studies (FLAS) fellows. The Vice Chancellor for Research (VCRO) funds the FLAS Fellowship Coordinator position,

and provides administrative support for the FLAS program through the Graduate Division. This contribution equals $85,000. UCB hosts the FLAS application webpage, making it a seamless component of the graduate application. The Graduate Division handles all the technical aspects of the application and financial transfers for FLAS.

# QUALITY OF LANGUAGE INSTRUCTIONAL PROGRAM

## Latin American Language Training and Enrollments

Currently, UCB students can study Spanish, Portuguese, and Nahuatl on campus. In 2020- 21, Berkeley offered 107 courses in Spanish, Portuguese, and Nahuatl language, literature, and culture (see Course List). Enrollments in language classes at all levels totaled 1,303, as Portuguese course enrollments continue to reach capacity. Nahuatl courses have been very popular, with full enrollment in the beginning levels, including students from other UC campuses. CLAS looks forward to expanding the Nahuatl program by bringing the instructor to campus for intensive seminars once that is possible. We propose to offer Mam language courses in the next NRC grant cycle.

## Depth and Breadth of Latin American Language Courses

All language programs focus on language acquisition and speaking/writing fluency, with a focus on literature and culture. The four-level Spanish curriculum is designed to satisfy the needs of a diverse student population. Courses are intended either for heritage speakers or for learners of a second language. Three levels of Portuguese instruction prepare students who have little or no background in Romance Languages, as well as accelerated students who already have two years of college-level Spanish. Upon completion of Spanish 25 and Portuguese 102, students have acquired all the basics of grammar and vocabulary, and are prepared to enroll in literature and culture courses. Spanish 102, Portuguese 103, and higher courses are literature courses

designed for concurrent enrollment, thereby enabling students to take at least one literature course before graduating. Both language programs provide five hours of instruction per week.

In 2018, NRC funding allowed us to offer three levels of Nahuatl courses: Beginning 1&2, Intermediate 1&2, and Advanced 1&2. Taught through Distance Learning methodology and shared with the University of Utah and Salt Lake City Community College, these were very successful. Distance-learning methodology has proven to be appropriate for teaching Indigenous languages, which often have few instructors prepared to teach in US universities. We will offer Nahuatl next cycle, regardless of NRC funding.

In addition to the above courses, Berkeley Professional Schools also have Spanish programs for their particular subject matter, such as the “Representing Spanish-Speaking Clients: Language, Culture, and Emotional Intelligence” in the Law School. Outside of the academic year, graduate students in professional schools have access to study abroad opportunities. The School of Public Health runs an eight-week program on Community Public Health in the Dominican Republic, which combines classroom instruction with fieldwork. Journalism has a Spanish Language Cultural Immersion Program in Cuba. The Haas School of Business has a study abroad opportunity in Mexico, with courses such as Business Operations in Mexico, Mexican Business Management, Doing Business in Mexico, and International Commerce. The School of Social Welfare has a summer session in Mexico, placing students with local NGOs.

While these programs were paused in 2020, they should recommence in summer 2022 [AP1].

## Latin American Language Faculty and Pedagogy Training

UCB has rigorous pedagogy training and language instruction resources. Miriam Hernández- Rodríguez (CVs p90), the Director of Spanish Language Instruction, has over 30 years’ experience in language and curricula development. She is an ACTFL-trained (American Council

on the Teaching of Foreign Languages) certified oral and writing proficiency test rater, and she attends and presents at annual language and pedagogy conferences. Clélia Donovan (CVs p88), a lecturer with over 25 years’ experience, supervises Portuguese language instruction.

Graduate Student Instructors (GSIs) teach some language courses, ensuring that language learners are able to access the courses they require. A three-day workshop is compulsory for all new graduate student instructors, teaching issues of language instruction methodology, performance-based classroom techniques, testing, self-assessment tools, as well as use of computers and audio-visuals. For Spanish, “Teaching Spanish in College,” is required for first- time teaching assistants, providing the opportunity to discuss challenges and participate in trainings on topics such as ethics, grading by rubric, and best practices.

In addition to pedagogy training from the University of Utah, the Nahuatl language instructor attends a rigorous pedagogy workshop for Indigenous language instructors, held annually at Stanford, and co-sponsored by UCB CLAS. This workshop strengthens methodology and collaboration specifically for instructors of less-commonly taught and Indigenous languages.

There is a focus on lesson demonstrations, language epistemologies and pedagogies, language acquisition theories, classroom resources, curriculum design, and technology in the classroom. **B.4.(a) Language Program Quality: Performance-Based Instruction**

The Spanish, Portuguese, and Nahuatl language programs have rigorous instructional performance indicators. The Spanish and Portuguese department is medium-sized, large enough to offer a wide variety of approaches to teaching and research, yet small enough to support students at both the graduate and undergraduate levels, allowing for personal attention and mentoring. Professors Donovan and Hernández-Rodríguez have developed performance-based pedagogies advocated by the National Standards in Foreign Language Education Project for

Spanish and Portuguese. This pedagogy focuses on language systems, communication and learning strategies, cultural content, critical thinking skills, and technology. Donovan and Hernández-Rodríguez train and supervise graduate student instructors. Faculty and GSIs are evaluated on student course surveys and student performance.

The Nahuatl language program is evaluated through student evaluations and instructor mentorship at the University of Utah. The instructor was trained at the Instituto de Docencia e Investigación Etnológica de Zacatecas (the Zacatecas Teaching and Research Ethnological Institute, IDIEZ), the premier language school for Nahuatl in the Mexico, with the mission to directly involve Nahua-speaking Indigenous people in language teaching, research, and revitalization activities, collaborating with non-Indigenous researchers and foreigners. The UCB instructor has an MA (with honors) in higher education, and is working towards a PhD in anthropology at SUNY Albany. He has extensive experience as a Nahuatl instructor and scholar. **B.4.(b) Resources for Language Teaching, Practice, and Proficiency Requirements**

The Berkeley Language Center (BLC) is a major resource for all UCB language instructors. The Executive Director of the BLC is Kimberly Vinall (CVs p14), a former Spanish coordinator and instructor who has a MA in Hispanic Literature and a PhD in Language, Literacy, and Culture from the Berkeley Graduate School of Education. The BLC informs language instructors of new developments in the fields of language pedagogy, second language acquisition, and applied linguistics through its lecture series, workshops, online resources, and library.

The Berkeley Language Center is the repository for a wide array of language resources. It provides print materials on language teaching methodology and instructional media (both video and audio) in more than 90 languages. A recording studio, travel grants, and fellowships are available to faculty and graduate student to improve language instruction. In addition, the BLC is

home to the East Bay World Language Project, a program that provides pedagogy training for high school language teachers from four local counties [AP2]. The program is designed to accommodate the varied experiences of teachers of world languages, English language learners,

and heritage language learners. Finally, the BLC has an online database of lesson materials in Latin American languages, including Quechua and numerous Indigenous languages.

The Berkeley Graduate School of Education (GSE) trains the next generation of educators and education specialists, through multiple MA and PhD programs. The newly-launched Bilingual Authorization in Spanish prepares equity-oriented teachers who will Spanish/English bilingualism and biliteracy [AP2]. To apply this authorization to their existing credential program, candidates must take bilingual education courses, Spanish courses, and Latinx history/culture courses. CLAS partners with the GSE to publicize the Bilingual Authorization program and provides information about it to interested students [AP1, AP2].

## B.4.(c) Language Program Quality: Language Proficiency Requirements

The Spanish, Portuguese, and Nahuatl language programs focus on literacy, and instructors emphasize academic reading and writing competency. Instruction is tailored to individual strengths and weaknesses with the goal of elevating the students’ ability to communicate at an academic level. Spanish and Portuguese instructors follow ACTFL guidelines in measuring a student’s competency and eligibility to advance to the next level. Students transitioning out of beginning-level courses must complete an oral exam to enroll in more advanced courses. Upper- division language courses require students to give presentations on research projects they undertake to demonstrate rigorous academic oral, reading, and writing skills. The department ascertains the quality of student learning in Spanish and Portuguese using objective data, including competency-based written and oral testing with a focus on attaining full professional

proficiency, as outlined by the Interagency Language Roundtable Standards. Certified Oral Proficiency Interviewers supervise evaluations based on oral proficiency interviews, a writing portfolio, reading ability, grammar knowledge, and aural comprehension.

# QUALITY OF NON-LANGUAGE INSTRUCTIONAL PROGRAM

## Latin American Studies Course Offerings

Berkeley has an unusual depth of Latin Americanist faculty. In 2020-21, Berkeley offered 277 non-language courses related to Latin America from 36 different departments, including eight professional schools. Of these, 210 courses had at least 50% of content directly related to the region (see Course List). A number of other courses from a broad range of disciplines cover themes related to Latin America and/or use case studies from the region, such as Latin America in a Global Context (Interdisciplinary Social Science Program), International Reporting (Journalism), and International Human Rights Clinics (Law). In 2020-21, 1,052 graduate and 6,054 undergraduate students enrolled in non-language (LAS) courses.

Professional schools offer area studies and language courses to their students as well. In 2020-21, professional school faculty offered a total of 78 Latin America-related courses. One example: “Covid-19 and Global Inequality” (Law), in which students heard from 37 lecturers from 16 countries around the world, includes speakers from la Universidad de los Andes (Colombia) and MacKenzie University School of Law (Brazil). The Haas School of Business runs the International Business Development Program, which allows graduate students to gain hands-on experience in overseas consulting projects (20% of which in Latin America).

The School of Public Health has an exceptionally strong emphasis on Latin America. Nine faculty members conduct research in eleven countries in the region. Dean Emeritus Stefano Bertozzi (CVs p69), a prominent global health scientist who spent over a decade at Mexico’s

National Institute of Public Health, teaches a course called “Global Health Policy,” in which students simulate teams advising Ministries of Health in low- and middle-income countries. Lee Riley (CVs p72), Professor of Epidemiology and Infectious Diseases and the director of the Global Health Equity Scholars Fellowship, places students in field sites in Colombia, Ecuador, Jamaica, Nicaragua, and Peru, where they join research teams of local health professionals.

## Depth of Latin American Studies Course Coverage

The diversity of Berkeley’s courses across disciplines allows students to gain deep exposure to current scholarship on Latin America and the Caribbean. Certain disciplines are especially strong in courses offered: Anthropology (46), City & Regional Planning (25), History (19), Political Science (19), Law (15), Chicano Studies (14), and Public Health (14) (see Course List).

|  |  |  |  |
| --- | --- | --- | --- |
| ***Table 3: Non-Language LAS Courses: Academic Departments (2020-21)*** | | | |
| Anthropology | 46 | Global Studies | 8 |
| Art | 2 | History | 19 |
| Chicano Studies | 14 | History of Art | 8 |
| Economics | 6 | Linguistics | 8 |
| English | 3 | Music | 3 |
| Energy & Resources | 5 | Native American Studies | 8 |
| Environmental Science, Policy, & Management | 4 | Political Science | 19 |
| Ethnic Studies | 11 | Sociology | 13 |
| ***Non-Language LAS Courses: Professional Schools (2020-21)*** | | | |
| Business Administration (Haas School of Business) | |  | 4 |
| City and Regional Planning (College of Environmental Design) | | | 25 |
| Education (Graduate School of Education) |  |  | 12 |
| Journalism (Berkeley Journalism) |  |  | 4 |
| Law (Berkeley Law) |  |  | 15 |
| Public Health (School of Public Health) |  |  | 14 |
| Social Welfare (School of Social Welfare) |  |  | 4 |
| **TOTAL non-language courses: departments & professional schools** | | | **277** |
| *More courses in African American & African Diaspora Studies, Agriculture & Resource Economics & Policy,*  *Architecture, Development Studies, Political Economy, Theater & Performance Studies, and other departments* | | | |

## Area Studies: Faculty, Instructional Assistants, and Pedagogy Training

In the past academic year, a total of 118 instructors taught courses with 25% or more content about Latin America. Berkeley instructors have access to training and tools to support their teaching. The UCB Center for Teaching and Learning (CTL) partners with campus educators to

“inspire, enrich, and innovate Berkeley’s collecting teaching and learning community.” New Berkeley faculty have access to the year-long Teaching Excellence Colloquium, as well workshops and feedback on their teaching. The CTL administers awards to recognize excellence in teaching, a fellowship for Lecturers, and a library of pedagogical resources.

