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# List of Abbreviations

AAU: Association of American Universities

ACTFL: American Council of the

Teaching of Foreign Languages

AP: Absolute Priority

ASC: Area Studies Center

AY: Academic Year

BA: Bachelor of Arts

CC: Community College

CEAS: Center of East Asian Studies,

KU

CEU: Continuing Education Units CLACS: Center for Latin American &

Caribbean Studies, KU CLAS: College of Liberal Arts &

Sciences

CODL: Center for Online Distance

Learning

COIL: Collaborative Online

International Learning

CPP: Competitive Preference Priority CR: Costa Rica

CREES: Center for Russian, Eastern

European & Eurasian Studies

CSL Center for Service Learning C&T: Curriculum & Teaching

CTE: Center for Teaching Excellence DC: Donnelly College

DEIB: Office of Diversity, Equity,

Inclusion, and Belonging DGS: CLACS Director of Graduate

Studies

Ed : School of Education EGARC: Ermal Garinger Academic

Resource Center, KU FLAS: Foreign Language & Area

Studies

FY: Fiscal Year

G: Graduate

GIST: Global & International Studies, KU

IPA: Integrated Performance Assessments

ISP: Indigenous Studies Program, KU

JCCC: Johnson County Community

College, Overland Park,KS

KC: Kansas City

KCKCC: Kansas City Kansas Community College

KS: Kansas

KU: University of Kansas in Lawrence, Kansas

KUIA: Office of International Affairs, KU

KUL: Library Systems, KU

LA: Latin America & the Caribbean LAC: Latin American Studies Course

Designation, KU

LAS Latin American & Caribbean

Studies

LAGO: Latin American Graduate Organization

LCTLs: Less Commonly Taught Languages

MA: Master of Arts

MCCKC: Metropolitan Community

College of KC

MSI: Minority Serving Institution NGO: Non-governmental Organization NRC: National Resource Center

OAS: Organization of American

Studies

OPI: Oral Proficiency Interview

PhD: Doctor of Philosophy

SCH: Student Credit Hours

SLP: Spanish Language Program S&P: Department of Spanish &

Portuguese, KU

SPLAT: Spanish, Portuguese & Latin

American Library Collection

T: Table

TA: Teaching Assistant

U: Undergraduate

UCR: University of Costa Rica YR: Year

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| --- |
| **Table A1: KU Highlights** |
| Founded 1865, Research 1 (Carnegie) |
| Member of AAU (1909) |
| 27,685 students, 8,000 grad, 2,786 faculty  on 5 campuses |
| 65 nationally ranked graduate programs |
| Ranked 58th overall, 30th Most Innovative public, and 24th Best Value public university (*US News & World Report* 2022) |
| 39 languages taught |
| 2,015 international students from 110 countries, ranked 29th by Open Doors |
| 27 Rhodes Scholars |

Caribbean Studies (CLACS) has been a pillar

of international education for over a half century. CLACS faculty rank in the top 10% of US area and ethnic studies departments on multiple metrics in Academic Analytics (**AAD 2020) (T At; Ct, pt0**). KU supports AS activities in online and classroom teaching,

career advising, linkages to international partners, research funding, area-specific library resources, outreach, scholarships, and study abroad (**T A2, pt; A3**). The KU Core requires