UC Berkeley is a leader in training and support for instructional assistants (Graduate Student Instructors, GSIs) in all departments. All first-time GSIs 1) participate in a day-long conference to prepare for the first semester of teaching; 2) complete a five-module online course on professional standards and ethics in teaching; and 3) take a semester-long course on teaching offered by their department. Once hired, GSIs have access to an array of resources, on topics including course design, time management, campus policies, and best practices (all of which have been thoroughly updated to incorporate online and hybrid models). GSIs can request classroom observations, one-on-one teaching consultants, instructional equipment rentals, and certification in Teaching and Learning in Higher Education.

## Interdisciplinary Courses

Interdisciplinary courses are available to undergraduates through programs such as Global Studies or Political Economy. More immediately follows (section D.1(a), p13).

Latin American studies is, by definition, interdisciplinary, and graduate students access interdisciplinary courses through their degree programs. In 2011, UCB launched the Master of Development Practice degree in response to the International Commission on Education for Sustainable Development Practice’s finding scholars need to be prepared to address the complexities of sustainable development. The program combines courses in management with health, natural, and social sciences, focusing on a world region. Other examples of interdisciplinary LAS courses are found in the combined MPH/PhD program, City Planning,

Environmental Science, and other departments.

# QUALITY OF CURRICULUM DESIGN

## D.1.(a) Training Programs: Undergraduate Degree Programs

UCB offers many degree programs for the study of Latin America. In 2020-21, 453 undergraduates earned degrees with a concentration in Latin American languages and/or the world area. Students who want to focus on general LAS choose to major in Global Studies, with a regional specialization. They also select a concentration track (Global Development, Global Peace and Conflict, or Global Societies and Cultures) and must demonstrate language proficiency and complete at least two years of language study.

The Department of Spanish and Portuguese offers an undergraduate major with a focus on 1) Hispanic languages, literatures, and cultures; 2) Portuguese languages, literatures, and cultures; 3) Latin America languages, literatures, and cultures; or 4) Hispanic languages, linguistics, and bilingualism (minors are selected from the remaining options). Students are encouraged to study abroad in Latin America and must take relevant area studies courses outside the department.

Many undergraduates decide to focus their studies on the region without declaring a Spanish and Portuguese or a Global Studies major by becoming LAS “concentrators,” completing 15 or more LAS-related semester units. In 2020-21, the BA degrees that graduated the most concentrators in LAS were Political Science, Ethnic Studies, Anthropology, Biology, Psychology, History, and Interdisciplinary Studies (a research-driven program of liberal education, which offers students a core curriculum as well as the opportunity to develop a specialized major that incorporates interdisciplinary LAS courses from the social sciences, humanities, and professional schools). The Global Poverty and Practice minor has many LAS concentrators. The program has attracted students from the biological sciences, natural resources,

and engineering programs to the study of Latin America, providing training on global inequality and the ethics of global citizenship. A 6+ week, 240-hour field “Practice Experience” is required, which must be completed in Latin America for LAS concentrators. The Haas School of Business offers undergraduate students the opportunity to pursue an internationally oriented career with its Global Management concentration. The concentration has four components, which include one semester of study abroad, a third-year level foreign language, four international business courses, and three upper-division courses focused on Latin America.

## D.1.(b) Training Programs: Graduate Degree Programs

Among the 45,057 students at Berkeley, 29% are pursuing PhDs or MAs in more than 100 disciplines. The graduate class that entered UCB in fall 2020 was composed of 4,654 students selected from a pool of 49,000 applicants. Upon graduation, five academic institutions that hire the most Berkeley PhD’s are the UC system, Stanford, Princeton, MIT, and Harvard. In 2021, UCB awarded graduate degrees to 74 students specializing in Latin America representing 24 different disciplines and professional schools. The graduate programs with the highest number students focused on LAS were Anthropology, History, Global Studies, Spanish and Portuguese, Sociology, Political Science, and Law.

Berkeley offers a Master’s degree in Global Studies, which is an interdisciplinary program designed to provide students with the fundamentals of contemporary international issues, as well as detailed knowledge about particular world regions. Students have wide flexibility in crafting an individual program within a defined framework to help them pursue specific career goals.

There are two PhD programs in Spanish and Portuguese. In the Romance Languages and Literatures program, students develop a specialization in Literature (detailed knowledge of Spanish or Portuguese literature, with comparative knowledge of Latin, Italian, or French) or

Linguistics (structure and history of Spanish or Portuguese). In the Hispanic Languages and Literatures track, students develop a specialization either in Hispanic and Spanish American literature and culture or Luso-Brazilian literature and culture.

## Academic and Career Advising

All Latin Americanist faculty serve as advisers to undergraduate and/or graduate students.

The Division of Undergraduate Education and the College of Letters and Science provides extensive advising services to help undergraduates plan their studies. Following the selection of a major, students work with a departmental adviser and are assigned a faculty adviser. Career planning support is provided by UCB Career Center and Graduate School Services.

Undergraduate students have access to various support networks outside of their departments.

Berkeley Connect is a mentoring program that matches undergraduates with a graduate mentor and a small cohort of peers with similar academic interests. The Transfer Student Center serves the approximately 2500 students who transfer from a California community college each year. The Centers for Educational Justice & Community Engagement is a collaborative of offices and centers that advocate for and build capacity with diverse student communities, including African American Student Development, Chicanx Latinx Student Development, Native American Student Development, and the Undocumented Students Program.

Graduate students work with a departmental adviser and a faculty member who specializes in the same geographical area or sub-discipline. Career and Graduate School Services provides advising, career planning, help with graduate school applications, and job placement. They host a variety of workshops, including “Looking Beyond Academia: How to Begin to Identify Your Professional Options” and “Going Live: How to Prepare for Interviews and Presentations in the Business, Government, and Nonprofit Sectors.” CLAS and other campus NRCs regularly

publicize these resources to our students, and we plan to cosponsor them in the next cycle [AP1].

Government service has strong support on campus. CLAS partners with Berkeley’s professional schools to encourage students to use their world area and language expertise in government service. For example, the Berkeley Law School annually holds a Public Interest/Public Sector Career Fair which draws over 200 students and over 80 local Bay Area organizations [AP1]. A unique opportunity on campus, Berkeley houses a US Department of State Diplomat in Residence. This role provides guidance and advice on opportunities with the Department of State. The Diplomat in Residence represents the Department of State at career fairs, guides candidates through the Foreign Service application and examination, and serves as a general resource to students, faculty, and staff.

## D.3.(a) Research and Study Abroad Opportunities

Study abroad programs are a crucial component of the multidisciplinary study of Latin American on campus. In 2018-19 (the last time most programs were offered), 153 UCB students studied abroad in Latin America or the Caribbean (11% of total students who studied abroad).

The majority of Berkeley students who study in the region participate in the UC-wide Education Abroad Program, which currently has campuses in Argentina, Barbados, Brazil, Chile, Colombia, Costa Rica, the Dominican Republic, and Mexico. UCB has been a Gilman Top Producing Institution for the past 20 years. As of 2021, 1012 UCB had students received federally-funded Gilman Scholarships. During the past grant cycle, a total of 165 students received Gilman Awards – 33 of them for study in Latin America and the Caribbean.

UCB offers intensive international language programs for undergraduates in the summer.

This one-month program includes three intensive Spanish courses, opportunities to tour museums and cultural sites, and excursions to nearby cities. Spanish and Portuguese courses are

also offered on campus during the summer sessions [FLAS CPP2].

In the past grant cycle, CLAS collaborated with Spanish & Portuguese to develop a Nahuatl language summer study abroad course in Mexico. With the Universidad de las Américas Puebla, the program provided opportunities for students from UCB and Laney Community College (an MSI in nearby Oakland) to study Nahua language and culture. Unfortunately, this program was cancelled due to Covid-19, but we plan to reestablish it in 2023 [FLAS CPP2].

Berkeley supports undergraduate research abroad. Students can participate in the UC Field Research program in Mexico City, where they design research projects and work with Mexican professors. Another option is the Summer Undergraduate Research Fellowship, which provides

$5000 for concentrated research in preparation for a senior thesis. Students who study Latin America use this award to travel and complete research abroad, such as one undergraduate who completed an analysis of “Gene Flow Between Neighboring Poison Frog Species” in Ecuador.

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| ***Chart 1: CLAS-Supported Graduate Student Field Research (2018-21)*** |
| **Country**: Mexico: 17  Brazil: 9  Chile: 7  Argentina: 4  Costa Rica: 4  Guatemala: 4  Panama: 3  Peru: 3  Colombia: 2  Dominican Republic: 2  Nicaragua: 2  Ecuador: 1 |

CLAS provides travel grants for early dissertation field research in Latin America. In the past three years, CLAS funded 58 MA, PhD, and professional school students to engage in research abroad (see Chart 1). To offer a few examples from the previous year: “Engineering & Literature in 19th Century Mexico City,” “Embodied Memory in Peru,” “Multiple Toxin-Resistance

Mechanisms in Colombia,” and “Collaborative Archival Work and Analysis of Munduruku Resistance to Gold Mining in the Brazilian Amazon.”

Graduate students have a number of opportunities for study and research abroad. The most prestigious study opportunity is the FLAS Fellowship, administered by CLAS and other campus

units. The Center for Global, International, and Area Studies offers multiple awards that can be used for field research. Other World Area Centers have their own research fellowships, such as the “Simpson Research Grant in International Studies.” Graduate Division coordinates the Fulbright-Hayes program on campus (of which CLAS affiliates are frequent interviewers).

## D.3.(b) Other Institutions: Study Abroad and Summer Language Programs

In addition to UC and Berkeley Study Abroad, many other international opportunities are available. UCB has an Independent Study Abroad Guide that outlines hundreds of academic, internship, volunteer, and teaching opportunities administered by other universities. Advisers work with students throughout the process to ensure that they select appropriate programs and are informed about financial aid opportunities and department approval requirements. Students can petition to study in other countries, including Ecuador, Cuba, Nicaragua, and Peru.

CLAS is a member of the Consortium of Latin American Studies Programs (CLASP), which maintains a directory of less-commonly taught Latin American languages (LCTLs) in the US and abroad, including Achuar, Kaqchiquel, K’iche’, Kichwa, Nahuatl, Portuguese, Quechua, Wao, and Yucatec Maya [FLAS CPP2]. CLAS also maintains a network of LCTL programs, language schools, and tutors of past FLAS fellows. These provide financial, linguistic, and regional options not included on the CLASP list. The languages included in this CLAS network include Garifuna, Haitian Creole, Mam, Miskitu, and Munduruku [FLAS CPP2].

# QUALITY OF STAFF RESOURCES

## E.1.(a) Faculty and Staff: Qualifications

UC Berkeley consistently ranks among the top research universities in the world. Current faculty include 10 Nobel Laureates, 33 MacArthur Fellows, 1 National Poet Laureate, 4 Pulitzer Prize winners, 15 National Medal of Science recipients, and 364 Guggenheim Fellows, among

many other prestigious honors. LAS scholars are central to Berkeley’s record of outstanding scholarship. UCB faculty have won the Latin American Studies Association Bryce Wood Award for an outstanding book in the Social Sciences and Humanities more times than the faculty of any other university. Professor of Spanish and Portuguese Candace Slater (CVs p96) has been awarded the Ordem de Rio Branco*,* the highest honor Brazil grants a non-Brazilian, for “originality and value of research.” CLAS-affiliated faculty member and Journalism Professor Lowell Bergman (CVs p55) has won a Pulitzer Prize and numerous Emmys. Two Nobel Laureates play an active role in CLAS activities, including Randy Schekman (Physiology/Medicine, 2013) who received a CLAS grant to collaborate with Chilean scholars.

UCB remains committed to the highest level of teaching and research in Latin American studies, recruiting nine top candidates for ladder-rank faculty positions since 2018. Together,

they give a sense of UCB’s direction and indicate considerable promise for the future,

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| ***Table 4: New Latin Americanist Ladder Rank Hires (2018-21)*** |
| * **Jonathan Alba Cutler**, Associate Professor of English * **Daniel Aldana Cohen**, Assistant Professor of Sociology * **Cati V. de los Ríos,** Assistant Professor, Graduate School of Education * **Christopher Martin**, Assistant Professor of Integrative Biology * **Courtney Desiree Morris**, Assistant Professor of Gender & Women’s Studies * **Nicolás Pereda**, Assistant Professor of Film and Media * **Bernadette Pérez**, Assistant Professor of History * **Steven Piantadosi**, Assistant Professor of Psychology * **Danielle Rivera**, Assistant Professor of Environmental Planning |

with placements spanning the social sciences, humanities, engineering, and professional schools. Currently, Berkeley is pursuing cluster hires in Latinxs and Democracy as well as Native American and Indigenous Peoples, both of which should bring more Latin Americanists to campus.

Staff at the Center for Latin American Studies hold advanced degrees in Latin American History, Political Science, and LAS. They are fluent in Spanish and Portuguese, and have significant research and professional experience throughout the region, especially in Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, Panama, and Paraguay. Prior to their

tenures at CLAS, they taught at the university level, coordinated public events, and ran university global education programs (CVs p18).

## E.1.(b) Faculty and Staff: Professional Development

CLAS awards faculty research and travel grants and offers curriculum development grants to those who wish to enhance their courses with LAS content. The Academic Senate awards research grants in several categories (Table 5). All faculty members have access to an annual fund of $4,000 to pursue professional development (PD) or to attend conferences. UCB has a fund available for faculty members to update instructional material. Staff professional development opportunities are administered by the Office of People and Culture, Staff Learning

and Development Division. CLAS has an annual allotment for staff PD as well.

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| ***Table 5: Research Support for LAS Faculty*** |
| * **Bridging Grant Program for Assistant Professors:** Grants for Assistant Professors to replenish and makeup startup funding that was lost due to research shutdown due to Covid-19 restrictions * **CLAS Conference Travel Grant:** Funding for faculty to present at LAS conferences, broadly defined * **CLAS Curriculum Development Grant:** Funding for faculty to develop new / enhance existing courses in LAS * **Emeritus Faculty Research and Scholarship Grants:** Research and conference travel * **Hellman Award:** Award for completing the tenure book * **Humanities Research Fellowship:** Supplements sabbatical salaries of professors in Arts & Humanities * **Mellon Project Grant:** Supports research costs for full professors in the Arts & Humanities and Social Sciences * **Townsend Center Fellowships for Assistant and Associate Professors:** Support for humanistic research * **Various Grants for New and Young Faculty:** Support for basic research expenses (books, library, field travel) |

## E.1.(c) Faculty and Staff: Teaching, Supervision, and Advising

Berkeley faculty are involved both in training graduate students and mentoring undergraduates. During Fall 2021, more than 30 CLAS faculty members participated in the Undergraduate Research Apprentice Program. Affiliates work with a broad range of students through CLAS working groups, supporting 27 groups in the past three years. CLAS staff serve as advisers to graduates and undergraduates interested in Latin America, and connect students to our network of regional contacts for employment, internship, educational, and research opportunities. The CLAS Chair teaches and mentors graduate and undergraduate students.

## UCB Center for Latin American Studies: Staffing and Oversight

CLAS is part of Berkeley Global, International, and Area Studies (GIAS), the campus research and outreach hub for international and area studies. Oversight is provided by the Office of the Vice Chancellor for Research (VCRO), to whom CLAS submits annual budgetary and programmatic reports. The VCRO manages a review process, providing CLAS with an in-depth, peer-reviewed evaluation of programs and goals.

Of the over 170 faculty who teach courses related to LAS, 127 hold formal affiliation status with CLAS, 20 of which represent 7 professional schools. Affiliated faculty are involved in our public events (as presenters and audience members), private events (participants in meetings, lunches, etc.), and as engaged stakeholders (providing feedback on Center priorities and specific events). We refer students to faculty affiliates for advising, and when media outlets reach out to CLAS looking for an expert opinion, we connect them with our community of specialists.

A select number of Faculty Affiliates form the CLAS Faculty Advisory Board (Table 6) providing unit oversight and critical advising on programming and relationships with the UC Berkeley academic community. It is composed of diverse faculty, representing different

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| ***Table 6: CLAS Faculty Advisory Board (2021-22)*** |
| * **René Davids**, Professor, Environmental Design\* * **Thad Dunning**, Robson Professor, Political Science * **Mara Loveman**, Professor, Sociology * **Tianna Paschel**, Associate Professor, African American and African Diaspora Studies * **Nicolás Pereda**, Assistant Professor, Film and Media * **Elena Schneider**, Associate Professor, History * **Estelle Tarica**, Professor, Spanish and Portuguese   *\*Professional School* |

disciplines, positions, ages, genders, ethnicities, and specializations. The board meets at least once a semester to provide input on activities and support CLAS initiatives. In 2021, a search committee of

senior faculty appointed by the GIAS Director and approved by the VCR selected a new CLAS Faculty Director, Professor Natalia Brizuela. Her broad network – with scholars, artists, and activists throughout Latin America and around the world, as well as with research organizations

and other universities – has deepened CLAS’ impact immeasurably.

In addition to Prof. Brizuela, CLAS is led by Vice Chair Julia Byrd (CVs p20), who manages programs and operations at the Center, ensuring that CLAS achieves its goals. Two programmatic and administrative staff members coordinate public programs, produce publications and multimedia, administer grants, maintain the Center’s online presence, and support students. The Outreach Team consists of the CLAS Outreach Coordinator, the ORIAS Coordinator, and the UCBHSSP Director (more in section H NRC Outreach, p35).

The FLAS Program is a collaboration between the GIAS FLAS Coordinator (CVs p46; Position Descriptions), administrative staff at the Graduate Division, and Julia Byrd (CVs p21). The FLAS Coordinator manages the technical aspects of the grant cycle, Julia Byrd advises students, and staff at Graduate Division manage the application form and the financial transfers.

CLAS coordinates closely with LAS librarians on campus (CVs p14). Dr. Liladhar Pendse oversees collection development at the Main Library, and Dr. José Adrián Barragán-Álvarez is the Latin America curator for the Bancroft Library. Together, they coordinate resources, create exhibitions, and disseminate information to students, faculty, and the general public. Berkeley Libraries have a strong outreach program to various departments and student groups across campus, including office hours (held at CLAS for LAS students), meetings with new faculty and graduate students, LAS- related library guides, and new acquisitions lists.

## Nondiscriminatory Employment Practices

UCB is an affirmative action/equal opportunity employer, and undertakes affirmative action to ensure employment equity and workforce diversity (see GEPA Description). UCB does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy/childbirth and medical conditions related thereto, disability, age, medical condition,

ancestry, marital status, citizenship, sexual orientation, or veteran status. This policy covers faculty and staff employment, as well as student admission, access, and treatment. CLAS has a strong commitment to developing diverse candidate pools for job openings. Aside from traditional academic channels, CLAS posts all job announcements in Spanish-language media and professional associations with regional and national readership. 100% of the staff hires in the past four years have met the Affirmative Action (AA) goals set by the University. While student hiring does not have AA guidelines, 100% of student hires have been members of traditionally underrepresented groups and have matched our staff AA goals.

# STRENGTH OF LIBRARY

## F.1.(a) Library Holdings, in English and Other Languages

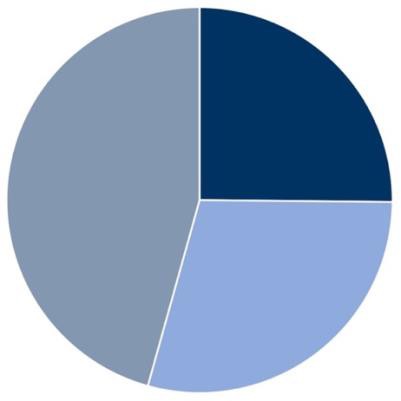
UCB’s libraries hold over 13.5 million volumes in more than 400 languages. Latin American materials, including the renowned Hubert Howe Bancroft Library, are among the richest collections of retrospective, contemporary, and documentary holdings in the United States. They consist of 600,000 bound volumes and 1,688 current serial subscriptions, with access to over 1,309 electronic indexes and over 85,000 full-text serial titles. In addition to works in Spanish and Portuguese, the holdings represent diverse publications in Indigenous languages. Librarian Dr. Pendse states that, “one must cherish and value the linguistic diversity and differences in the print-culture of contemporary Latin America.” Current holdings include Maya languages (728), Quechua (557), Nahuatl (439), Aymara (128), Mapudungun (83), and Guaraní (63).

During the Covid-19 pandemic, the Berkeley Library heavily emphasized online resources. In Spring 2020, CLAS sponsored a talk with Dr. Pendse about “Online Research Resources for Latin American Studies During a Pandemic.” CLAS and UCB Libraries also maintain a collection of online resources, including freely available and proprietary article and book

databases in the humanities and social sciences, as well as films and media resources.

## F.1.(b) University Support for Acquisitions and Staff

The Doe Library supports teaching, research, and instructional needs affiliated with more than fifty academic departments and programs in the Arts and Humanities, Social Sciences, and International and Area Studies. Since 2018, Doe Library has invested over $1,000,000 on Latin



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| ***Chart 2: Library Spending on LAS (2020-21)*** |  |
| Library Staff Compensation:  $259,535  Acquisitions, Latin American Monographs & Serials: $454,067  Acquisitions, Imprints:  $300,000  Total Budget: $1,013,602 |  |

American imprints. The University funds the salaries of Latin Americanist librarians and support staff (see E.2, p21). In the last grant cycle, CLAS supplemented the library budget with NRC funds for Latin American monographs, and we plan to expand this initiative in the next cycle.

## Access to Library Information

The Main Library and over 30 branch and affiliated libraries benefit greatly from multiple cooperative agreements with other libraries that complement the regular acquisition of materials from dealers and publishers providing access to other collections off campus. Among others, these include: The Center for Research Libraries (focus on area studies); The Library Exchange Program (2500 active exchange agreements); Research Library Cooperative Program (focus on LAS, with Stanford and UT Austin); California Digital Library (shared digital resources across UCs); Latin America National Libraries Exchange Program Agreement; Latin Americanist Research Resources Partnership; and the California Cooperative Latin American Collection Development Group. In addition, there are library exchange programs with 50 institutions across Latin America and the Caribbean.