|  |  |
| --- | --- |
| **Table A2: KU Support Structures for Area Studies** | |
| **Entity** | **Services** |
| Applied English Ctr (AEC) | Accelerated English for international students |
| Career Center | Resources on careers, career preparation, courses on careers abroad, CV & interview training |
| Ctr for Digital Research in the Humanities | Regional hub for digital innovation, training grants, conferences |
| Ctr for Global & International Studies (CGIS) | Academic, career, & outreach unit for global issues |
| Ctr for Migration Research | Grants, nexus for interdisciplinary research on migration |
| Ctr for Online & Digital Learning (CODL) | Implementation of online & digital courses |
| Ctr for Teaching Excellence (CTE) | Pedagogical innovation, nexus for instructional sharing, improvement grants, curricular design & annual evaluation |
| The Commons | Funding, facilitation, and diffusion for innovating interdisciplinary inquiry |
| Ermal Garinger Academic Resource Center (EGARC) | instructional support & materials, pedagogy development, technological advice & implementation, course design |
| Hall Center for the Humanities | Funded seminars, research grants, community engagement, distinguished speakers |
| Indigenous Studies Program | Academic program & outreach for global indigenous students |
| Institute. for International & Global Engagement | New umbrella coordinating unit for all 5 area studies centers, grants, outreach |
| Institute for Policy & Social Research | Research center for social scientists focusing on social problems & policy |
| International Short Programs (ISP) | Intensive on-campus programs for intern. students & faculty |
| Latin American Graduate Student Org. | Cross-campus organization for grad students interested in LA |
| Office for International Affairs (KUIA) | Intern. Students, scholarships, study abroad, institutional partnerships, cross-entity coordination, UG certificates |
| Spencer Art Museum | Over 2500 LA pieces from 21 countries |
| Spencer Research Library | Rare collections, many from LA |
| Study Abroad & Global Engagement (SAGE) | Facilitation & management of study abroad, linkages with US & international institutions, scholarships |

students to take at least one course with international cultural content. Ample support is provided to our center and LA studies across campus. Fully funded CLACS staff positions include the Director, Associate Director/Director of Graduate Studies, Director of Undergraduate Studies, Outreach, Events & Office Manager, Assistant Director/Outreach Coordinator, Communications/ Outreach Assistant, a GTA, and contracted instructors. The center has its own office suite, seminar room and kitchen for event preparation. KU has 19 existing partnerships in LA: Argentina (1), Brazil (3), Chile (2), Costa Rica (1), Ecuador (1), Mexico (7), Paraguay (2), and Peru (2). The KU-UCR institutional partnership is the oldest in the hemisphere, with over 3,400

U.S. students studying at the UCR via KU and 279 Costa Ricans earning KU degrees. The Dean's Office, Provost's Office, and other units contribute funds to K-12 educator workshops, lectures, conferences, and symposia open to the public at $1,500 / yr. The KU Libraries

houses Spanish, Portuguese, Latin American & Caribbean collections (SPLAT) managed by one

|  |  |  |  |
| --- | --- | --- | --- |
| **Table A3: Non-NRC Financial Support for LA (AV 2020-2021)** | | | |
| Affiliated faculty salaries (KU paid) | 5,556,220 | Graduate Student Travel / Research Funding for LA (CLACS and Tinker) | $15,000 |
| Affiliated faculty salaries (grant paid) | 132,486 | Study Abroad Financial Aid for LA Travel | 80,680 |
| GTA salaries | 699,473 | CLACS Faculty external grants | 617,817 |
| GTA tuition waivers | 358,023 | CLACS Faculty travel funds | 9695 |
| CLACS outreach, communications, staff, student assistants | 94,364 | University support staff & faculty | 315,157 |
| CLACS OOE, supplies, promotion, instructional technology | 7,419 | \* All salaries include fringe. Univ support staff & faculty represents estimated CLACS portion only. | |

full-time faculty librarian, a specialist, and student assistant (**F, p23; T Ft& F2, p23-24**). A 2021 American Council on Education comprehensive study of KU's international resources concluded that "[leveraging] KU's National Resource Centers [should be] a central part of

institutional internationalization strategy." Our Provost has allocated an additional $321,807 / annually to ASCs to create a new Institute for International and Global Engagement.