Almost all Berkeley libraries are open to the public. In-person visitors have access to

reference assistance, databases, library catalogs, and other educational resources. Library cards are free for K-12 teachers, and available at a low cost for other California residents. As a part of continuing outreach, the library engages its community through a blog and public exhibitions. In the past four years, the library has organized exhibits such as “Négritude: Sharing spaces in the Caribbean and Latin America,” “Illustrating México one engraving at a time: The Art of José Guadalupe Posada,” and “Life and Resistance in the Mapuche Territory, Chile.”

# IMPACT AND EVALUATION

## (NRC) G.1.(a) Impact on the University, Community, Region, and Nation

The faculty, students, and researchers of Berkeley are renowned for path-breaking research across academic and professional disciplines. CLAS is a vital part of this community, coordinating – and, at times, inspiring – new research and bringing these findings to the attention of scholars, policy makers, business leaders, the educational community, and the broader public.

In addition to hosting numerous in-person and virtual events that highlight Berkeley research, CLAS provides opportunities to present and publish research.

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| ***Table 7: University Impact Indices (previous NRC grant cycle)*** | |
| **Research Presentations at CLAS** (2018-21)   * **144** faculty presented LAS research at CLAS * **102** students presented LAS research at CLAS * **236** CLAS-sponsored events; **20,713** total attendance | **Courses** (enrollment 2021-22)   * **7,106** students in non-language LAS courses * **1,419** students in professional school LAS courses * **1,303** students in Latin American language courses |
| **CLAS Publications** (2018-21)   * **26** faculty published LAS research with CLAS * **62** students published LAS research with CLAS | **LAS Graduates** (2021)   * **458** undergraduate students with LAS concentration * **74** graduate students with LAS concentration |
| **CLAS Working Groups** (2018-21)  **· 27** groups led by leadership teams of **222** students | **Nahuatl Courses** (2020-21)  **· 5** courses offered, covering 3 levels |

The Center supports graduate research through student working groups, which bring together faculty and graduate students with shared research interests. In the 2021-22 academic year, CLAS provided support on topics from Language Revitalization to Nature-Society Relations. In the past NRC cycle, Title VI funds allowed us to develop three levels (six courses) of Nahuatl language focused on culture, history, and modern life. Beginning Nahuatl was offered in Fall

2020, and we expanded to Intermediate Nahuatl in Fall 2021. The advanced level was approved and offered, but students did not yet have the skills to enroll.

The community and regional impact of CLAS flows through four channels: 1) the CLAS public program; 2) Publications and online presence; 3) K-14 educational outreach activities; and

4) the Latin American Indigenous Studies Alliance (LAISA).

1. **Public Program:** CLAS hosts a diverse, accessible public program that highlights voices and perspectives from across the Americas [AP1]. With funding from ED and other sources, CLAS offers up to 30 high-quality public programs per semester. CLAS events allow for discussions on

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| ***Table 8: Community, Regional, and National Impact Indices (2018-21)*** | |
| 1. **Public lectures, film screenings, art exhibits, etc.** [AP1]    * **236** total CLAS-sponsored public events, with **20**,**713** total attendance    * Audience: ~ 60% students; 20% faculty; 20% community members | |
| 2a) **CLAS Publications**  **· 48,841** views of CLAS Blog | * **40,000** views/issue of BRLAS * **7,500** hard copy distribution |
| 2b) **CLAS Online Presence**   * **30,000** CLAS website page views/month from 224 countries * **5,000** newsletter subscribers | * **6,406** followers on Facebook * **4,502** followers on twitter * **93** videos uploaded, which have received **44,840** views |
| 3a) **K-12 Outreach** [AP2]  **· 1,576** teachers attended **96** events | * **200** K-12 schools in California * **35** school districts in **24** states |
| * **34** ORIAS event videos (24 months); **3108** views * **351,000** ORIAS website views (12 moths) * **6** open-source course outlines for 6th, 7th, & 10th grades | |
| 3b) **Community College Outreach** [AP2, NRC CPP] | |
| * **52** teachers; **2** summer institutes * **76** teacher dev workshops | * **All** instructors represent MSIs * **1,300** newsletter subscribers |
| 4) **LAISA Activities** [FLAS CPP2]  **· 14** pedagogy workshops for **90** Indigenous language instructors from  **35** US institutions of higher education   * **4** annual Nahuatl conferences with **447** participants * **2** units of introductory Nahuatl textbook written | |

current events and new research, and result in publications and videos available to the public.

1. **Publications:** As a public institution, CLAS considers the dissemination of information to the general public core to our mission. Our public programs, publications, and social media reach an ever-broader audience. The *Berkeley Review of Latin American Studies* (BRLAS) is published annually and includes original work from leading scholars and social leaders, as well as faculty and students. The CLAS blog emphasizes timely research and commentary on current issues, provides students opportunities to develop professional writing skills, and underscores the

Center’s commitment to a diversity of opinions. As the CLAS community is distributed

throughout the world, our online distribution is particularly important.

1. **Outreach Programs:** The Center offers free professional development (PD) and outreach programs for K-14 educators to increase their understanding of global issues, expand their knowledge of World History, and integrate international topics into courses across disciplines. The UCB History-Social Science Project (UCBHSSP) and the UCB Office for Resources for International and Area Studies (ORIAS) are PD leaders for educators in the region, offering LAS subject area content, workshops, course development, and communities of practice [AP2, NRC CPP]. PD workshop participants are positive about their participation: in a survey after a K-12 institute, 100% of new attendees said they would recommend an ORIAS event to a colleague.
2. **LAISA Activities to support Nahuatl:** CLAS collaborated with other members of the Latin American Indigenous Language Alliance (LAISA, consisting of Stanford University, the University of Utah, and the University of California, Los Angeles) to support study and research of Nahuatl. We cosponsored an 11 pedagogy workshops at Stanford, which reached 209 attendees representing over 50 US universities and Latin American language schools. We also supported annual Nahuatl research conferences at UCLA, drawing 447 participants over four years. Finally, we commissioned the creation of the first two units of the first beginning Nahuatl textbook in English. We will continue all of these activities in the next grant cycle.

## (FLAS) G.1.(a) Impact on the Supply of Specialists

CLAS FLAS fellowships are a vital resource to the Berkeley community, creating opportunities for new scholarship and research. In the past grant cycle (2018-21), CLAS awarded 21 academic year FLAS fellowships and 21 summer FLAS fellowships. (In the previous cycle, we had awarded 28 summer fellowships in the same time span. The decrease is due to Covid-19 travel bans.) These numbers show the popularity of Portuguese, and the growing

demand for other LCTLs. We plan to build on this strong foundation for future FLAS competitions and award fellowships according to ED priorities. In particular, we are looking forward to providing more FLAS Fellowships in Nahuatl and Mam by offering those courses to Berkeley students [FLAS CPP2].

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| ***Chart 3: FLAS Fellowships (2018-21)*** |
| **Language Program Locations:**  United States: 24  Brazil: 9  Mexico: 5  Belize: 1  Ecuador: 1  Guatemala: 1  Peru: 1  **Languages Studied:**  Portuguese: 20\*  Spanish: 8 Quichua: 1\* Nahuatl: 5\* Haitian Creole: 1\* Quechua: 4\* Garifuna: 1\* Munduruku: 1\* Mam: 1\*  *\*81% LCTLs* |

## G.1.(b) Enrollments

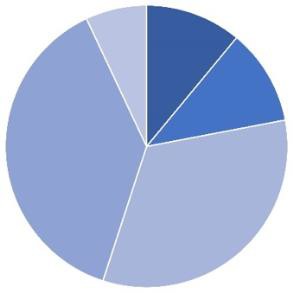
Enrollment data demonstrates Berkeley’s

contribution to training Latin America specialists with competency in critical Latin American area studies and languages. In 2021, 453 undergraduate and 74 graduate students earned degrees with LAS concentrations. Last year, 1,303 students enrolled in 107 language courses (Spanish, Portuguese, and Nahuatl), and 7,106 students enrolled in 277 non-language courses. CLAS encourages enrollment in LAS by publishing a list of “Courses with Latin American Content” every semester, shared widely across campus. We also periodically highlight certain courses with low enrollment numbers, and counsel FLAS fellows to think expansively about how to fulfill the Area Studies requirement.

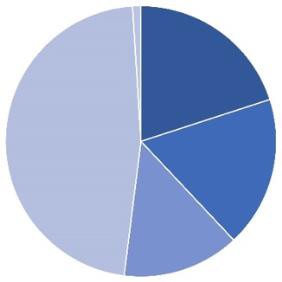
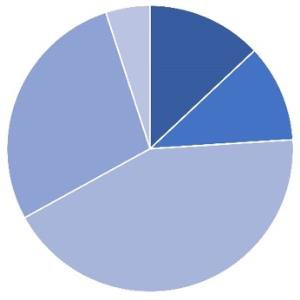
## Post-graduate Placements

Placement data for LAS concentrator undergraduates and graduates demonstrate Berkeley’s contribution to training specialists with competency in critical Latin American area studies and languages. UCB has a long history of public service in areas of national need, with particular emphasis on government and non-profit sectors [AP1]. In 2021, 453 undergraduates and 74 graduate students earned degrees with a concentration in LAS. Over 24% of undergraduates from

the classes of 2018-2020 found employment in sectors of education (12%), nonprofit (8%), or government (6%). One statistic stands out: UCB has produced more Peace Corps volunteers than any other institution in the country.



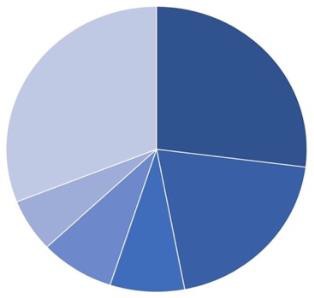
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| ***Chart 4: Reported Employment Placements for BA Programs with Large Numbers of Latin Americanists*** | | | | | | | |
| **BA, Political Science** |  |  | **BA, Biology** |  |  |  | **BA, Anthropology** |
| Other Education 7% 11%  Nonprofit  Government 11%  38%  Business 33%  Biggest employers: Teach for America, UC Berkeley, US Department of Justice |  |  | Other Education 5% 13%  Industrial Nonprofit 28% 11%  Business  Biggest emp 43% Berkeley, UC San Francisco, Americorps |  |  |  | Other  1% Education  20%  Business Nonprofit 47% 18%  Industrial 14%  Biggest Employers: UC Berkeley, Americorps |



In addition, placement data kept for all graduate programs and professional schools suggest graduates fill vital roles in both education and government service [AP1]. LAS concentrators

who graduated with an MA have a high propensity to continue their studies and pursue a doctoral degree (61% of MA graduates). This is particularly true of students with MAs in Anthropology, Ecology, Spanish and Portuguese, and Political Science. One example is an graduate who enrolled in the UCB Hispanic Languages PhD program.

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| ***Chart 5: Professional and Graduate School LAS Placements (2021)*** |
| Other Higher Ed 31% 27%  Govt 6% Grad School 20%  Private 8% Nonprofit 8% |

She is focused on Mexican Indigenous languages and literatures and is part of the Nahuatl language course. Another example is a current political science PhD student who has turned his professional experience in the Minnesota state legislature into research on the politics of development and questions of state in Latin America.

## NRC and FLAS Activities Address National Needs

Through our public events, publications, and teacher training, CLAS NRC activities generate information and resources for the dissemination of information to the public [AP1].

This is complemented by the focus on professionalization for LAS students, to ensure that they carry their specializations into national service [AP1]. The CLAS team is committed to strengthening the role of Berkeley students in areas of national need. CLAS works with the university’s Career Center, which sponsors 20 annual career fairs for government agencies, businesses, nonprofit organizations, and educational institutions. We also partner with Graduate Division Career Counseling and Services, which provides counseling, workshops and presentations, career fairs and employer info sessions, and job listings. We support students to pursue government service, education, business, and non-profit placements through advising and connections with people in our national network. We promote programs at the Graduate School of Education, such as teaching certificates and the new Bilingual Authorization in Spanish.

The vast majority of FLAS Fellowships are awarded to UC Berkeley Students to study less- commonly taught languages (81% LCTLs). This responds to a national need for US citizens who are fluent in modern foreign languages and understand the history and society of the region.

There is no doubt that UCB FLAS Fellows select careers that address national need. Since 2015, CLAS awarded 90 FLAS fellowships. Of those, 13 students are currently employed in the non- profit sector, 11 in higher education/research, 10 in government, 10 in the business sector, 39 are completing their studies, and 7 are unknown (see Table 9).

|  |  |
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| ***Table 9: FLAS Fellows Employment Placements (selection of Fellows from 2014-21)*** | |
| **Non-profit Sector**   * Climate Equity Program Manager, Greenlining Institute (Spanish FLAS, AY 2018-19) * Staff Scientist, Earth Justice (Spanish FLAS, 2015) * Senior Program Manager, US Water Alliance (Portuguese GLAS, AY 2015-16) | **For-Profit / Business Sector**   * Doctor, Kaiser Permanente (Spanish FLAS, 2016) * Co-founder, Navu (Spanish FLAS, Summer 2017) * Health Program Analyst, Healthcare Staffing Professionals (Portuguese FLAS, AY 2020-21) |
| **Government Sector**   * Graduate Research Fellow, National Science Foundation (Spanish FLAS, Summer 2017) * Education and Family Programs Associate, Flushing Town Hall (Quechua FLAS, Summer 2017) * Therapist, Alameda County Center for Healthy Schools and Communities (Haitian Creole FLAS, 2019) | **Higher Education / Research Sector**   * Visiting Researcher, Universidade Federal Fluminense (Portuguese FLAS, Summer 2021) * Post-doctoral Researcher, UC Merced (Shipibo FLAS, Summer 2015) * Postdoctoral Research Assistant, University of Virginia (Garifuna Dissertation FLAS, AY 2019-20) |

## G.4.(a) NRC and FLAS Comprehensive Evaluation Plan

CLAS seeks funding to address International and Foreign Language Education (IFLE) GPRA measures through a set of activities that specifically meet NRC and FLAS priorities. The evaluation plan embraces ED’s broader priorities to reflect diverse perspectives, encourage service in areas of national need, and support teacher training programs. Evaluation efforts are supported at the institutional level, with extensive resources from UCB. Faculty and academic staff members are reviewed at intervals not to exceed five years for continuation, merit increases, and tenure. Students anonymously evaluate classes through a standard process, and course evaluations are part of the instructor’s file for reappointment and promotion. In addition to already established evaluation practices, CLAS will call for an annual evaluation of NRC activities by a diverse group of affiliates. They will compare NRC impact against proposed objectives and DOE priorities, using the results to inform the following year’s activities.

As part of the consortium of UCB NRCs, CLAS is committed to hiring an independent evaluator, Alisha Kirchoff of ALK Evaluation and Consulting LLC (CVs p41) to analyze the outcomes of outreach efforts. Because teacher PD across nine centers is a complicated, multi- faceted endeavor, the evaluation will be formative and summative in nature, and will contain both quantitative and qualitative data collection methods in its design. The evaluation instruments will be designed to assess the quality and impact of the varied program activities: for example, tracking the level of engagement, satisfaction, and follow-up of program participants, and soliciting feedback on the quality and variety of the resources.

CLAS will call for an annual evaluation of FLAS activities by evaluating student advising and support activities, reviewing student enrollment and placement data, and comparing FLAS fellowship indices against FLAS Title VI Priorities and CLAS FLAS objectives. This evaluation

will be completed by CLAS Vice Chair Julia Byrd. We will examine publicity, applications, applicants, and awards to produce quantifiable, outcome-measure-oriented data.

## G.4.(b) NRC and FLAS Recent Evaluations

This application and CLAS programming in general are informed by recent evaluations from four sources: 1) Evaluations of UCB NRC outreach programs by an external evaluator; 2) Specific feedback related to our public programs and academic courses; 3) Periodic evaluations from our affiliated faculty and graduate students; and 4) FLAS program indices and feedback.

* + 1. **Evaluations of Outreach Programs:** The previous cycle’s outreach evaluation was conducted by Dr. Nancy Sato, based on observations, informal interviews, website/document review, and surveys conducted at end of grant-funded activities. Dr. Sato found that “PD providers for UC Berkeley’s Title VI programs once again provided high quality knowledge- building and curriculum development support for K-12 teachers and community college instructors. All activities proposed in the Title VI proposal were completed with a few adaptations… due to the switch to online programming and distance learning.” Dr. Sato identified three opportunities for future activities, all arising out of the disruption caused by the Covid-19 pandemic: 1) PD programs should participate in re-imagining schooling; 2) Distance learning allows for expanded audiences and world-wide collaborations; 3) Traditionally- marginalized cultural, racial, and historical perspectives should be centered to enhance international understanding. CLAS and PD Providers have built the above recommendations into the activity plan for the 2022-26 NRC project (see section I.1 NRC Criterion, p41).
    2. **Feedback on public programs and courses:** CLAS periodically requests and receives feedback related to academic courses and the public program. In the past cycle, student evaluations of Nahuatl courses were consistently positive – last year, 100% of respondents rated

the overall effectiveness of the instructor and the course as 6 or 7 of 7. As an opportunity for growth, students identified the need for a dedicated Beginning Nahuatl text book, which is included in the 2022-26 grant cycle.

When CLAS transitioned to virtual programming in 2020, an opportunity arose to collect feedback from the audience via online polls and surveys. CLAS staff collected information on demand for event topics, scheduling suggestions, and feedback on program structure. Subsequent virtual events were revamped in response to community members’ feedback.

* + 1. **Periodic evaluations by faculty and students:** This category of evaluations from the past cycle is a set of surveys about CLAS’ current strengths and areas for growth, administered in Spring 2021 to affiliated faculty and students. Student respondents identified CLAS strengths as public events, working groups, student funding opportunities, and publications. They requested office space, more graduate-level PD workshops, and a larger role in organizing events. Since receiving these survey results, we have incorporated the above suggestions into our operations. Faculty respondents stated CLAS strengths as events, student h funding, working groups, and publications. Faculty respondents identified a few opportunities for growth: greater engagement with the humanities; more community building with affiliates’ research interests; and more synergy with other units on campus. With a new Chair from the humanities, CLAS has already taken steps in all of these directions, and will continue to do so in the 2022-26 NRC program.
    2. **FLAS Program Evaluations:** Every year, CLAS collects feedback from FLAS Fellows about the application, award, and fellowship process. The dominant positive feedback is related to the great importance of this opportunity – every year multiple students report that the funding allowed them to pursue essential training for their academic and professional path (see Table 9, p30). The majority of constructive feedback we receive is on the timing of the Academic Year

fellowships announcements, which is not controlled by CLAS or UC Berkeley. We try to mitigate the impact with frequent and transparent communication with applicants.

As part of the FLAS evaluation, The CLAS Vice Chair and FLAS analyze FLAS indices, including the breakdown of students to evaluate the success of our efforts at publicity and providing equal access to diverse students. In particular, we examine the number of applications, applicant demographics, the number of fellowships awarded/accepted, the fellows’ demographics, the range/diversity of language programs, graduate placements, FLAS publicity activities (type, attendance, feedback), and advising activities (type, attendance, feedback).

## G.5. Equal Access and Treatment

Over 26% of UCB freshmen are the first in their families to attend college. The Office of the Vice Chancellor for Equity and Inclusion was established to become the national leader for equity and inclusion in higher education by recruiting, retaining, and promoting a diverse group of faculty, students, and staff. Campus has undertaken massive initiatives to promote, fund, and assess diversity efforts at every level, including K-14 outreach programs. UCB was the first major research university to establish [diversity directors](http://www.grad.berkeley.edu/diversity/diversity_professionals.shtml) in academic departments.

In Fall 2018, UCB Chancellor Carol Christ announced that the university would begin the process of becoming a Hispanic Service Institution (HSI) by 2027 and convened an HSI Task Force including CLAS-affiliated staff, faculty, and students. Among the recommendations laid out by the Task Force: create a new Latinx Community Resource Center, invest in faculty with Latinx expertise, and update financial aid policies to lower self-help requirements (work opportunities and loans). The Latinx-Thriving Steering Committee is tasked to lead the HSI implementation plan by infusing stakeholder feedback, socializing the plan across constituent groups, and modelling a culturally competent holistic approach. A key aspect to becoming an

HSI and Latinx-Thriving Institution is the focus on Spanish and Indigenous languages and cultures in curricula and student services. Many new immigrants from Central America are Indigenous, and CLAS’s work centering Indigenous questions and perspectives in our programs is important for these students and communities [AP1].

As a public entity, UCB is mandated to make events accessible, prohibit discrimination against disabled people, and require that reasonable accommodations be provided on request. The Office for Disability Access and Compliance (DAC) supports a university environment accessible to all disabled people, offering captioning, American Sign Language, mobility access, event access, and discrimination reporting. When classes, work, and public events transitioned to online, DAC created policies and systems to ensure non-discriminatory and equal access.

CLAS embraces and advocates for non-discriminatory and equal access in all programming. The CLAS building and all venues used for CLAS programs are accessible, thanks to university funding. Frequently, special arrangements are made for CLAS courses and events, including captioning, special parking, and sign language interpretation. When we transitioned to online events, our audience expanded dramatically. We began to routinely hire interpreters to provide access for monolingual speakers, and we now caption and subtitle all of our event videos.

# NRC OUTREACH ACTIVITIES

Given California’s cultural and economic links with Latin America, CLAS outreach efforts provide essential resources about Latin American peoples, cultures, and societies for K-14 educators. The core of these efforts is a vibrant public program that informs K-14 teacher training, addressing critical issues such as social movements, indigeneity, immigration, art, activism, and many more. In addition, CLAS partnerships with ORIAS and the UCBHSSP allow us to provide LAS resources to exponentially more K-14 educators [AP2]. This section will

highlight current outreach activities. For more information about outreach impact in the 2018-22 cycle, see Table 8 (p26). For proposed outreach activities in the next cycle, see section I.1 (p41).

## Outreach to Elementary and Secondary Schools

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| --- | --- |
| ***Table 10: Outreach Activities with K-12 Educators (2018-21)*** | |
| Collaborative small group K-12 teacher professional development workshops offered at UCB campus, providing access to Hearst Museum and Pacific Film Archive **[AP2]** | **6** workshops; **286**  participants |
| Annual Global Studies Summer Institute for K-12 teachers **[AP2]** | **3** institutes; **59** participants |
| Short, small group workshops for K-12 teacher development **[AP2]** | **80** workshops; **456** participants |
| Course outlines for 6th, 7th, and 10th grades global history courses **[AP2]** | **6** open-source course outlines |

**CLAS Activities:** Many of CLAS’ public programs are of great interest to the local K-14 community. The programmatic focus on the arts, migration, and current political situations are relevant to the lives of local students and their families. All CLAS events are free of charge and open to the public, and are publicized through a combination of print and social media, community event calendars, and list serves. The CineLatino series (free screenings of Latin American films) is particularly popular with students and instructors outside of UCB. In 2020- 21, a total of 618 educators attended CLAS public events.