1. **Quality of Language Instructional Program: *(I) Extent of Language Instruction & Student Enrollment:*** KU and CLACS Language Programs offer instruction in: 1) Spanish, 2) Portuguese,

3) Haitian Creole, 4) Kaqchikel Maya, 5) K'iche Maya, 6) Miskitu 7) Quechua, 8) Yucatec Maya, and 9) The Structure of Tlapanec (Me'phaa) in the coming grant cycle (**T Bt**). We will create an introductory-level course in 10) Guarani. Portuguese, Kaqchikel, Haitian Creole,

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Table B1: Language Courses and Enrollments (2018-2022)** | | | | | | | | |
| **Language** | **AV 2018-2019** | | **AV 2019-2020** | | **AV 2020-2021** | | **AV 2021-2022** | |
| **Course Sections** | **Students** | **Course Sections** | **Students** | **Course Sections** | **Students** | **Course Sections** | **Students** |
| Haitian Creole | 2 | 16 | 10 | 31 | 9 | 39 | 9 | 34 |
| Kaqchikel Maya | 2 | 7 | 15 | 27 | 13 | 36 | 10 | 18 |
| K'iche' Maya |  | | 6 | 21 | 4 | 6 |  | |
| Miskitu | 2 | 5 | 2 | 18 | 2 | 11 |  | |
| Portuguese | 15 | 71 | 16 | 83 | 17 | 116 | 10 | 57 |
| Quechua |  | | | | 2 | 2 | 2 | 6 |
| Spanish | 177 | 3131 | 193 | 3241 | 212 | 3411 | 188 | 2907 |
| Tlapenec |  | | | | | | 1 | 8 |
| Yucatec Maya |  | | | | | | 10 | 27 |

Quechua, and Guarani are federal priority languages. All our LCTLs except Tlapanec will have online versions, thanks to Title VI funding and assistance from KU's Center for Online & Distance Learning (CODL), Center for Teaching Excellence (CTE), and the Ermal Garinger Academic Resource Center (EGARC). ***(2) Depth and Breadth of Language Training***: Each year, Spanish, Portuguese, Haitian Creole, Kaqchikel, K'iche, Miskitu, and Yucatec, are available at elementary, intermediate, and advanced levels. Quechua is offered at elementary and intermediate levels in the summer (**Apx A**). Language courses are offered for credit at both the

graduate and undergraduate levels, and Spanish and Portuguese (S&P) courses are offered at the PhD level. The variety and depth of offerings in S&P have always attracted robust enrollments at all levels. Enrollments in the other LCTLs have been smaller but growing steadily, partly due to students from 10 universities and 3 independent students enrolling in online Kaqchikel and Yucatec courses, and students from 24 colleges and universities and one high school attending language tables (**T Gt, p27**). S&P courses are offered for the professional schools. This summer CLACS will fund online "Medical & Anatomical Spanish." KU's *Community Tool Box*, designed by Vincent Francisco and used by millions of people around the world in public health and development, has been translated entirely into Spanish (**APt**). CLACS also developed online "Spanish Language and Culture for Business" and "Portuguese Language and Culture for Business," which are offered in S&P. Another Title VI/CLACS-developed course, "Spanish for Heritage Speakers," was created for heritage learners who typically place in intermediate level courses although they lack Spanish literacy. This course is now fully funded by the S&P curriculum. We have also designed an online version of LAC 332 "Language and Society in Latin America," taught by Laura Herlihy with a special module on the Miskitu language and culture. Herlihy's summer Miskitu field school, which attracts students from other universities, is scheduled to be taught this summer (COVID prevented offering it in the past two summers) and includes 3 credits of Miskitu instruction with a native Miskitu assistant. ***(3) Sufficient Language Faculty & Training***: **I.** Emily Tummons teaches 2 courses on Kaqchikel and 2 on Yucatec per semester with language assistants; in summer, she introduced 2 courses on Quechua with the help of a Quechua teacher in Bolivia. In 2021 alone, her courses attracted 59 enrollees (**T Bt, p3**). Ignacio Carvajal teaches K'iche' at all levels in S&P. Dr. Jowel Laguerre teaches Haitian Creole at all levels online, enabling him to serve students off-campus. Herlihy teaches Miskitu in