In addition to CLAS events, the Center supports outreach initiatives on campus by connecting PD providers and local schools with campus experts on the region. Our vast network of scholars of Latin America regularly speak for PD workshops and go to local classrooms to present to students. CLAS funds graduate students to develop presentations related to their research, appropriate for K-12 students, in which UCB students gain skills in curriculum design and pedagogical practice [AP1], and K-12 students gain access to interesting new information.

**ORIAS K-12 Outreach Activities:** Funded by a consortium of National Resource Centers (NRCs) and the VCRO, the Office of Resources for International and Area Studies (ORIAS) provides professional development and international subject-area content to K-12 teachers in the Bay Area. Activities include Teachers’ World History Reading Groups; afternoon and weekend

professional learning during the academic year; summer multi-day professional learning sessions focused on a global theme; and workshops for local school district professional development programs. CLAS recruits LAS faculty to participate in these outreach activities.

**UCBHSSP K-12 Outreach Activities:** UCB NRCs collaborate with UCBHSSP to bridge the higher education and K-12 communities. Located in the UC Berkeley History Department, UCBHSSP is administered by the California Department of Education; the State Board of Education; the University of California Office of the President; and California State University. It works with history teachers to strengthen their instructional practice in order to provide meaningful and empowering educational opportunities for all students. CLAS opted to work with the UCBHSSP rather than a school of education because California’s system of teacher credentialing offers few avenues for our input. UCBHSSP works to strengthen curriculum in 6th, 7th, and 10th grades, when World History is taught [AP2].

## Outreach to Postsecondary Institutions

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| ***Table 11: Outreach Activities with Community College Educators (2018-21)*** | |
| Annual Global Studies Summer Institute for Community College Instructors **[AP2, CPP]** | **2** institutes; **52** participants |
| Short, small group workshops for Community College teacher development **[AP2, CPP]** | **76** workshops |
| Create open-source online instructional units for Community College World History courses for inclusion in the State of California’s Online Exchange **[AP2, CPP]** | **16** units; created by **8**  instructors |

**CLAS Activities:** Outreach to Community College and MSIs occurs through partnerships with local institutions. In 2018, CLAS partnered with Laney Community College (Laney), which is a Minority Serving Institution (MSI) located in nearby Oakland. Oakland has the largest population of Mam speakers outside of Guatemala, and there is a desperate need for Mam speakers and interpreters in the community. CLAS cosponsored Beginning and Intermediate Mam language workshops at Laney. The Mam courses were co-taught by Henry Sales, a native speaker, and Tessa Scott, a Linguistics PhD student from UCB (CVs p63). Classes met weekly, either in person (before 2020) or on Zoom (2020-22). There were regularly 40 students enrolled

in the beginning level, including Laney students, Berkeley students, and local teachers, healthcare providers, and lawyers. This support had a major impact – Laney recently developed a Certificate of Achievement (similar to a major) in Mam language and culture.

CLAS also partnered with Laney and the UCB Department of Spanish and Portuguese to create a summer Nahuatl language course in Mexico, open to students at UCB and Laney.

Unfortunately, the program was cancelled due to Covid before students were able to travel.

ORIAS and UCBHSSP outreach activities for Community College Educators include reading groups, access to guest speakers, global studies Summer Institutes, and online instructional units. For all workshops, CLAS connects PD providers and participants with UCB LAS specialists, such as Elizabeth McKenna who presented on “Power and Protest in Brazil's New Republic, 1988-2018” for the 2018 Summer Institute on “The Global Rise of National Populism,” and Sofía Barahona Mena who presented on “Social Outbreak in Chile: Crisis of the Economic, Political and Social System” for the 2019 Institute on “People Power.”

## Outreach to Business, Media, and the General Public

CLAS has a vibrant program of outreach to the private sector, civil society, and media outlets. In particular, CLAS publications and public programs generate information and expose diverse perspectives relevant to current events and critical debates in US society [AP1]. We have relationships with many media outlets – including PBS Newshour, Univision, Democracy Now, *San Francisco Chronicle*, BBC, and KQED – and CLAS affiliates are frequently invited to share their thoughts with a national audience. Interviews or opinion pieces often appear in *The New York Times, The Washington Post, The Los Angeles Times, The San Francisco Chronicle,* NPR, PBS Newshour, and CBS. In 2013, CLAS partnered with Spanish-language media giant Univision and its newly-launched cable news venture, Fusion, to bring campus experts, research

news and events to the channel’s target audience of young, English-speaking Latinxs. The President of Univision News was a senior fellow at CLAS for two years and remains connected.

The Latin American and Hispanic Business Association is a student organization at the UCB School of Business that receives support from CLAS. With over 150 members, LAHBA is one of the largest student organizations within the school. The group’s mission is to create a community of students with personal and professional interests in the region and provide opportunities for students to connect with Latin American business professionals in Silicon Valley as well as US companies with business interests in Latin America.

# FLAS FELLOWSHIPS SELECTION PROCEDURES

FLAS fellowships will allow us to train the next generation of Latin America specialists. A major goal in our Title VI Application is to increase LCTL-speakers through a comprehensive FLAS program. CLAS proposes to continue awarding more than 75% of fellowships for LCTLs [FLAS CPP2]. Support for new and existing language courses and increased collaboration with professional schools will promote FLAS to students from varied disciplines [FLAS CPP2].

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| ***Table 12: FLAS Competition, Proposed Timeline (2022-23)*** | |
| Dec 1 – Jan 15 | Application deadline for entering graduate students’ academic year fellowships |
| Jan 31 | Deadline for continuing students to apply for academic year and summer fellowships |
| Early Feb | Deadline for new and continuing FLAS applicants to submit FAFSA |
| Mid-Feb – Early Mar | Faculty committee reviews academic year and summer applications |
| Early March | All FLAS rankings due to FLAS Coordinator |
| Mid-March | Summer FLAS fellows notified |
| TBD | Academic year FLAS fellows notified |

CLAS will promote FLAS award information through the Graduate Division Fellowship Office, faculty, graduate advisers, CLAS listserv, information sessions, social media, and “flyering” around campus. FLAS Publicity will clearly address the need for students to submit their Free Application for Federal Assistance (FAFSA) if they wish to receive consideration on the basis of financial need [FLAS CPP1]. The FLAS Fellowship Coordinator Tomás Elias Lane (CVs, p46) organizes informational meetings about the FLAS application process, and his

presentation is shared on the CLAS website. The CLAS Vice Chair holds office hours for interested students to answer questions more specific to Latin American languages. In particular, we advise students on how to study languages not offered at UCB during the academic year, such as Quechua or Mam, by setting up an independent study and seeking approval from the ED.

Prospective students may apply for the FLAS concurrently with their UCB application. In addition, graduate advisers and department chairs recommend strong candidates to the Fellowship Office. Continuing students are encouraged to apply via various promotional channels. Applicants must submit a statement of purpose, two letters of recommendation, and transcripts. In addition, the FLAS Coordinator communicates with all applicants to inform them that financial need is considered as part of the review process (as well as potential for high academic achievement) and to encourage submission of the FAFSA form [FLAS CPP1].

The CLAS FLAS Committee is made up of three core LAS faculty members from the social sciences, humanities, and professional schools. In selecting the committee members, we work to ensure that they represent diverse disciplines, specialties, and positions within the university, as well as different races, ethnicities, genders, citizenships, etc. This ensures that the committee as a whole is not biased towards one language, country, or academic department. The CLAS Vice Chair prepares information on US Department of Education regulations and CLAS priorities, and the committee evaluates applications based on these priorities. The committee looks favorably upon applicants with strong academic records and demonstrated commitment to foreign language study, those considering careers in the public sector or professional fields, and students pursuing LCTLs and priority languages. Academic Year and Summer applicants are considered separately. Award recommendations are made to the FLAS Coordinator, who is charged with notification, fund distribution, accounting, and reporting.

# FLAS COMPETATIVE PREFERENCE PRIORITIES

CLAS has a long history of prioritizing FLAS recipients who demonstrate financial need, in addition to strong academic potential. The Fellowships Office receives data from the Financial Aid Office, allowing the faculty review committee to access financial information during the review period [FLAS CPP1].

CLAS awards a high number of FLAS Fellowships to applicants who propose to study Latin American languages other than Spanish [FLAS CPP2]. In the past 7 years, 81% of our awards for were LCTLs, and we propose to maintain over 75% in the next cycle. CLAS targets outreach to students interested in Portuguese and Indigenous languages. We believe the proposed emphasis in the NRC application on Nahuatl, Quechua, and Mam will increase the number of applications for LCTLs. We are proud to support this area of national need.

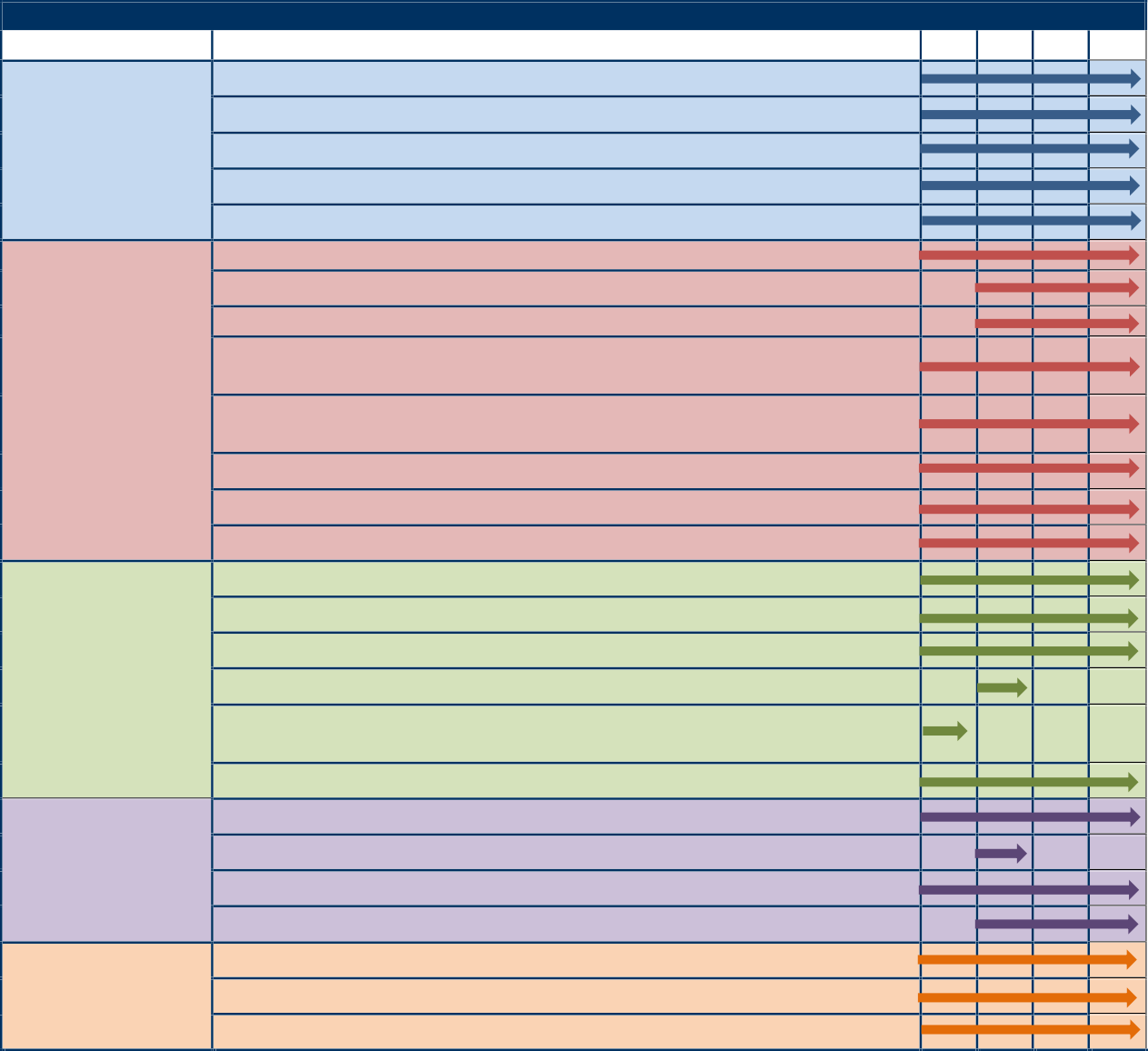
Title VI/FLAS funding will allow for fellows to become fluent in LCT Latin American languages, with a significant and measurable impact on Berkeley students and the broader United States. We propose to offer fellowships to undergraduate and graduate students studying Latin American languages at all allowable levels. In combination with our world-renowned NRC program, this allows Berkeley students to pursue Latin American area studies and less- commonly taught languages off and on campus, take advantage of FLAS Fellowships, and engage with highly-regarded Latin Americanist scholars, activists, artists, and more. FLAS funds will be used to propel students into careers of national service, addressing national needs [AP1].