the summers and on demand. S&P includes 13 Tenured/Tenure Track (T/TT) faculty, 1 non- tenure-track Assistant Professor, and 11 lecturers; 12 of these 25 have Hispanic heritage. S&P's most recent hire, K'iche Maya expert Ignacio Carvajal, was seeded by our current NRC grant. S&P funds all its graduate students (an average of 25 TAships/year), and in the last grant cycle also supported 2 CLACS graduate students. Professors Antonio Simoes and A. Luciano Tosta, 1 lecturer, and 2 TAs teach Portuguese, and S&P currently has 3 finalists for a lecturer/coordinator position. **II.** All language instructors and TAs regularly attend pedagogy conferences and workshops (**AP2**). The CTE supports faculty and TAs through course transformation grants, conferences, workshops, discussion forums, faculty convocations, instructional resources, and teaching awards for individuals and departments. CTE also partners with the KU Office of Diversity, Equity, Inclusion & Belonging (DEIB) on workshops for TAs and faculty on topics including "Adopting Inclusive Teaching Methods," "Creating an Inclusive Climate,"

and Leading Difficult Discussions." CLACS, in fact, has helped CTE design some of these. Emily Tummons, who minored in Education and received her MA from Maya language acquisition expert Cliff Pye, continually applies new techniques in her Kaqchikel, Quechua, and Yucatec courses. Since 2019, she completed a Modified Oral Proficiency Instruction (MOPI) training via EGARC (sponsored through ACTFL) and 3 CTE faculty workshops that greatly transformed her teaching methods. She recently won a $1500 training grant from CTE for teaching diverse students and has been asked by UCLA to be Project Leader for an indigenous languages training workshop series and by Michigan State to write a chapter on LCTL pedagogy in an edited volume. Laura Herlihy also completed MOPI certification in 2019 and served on KU's Critical Languages Committee (CLC) from 2014-21. CLC members met biweekly, set curricular milestones, attended each other's classes, had formal discussions and demonstrations

of teaching, and trouble-shot issues pertaining to students taking LCTLs. Dr. Laguerre, our Haitian instructor, passed the MOPI certification in 2020. In S&P, all new lecturers and TAs must pass through the Spanish Language Program (SLP). They participate in a one-week orientation in which they are introduced to pedagogical approaches. TAs complete a 3-credit grad seminar on Teaching Spanish in Institutions of Higher Learning (SPAN 801) during their first semester of teaching. Upon successful completion, instructors 1) demonstrate conceptual knowledge related to task-based, critical cultural content-driven & literacy-based approaches to language teaching and learning that culminate in Integrated Performance Assessments (IPAs); 2) relate this knowledge to various classroom teaching and learning situations; 3) apply this knowledge in preparing course tasks; 4) navigate and apply established and emerging technologies to the course tasks; and 5) apply conceptual knowledge to reflect on their teaching. All SLP instructors participate in a rigorous, iterative class observation program. Instructors must observe experienced instructors and their own peer group throughout their tenure. SLP director, Amy Rossomondo, observes new instructors mid-way through their first semester; in subsequent semesters course coordinators observe TAs and lecturers with supervision Rossomondo.

Observations are followed by structured conversations that promote self-reflection to identify areas for improvement and to develop a plan of action. The director continues to work with instructors through practicums (SPAN 802) to develop their understanding of curricular design, formative and summative IPA, and the integration of their own research areas into pedagogical materials that promote linguistic development and critical cultural literacy; this work culminates in the creation of learning modules that are included in the program's collaboratively created, open-access curriculum, *Acceso*, which has become a national resource connecting pedagogical and learning communities. *Acceso* deploys interactive, media-rich materials for students and

broad support for instructors. Advanced PhD students in S&P have opportunities to teach at more advanced levels (major- and minor-level courses) and to collaborate with

course coordinators to gain experience managing multi-sectioned courses and program-level assessment. Finally, TAs and lecturers complete annual self-evaluations, through which they reflect on their pedagogical development, their performance as members of our instructional team (including their student course evaluations) and any challenges they have experienced over the course of the academic year. S&P provides feedback on these and works with TAs on individual issues or reviews policies and procedures based on common areas identified.