# NRC PROGRAM PLANNING AND BUDGET

## Development Plan and Timeline

To achieve the invitational goals, CLAS has developed a comprehensive NRC program organized around five overarching objectives, summarized in Table 13 and described below. At

the core of this vision is a focus on Indigenous solutions and perspectives, which we will pursue through language courses, new programs, and research activities.

***Table 13: NRC Program Development Timeline (2022-26)***

**Goal Activity Y1 Y2 Y3 Y4**

Expansion of public programs (films, lectures, art exhibits, etc.)

* + - 1. Expand Core Program targeting national needs
      2. Increase enrollment and scholarship of LCTLs
      3. Expand LAS in K-12 schools
      4. Expand LAS and increase # LCTL-speakers in local MSIs
      5. Increase LCTL- speakers at UCB

Latin American Writer in Residence Program CineLatino Latin American Film Series Novedades/Lançamentos: New Scholarship @ Berkeley

Event & Conference grants for events with students and faculty Offer Nahuatl language distance instruction courses, levels 1-3 Support summer Nahuatl program in Puebla, Mexico

Offer Mam language courses levels 1-3

Publish open-access Nahuatl textbook with LAISA

*(Y1&Y2: write; Y3: publish online; Y4: publish hard copy)* Support annual Indigenous language pedagogy workshop for instructors with LAISA & Stanford CLAS

Support annual Nahuatl research conference with LAISA & UCLA Support LCTL working groups (Quechua & Language Revitalization) UCB Library acquisitions in Latin American Studies

Multi-day K-12 summer institutes

Disseminate research through Berkeley Review of LAS World History teachers create course sets

Meal map lesson plan focusing on Latin America (Y2: create) Societies of the Americas website provides for archaeology content in K-12 classrooms *(Y1: complete website; Y2-4: use resources)*

Collaborate with teachers to create environmental literacy tools Multi-day community college summer institutes

Create two Latin American Art History courses Course share Nahuatl and Mam with Laney College

Offer scholarships for Laney students to study Nahuatl in Puebla Continue awarding more than 75% FLAS for LCTLs

Provide professional training and connections to language schools Professional development & advising for graduate students

**Goal 1) To target critical national needs with students, scholars, policy makers, activists, and artists from the US, Latin America, and the Caribbean:** To do this, CLAS will focus on a diverse public program that highlights voices and perspectives from across the Americas. NRC funding would allow CLAS to continue offering up to 30 timely and intriguing public programs per semester. These events allow for discussions on current events and new

research, and result in publications and videos made available to a large online audience and materials for K-14 classes [AP1, AP2, NRC CPP].

The Latin American Writer in Residence program will support the visit of a writer in the emerging field of Indigenous language writers. The Writer in Residence would guest lecture in language and literature classes in the Department of Spanish & Portuguese, meet with students and faculty, and give public talks to the Berkeley community. This will be an opportunity to draw attention to an ascending or prominent Latin American author and add a degree of depth and complexity to the study of Latin American literature and culture on campus.

The CLAS event series “Novedades/Lançamentos: New Scholarship @ Berkeley” invites Berkeley Latin Americanist faculty to publicly discuss their new work with a colleague and a graduate student. This allows Berkeley faculty to share recent publications, and graduate students to gain experience in a professional setting. “CineLatino,” one of our most popular series, provides a significant connection to the broader community as well as to K-14 classrooms. We typically show four films per semester, with a focus on regional and thematic diversity. CLAS Event and Conference Grants provide support to CLAS-affiliated faculty and students to organize meetings, lectures, events, and conferences. CLAS provides the venue (in-person or online), the event production team, funding for honoraria or other expenses, and event recording. This important series ensures that CLAS represents new and varied topics and perspectives and responds to developments in Latin American scholarship [AP1].

CLAS assumes that future public events will be hybrid in-person and online. In the past cycle, we gained significant experience in engaging far-flung audiences through virtual events and purchased the necessary technology to be successful. While we are optimistically planning for in-person events in the next grant cycle, we are able to pivot to virtual or hybrid events.

**Goal 2) To increase enrollment and strengthen scholarship in less-commonly taught languages through new courses, library acquisitions, and campus resources:** To achieve this goal, CLAS is requesting NRC support for instruction and research in Portuguese, Nahuatl, Mam, and Quechua.

While Berkeley has historically supported informal Nahuatl groups, students have demanded for-credit Nahuatl language courses for years. In the last grant cycle, NRC funding allowed CLAS to offer credit-bearing Nahuatl courses. For this cycle, we propose to offer six semesters of distance-learning Nahuatl courses taught by native-language instructors through a partnership with the University of Utah and the Zacatecas Institute for Teaching and Research in Ethnology (IDIEZ). We also propose supporting the Berkeley Nahuatl Study Abroad program in Mexico.

Intended for Heritage Spanish speakers to deepen their spoken and written Spanish language skills and learn Nahuatl, this program helps students gain further appreciation of Mexican history and Nahuatl culture. It was originally scheduled for 2020, but was cancelled due to the pandemic. We look forward to supporting it in this grant cycle.

Through a partnership with Laney Community College, CLAS proposes to develop three levels of credit-bearing Mam courses for Berkeley students, with class meetings for Berkeley and Laney students hosted by CLAS [NRC CPP, FLAS CPP2]. Very few people are prepared to teach Mam to diverse US college students, and UCB is fortunate to have a trained instructor in the area. Henry Sales, a native Mam speaker, has led Mam language and culture workshops for years. He has participated in the Stanford University Indigenous Language Pedagogy training, and has worked closely with UCB linguistics specialists in developing his curriculum.

To deepen the impact of Indigenous language scholarship at UC Berkeley, we propose a number of additional activities. CLAS is a key member of the Latin American Indigenous

Language Alliance (LAISA), with Stanford University, the University of Utah, and the University of California, Los Angeles. Berkeley CLAS and our LAISA partners will 1) Host an annual academic Nahuatl Conference at UCLA for international scholars to present research on Nahuatl language and culture; 2) Offer three levels of Nahuatl instruction during the Academic Year (AY) through a shared distance-learning classroom, and a summer intensive program at the University of Utah [FLAS CPP2]; 3) Publish an open-source pedagogy textbook (in English) for first-year Nahuatl; 4) Organize an annual pedagogy workshop for instructors of Latin American Indigenous languages at Stanford, in partnership with the Stanford Language Center (SLC), focusing on methods, materials, and best practices in the Indigenous language classroom, including the development of curricula and the standardization of student learning objectives [AP2]; and 5) Fund the participation of Berkeley and Laney instructors and scholars in the Stanford workshop and the UCLA conference [AP2, NRC CPP].

CLAS proposes continued support for scholarship, activism, and revitalization of less- commonly taught languages through student working groups. The Andean Language and Culture Working Group promotes the study of Quechua language, and is one of the lead organizers of the annual Quechua Student Alliance conference (Quechua is a priority language, as identified by ED). The Language Revitalization Working Group was founded by students in the Department of Linguistics but has links across campus, to support the study and celebration of Indigenous Latin American languages. This group host popular events with a wide-ranging audience of local community members, students, faculty, and speakers of the highlighted languages.

The Berkeley Library is a key resource for monographs in Latin American languages. CLAS proposes to partially fund an expansion UCB’s collection of printed materials in Latin American studies and Indigenous languages of Latin America.

**Goal 3) To increase opportunities for K-12 teachers and enhance the impact of LAS and Berkeley resources in local educational institutions:** Based on past successes with PD providers, and taking advantage of new opportunities created by the pandemic, CLAS proposes K-12 outreach activities through partnerships with ORIAS and UCBHSSP.

|  |  |  |
| --- | --- | --- |
|  | ***Table 14: K-12 Outreach Activities (2022-26)*** | |
| **ORIAS** | **K-12 Summer**  **Institutes [AP2]** | * Multi-day trainings for K-12 instructors from many disciplines * International topic that includes themes from LAS |
| **Meal Maps [AP2]** | · Resources to trace the path of food products, labor, and technology through  space and time, all related to a Latin American meal |
| **Societies Americas**  **Website [AP2]** | · Resources prepared by archeologists about habitation of the Americas for the  past 15,000 years. |
| **UCBHSSP** | **Resources for**  **K-12 World History teachers [AP2]** | * Sets include an inquiry question, a set of primary sources, and a learning strategy * Materials would encourage critical inquiry of existing narratives and center voice and experiences of traditionally marginalized historical actors, exposing students to diverse perspectives |
| **Environmental Lit**  **Resources [AP2]** | · Source sets of specific examples of how to integrate environmental literacy and  the human/nature relationship into the study of the past. |

The 2018-2022 grant cycle was significantly disrupted by the Covid-19 pandemic. In the next cycle, the pandemic’s effects will continue to reverberate in education, especially in teacher- burnout and turnover rates, resulting in a less experienced workforce; highly heterogeneous skill- levels within classrooms as an effect of disrupted learning; and heightened need for new, relevant materials. In response to the current situation, CLAS proposes to support the following ORIAS K-12 programs that produce classroom-ready short lessons; small, close-knit learning communities; and enhanced focus on climate change and growing international illiberalism:

**K-12 Summer Institutes**: Annual three-day workshops on proposed themes of Global Climate Change: Beyond the Science Classroom (Y1), Envisioning the Future: Speculative Global Fiction (Y2), Climate and Migration (Y3), and Infrastructure and Society (Y4) [AP2].

**Meal Maps:** This program highlights a representative meal from Latin America, tracing the path of produce, labor, and technology through space and time. For example, chicken tamales in mole incorporates products from the Americas, Middle East, and Southeast Asia, plus

movements of labor and technology including the Islamic conquest of the Iberian Peninsula and the Spanish invasion of the Americas. Resources would include a map and an audio interview with a food historian and will be shared on the ORIAS website and at a national conference.

**Societies of the Americas Website**: Archaeological evidence traces the habitation of the Americas for over 15,000 years. Investigating the Indigenous past is necessary to understand world history. In the next grant cycle, ORIAS will bring four more archaeologists onto the Societies of the Americas project team, focusing on sites in Mesoamerica and Bolivia. Resources will be shared at a National Council for the Social Studies conference [AP2].

In addition to ORIAS activities, CLAS proposes to fund UCBHSSP to partner with teachers, school librarians, and scholars to create source sets that center the human relationship to nature, which will facilitate implementation of the course maps created during the previous grant cycle.

**World History Resources:** UCBHSSP will organize World History teachers will create resources including inquiry questions, primary sources, and learning strategies. Materials would encourage critical inquiry of existing narratives and center experiences of traditionally marginalized historical actors, exposing students to diverse perspectives [AP1, AP2].

**Environmental Literacy Tools:** California’s inclusion of environmental literacy in K-12 education has given UCBHSSP-affiliated teachers the opportunity to create specific lessons that integrate human/nature relationships into the study of the past [AP2].

**Goal 4: To expand the impact of international and area-specific educational opportunities for community colleges and Minority-Serving Institutions:**

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|  | ***Table 15: MSI and Community College Outreach Activities (2022-26)*** | |
| **CLAS** | **BRLAS [AP1]** | * Publication of new research on Latin America * Targeted dissemination and outreach to community colleges and MSIs |
| **Mam Courses**  **[NRC & FLAS CPP]** | * 3 levels of Mam for students at Berkeley and Laney College * Berkeley will provide financial support to Laney for course instruction |

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|  | **Nahuatl Summer Programs [NRC CPP]** | * One month study abroad program for Spanish-language heritage speakers * Academic content: Mexican history, Nahuatl language and culture * Scholarships for students from Laney College |
| **ORIAS** | **CC Summer Institutes [AP2, CPP]** | * Multi-day trainings for Community College instructors (most from MSIs) f * International topic that includes themes from LAS **[** |
| **CC Art History Courses [NRC CPP]** | · The creation of two Latin American art history courses at Santa Rosa Junior College |

Through partnerships with PD providers, Community Colleges, and MSIs, CLAS creates programs that serve Berkeley and partner institutions.

**BRLAS**: The *Berkeley Review of Latin American Studies*, published by CLAS, is an important tool for Community College outreach. It is a forum for diverse perspectives on the major issues of our times, including art, social change, migration, and human rights. CLAS often publishes multiple articles on the same theme to highlight new and diverse ideas and to put authors in public conversation with one another [AP1]. While K-14 educators already use the magazine, CLAS plans to promote it more broadly for use in community colleges and for incorporation into K-14 curricula development.

**Shared Courses:** This grant cycle, CLAS proposes two joint outreach initiatives with Laney College. The first is cosponsoring Mam courses at Laney, making them available to UCB students for credit. In addition to financially supporting the courses, CLAS will host class meetings for all students on the Berkeley campus. The second initiative is the Introduction to Nahuatl Language and Culture summer abroad program in Mexico. CLAS proposes to fund scholarships for Laney students to participate in this summer program, along with UCB students.

**Community College Summer Institutes**: Annual multi-day workshops focused on World History and Global Studies [AP2, NRC CPP]. An example of a past Summer Institute topic is past and present mass movements, which included a presentation on recent mobilizations in Chile by historian and CLAS staff member Janet Waggaman (CVs p21). The organizers of the Summer Institutes will give enrollment preferences to instructors from MSIs [NRC CPP].

**Latin American Art History Courses:** ORIAS will work in collaboration with Santa Rosa Junior College, an MSI, to create two Latin American Art History Courses, “Visual Arts from Central and South America from Colonial to Contemporary Times,” and “Mesoamerican Art Prior to 1492,” and shepherd them through the approval process. To achieve this goal, CLAS will work with the UCB library to provide access to online and print resources [NRC CPP].

**Goal 5: To increase LCTL-speakers through a comprehensive FLAS program.** FLAS fellowships will allow us to train the next generation of Latin America specialists. CLAS proposes to prioritize financial need and LCTLs in FLAS fellowship awards in the next cycle (more than 75% awards for LCTLs) [FLAS CPP1 & CPP2]. Support for new and existing language courses and increased collaboration with professional schools will promote FLAS to students from varied disciplines [FLAS CPP2]. (For more, see section H FLAS Criterion, p39.)

* 1. **Quality of Proposed Activities**

With over 350 academic programs, 130 academic departments, and 80 interdisciplinary research units, UCB is preparing the next generation of experts in regions, disciplines, and languages of national need. CLAS is the heart of Latin America on campus, linking the Berkeley community with K-16 educators and leading scholars, activists, policy makers, and artists from across the Americas. CLAS supports LAS at Berkeley, from the humanities to the sciences, and from the social sciences to the professional schools. In each of these areas, CLAS promotes diverse thought and brings together a range of perspectives, from Colombian environmental activist and presidential candidate Francia Márquez, to the UN High Commissioner for Human rights Michelle Bachelet, to award-winning photographer Susan Meiselas [AP1].

A CLAS-hosted visit of Chilean President-elect Gabriel Boric in early 2020 illustrates the ways in which CLAS integrates research, student advising, policy engagement, and outreach.

While at Berkeley, President Boric met with students and faculty from different departments to discuss elections in the US and Chile, the role of politics in public life, and his own career.

CLAS hosted a public event, as well as a lunch for affiliated faculty and students. This visit was followed by a virtual conference with UCB professor Paul Pierson to compare and contrast the elections in the US and Chile. In all events, CLAS created space for debate and engagement between Boric and the audience, highlighting many diverse perspectives. CLAS continues to strengthen academic linkages resulting from the visit [AP1].

## Reasonableness of Proposed Activities

Funding sought for proposed NRC activities represents only a fraction of the actual activities CLAS carries out every year. CLAS will leverage federal funds with university support, private contributions, and foundation grants to fund staff salaries and programs. We collaborate closely with and receive support from other campus units, including the VCRO and other NRCs, for new initiatives and course offerings. This facilitates increased teacher training opportunities and programs for students and faculty without increasing staff or administrative costs. Berkeley provides substantial support to LAS through funding for faculty, language programs, study abroad, and CLAS operations. CLAS has a strong track record in fundraising for student research travel grants and special programs that supplement the LAS curriculum.

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| ***Table 16: Project Reasonableness, Planned Use of Resources and Personnel*** | | | |
| **Project Area**  (Budget section) | **NRC Resources** | **CLAS Resources** | **Other Sources** |
| **Personnel** (1&2) | · Funds for partial salaries requested | · Existing staff structure covers most NRC project | * UCB provides website & IT services * UCB provides grant & financial support |
| **Travel** (3) | · Limited funds requested | * CLAS provides additional travel funds * CLAS procures grants for student travel | * UCB negotiates low travel rates and provides travel insurance to affiliates * Faculty have other travel funds and grants available |
| **Supplies & Operations** (4) | * Outreach & publicity funds * Funds for library acquisitions | · CLAS grants and endowments provide funds for supplies and operations | * UCB provides building, offices, venues, and maintenance * UCB provides financial and grant support * Library endowments provide funds for acquisitions from Latin America |

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| **Outreach** (5.A) | · Basic funds requested for outreach activities | * CLAS Outreach Coordinator works with K-14 institutions * Public program provides diverse resources for students and teachers | * Collaboration and resources leveraged with UCB to deliver outreach programs * ORIAS and UCHBSSP staff salaries * Existing partnership with other UCB outreach programs expands outreach delivery * Free use of library, museums, & space |
| **Courses** (5.B) | · Basic funds requested for course sharing collaborations with other  universities | * Latin American LCTL language courses organized by CLAS and meet at CLAS * CLAS funds language & area studies courses | * LAS courses in 36 departments & schools * Support from departments for course administration, & cross-listing * Development of Nahuatl program shared with other departments & LA Indigenous Language Alliance |
| **LAS Research Support** (5.C) | · Basic funds requested for student working groups & research  dissemination | * Staff-administered grant competitions * Dissemination of research using existing space and infrastructure | * GIAS & Grad Division administer FLAS * Major effort led by UCB to provide opportunities for underrepresented students LA library available to students & funded   primarily by UCB |
| **Publications & online** (5.C) | · Editing services for publications | * In-house design/editing * Online distribution | · Production and mailing costs subsidized by UCB funding |
| **Evaluation** (5.D) | · Basic evaluation funds requested | · Ongoing (NRC) program evaluation | * Cost-sharing w/ NRCs for NRC evaluation * VCRO reviews CLAS Program |

A significant portion of the NRC project budget is for personnel (Budget parts 1 & 2). UCB has excellent benefits options for staff and faculty, which are also reflected in the budget. A lean team administers CLAS and produces a large and effective set of programs. To support additional activities funded by NRC, CLAS will allocate a portion of existing staff members’ time to crucial NRC activities, such as outreach and program planning. While we expect NRC- related activities to take more than 50% of staff time, we are only asking for 50% compensation of appropriate staff members in the NRC budget.

The second major section of the budget goes towards activities related to outreach, LCTL instruction and scholarship, and research dissemination (Budget part 5). A key component of all of these activities is that they are realized through partnerships both on and off campus, sharing staffing, supplies, space, and other resources. All activity funding is supplemented by other grants and individual donors.

Funding for travel (Budget part 3) is necessary to strengthen ties between institutions in and

outside of the US. NRC funds requested for national and international travel are supplemented from the CLAS budget, as well as by faculty research funds from the university. Finally, funding in the supplies section (Budget part 4) covers acquisitions for the Berkeley library and outreach materials for public and educational events. (More on the budget in the Budget Narrative.)

## Long-Term Impact of Proposed Activities

CLAS programmatic strengths have been greatly aided by Title VI planning and support in the past, and we look forward to leveraging NRC and FLAS initiatives to expand our program, deepen its impact, and enrich instructional programs. In particular, we are growing a more extensive and targeted presence in critical areas such as instruction of less-commonly taught languages, outreach to K-14 educators, and events open to the broader community that highlight diverse perspectives from across the Americas.

Title VI funding will support courses and activities that have a significant and measurable impact on faculty and students at Berkeley. Students studying LAS at all levels take advantage of the Center’s activities, particularly public events, interactions with scholars, and FLAS Fellowships. The first major area of impact is the high-quality teacher training programs related to Latin America on campus, in the Bay Area, and virtually [AP2]. K-14 instructors will have access to Berkeley pedagogy and resources, improving lesson planning and curriculum design.

Second, the NRC project will result in the continued excellence and number of Latin America specialists trained at UCB and placed in government, education, business, and public sector jobs related to areas of national need [AP1]. Through the Center’s NRC projects, faculty, students, and the local community will engage with new ideas, events, and courses related to Latin America. Through a partnership with LAISA and Laney Community College, UCB will strengthen its role as a regional leader in the study and teaching of Nahuatl and Mam [NRC CPP,

FLAS CPP2]. Investments in faculty and staff development, as well as exchanges with Latin American scholars and institutions, will result in productive interactions and an exceptional, sustainable community. These activities will increase opportunities for students from UCB and beyond. Title VI funding will allow Berkeley students to become fluent in LCT Latin American languages [FLAS CPP2], delve into critical research topics, and impact the region and the world.

# NRC COMPETATIVE PREFERENCE PRIORITY

To accomplish invitational priorities, we are collaborating with Laney Community College in Oakland, CA to provide access to Nahuatl and Mam courses to more students. We are also partnering with numerous community colleges (almost all of which are MSIs) in the varied professional development programs offered to local educators and community college districts.

This is done through Berkeley PD providers ORIAS and UCBHSSP, as well as the Stanford Indigenous Pedagogy workshops. The proposed CLAS NRC project would not be possible without partnerships with Community Colleges and Minority Serving Institutions in the Bay Area and around the nation.