TAs trained in the SLP have won university-wide teaching awards every year but two since 2009. ***(4) Performance-Based Instruction, Adequacy of Resources, & Language Proficiency:* I.** 1st and 2nd yr Spanish language curriculum focuses on the development of communicative abilities, critical cultural literacy, and intercultural sensitivity. The curriculum integrates a highly interactive digital learning environment for intermediate level students of Spanish; desired learning outcomes reflect the goal of developing foundational "transcultural and translingual competence" included in the MLA's 2007 report on foreign languages in 21st-century higher education. The Spanish Learning Center is using *Contrasena* (https://lingrolearning.com/

courses/contrasena), an online text co-authored by Rossomondo. S&P language students are

evaluated using IPAs that incorporate cultural learning with the development of communicative abilities. In addition, both CLACS and S&P encourage majors to spend a semester in a Spanish or Portuguese-speaking country. SAGE is central to language study and provides on-the-ground opportunities for language practice abroad. Students often choose a KU program in Argentina, Brazil, or CR. KU offers "Language and Culture in Salvador, Brazil," where students live with host families. **II.** EGARC, founded in 1965 as the KU Language Laboratories, supports CLACS

in its focus on the integration of technology into language pedagogy. In addition to housing a collection of some 14,000 items in more than 60 languages, EGARC contains 2 active learning classrooms, a computer lab, a media-enhanced conference room, and a soundproofed recording studio. Director Jonathan Perkins is President of the Midwest Association for Language Learning Technology and on the editorial board of the FLTMag, a publication of the International Association for Language Learning Technology. In recent years EGARC has taken on a larger role in grant projects, including KU's Language Training Center as well as Project Global Officers, which provide language and cultural training to active-duty military officers and to ROTC students, respectively (**APt**). EGARC is also home to the Open Language Resource Center (OLRC), a Title VI National Language Resource Center that focuses on the creation of Open Educational Resources (OER) for the study of the languages. Among its projects

are *lmanalla*, a complete curriculum for introductory Quechua, and *Acceso*, the award-winning curriculum for intermediate Spanish that recently released in its 2nd online edition. *Acceso*, available at no cost to other institutions (https://acceso.ku.edu/) had an average of 11,628

users per week in 2021, 57% from LA countries where teachers and professors use its cultural, historical, and geographical sections for non-language instruction. It also hosts the Language OER Conference, an online conference that brings together creators and adopters to share best practices and new OER projects, and it facilitates a range of professional development activities, including ACTFL workshops on assessment protocols like the Oral Proficiency Interview (OPI). Regarding proficiency assessment, the SLP archives students' first-year coursework in a portfolio system, which allows them to view and comment on each other's work. In second-year courses, oral exams and the capstone research project, which has both a written and

oral component, provide evidence of student learning in the domains of interpersonal,

interpretative, and presentational language use for the purpose of program evaluation. While the SLP does not administer OPIs due to expense and lack of articulation with overarching curricular goals, the program maps the results of internal assessment instruments onto the ACTFL

scale. **III.** S&P is in the process of further strengthening its Portuguese program with a current search for a new Portuguese lecturer/coordinator to start Fall 2022. Dr. Antonio Simoes created an open-access textbook for advanced learners of Brazilian Portuguese, *Baticum!* (https://kuscholarworks.ku.edu/handle/1808/10531?show=full). **IV.** The Institute for Haitian

Studies digitized Prof. Emeritus Bryant Freeman's reference works and teaching resources, including his online English-Creole dictionary, medical dictionary, medical phrasebook, guide to survival in Creole, handbook of Haitian folk medical beliefs, and conversation manual with audio examples, as well as an abridged version of Jacques Roumain's *Chita pa bay*. In the wake of Haiti's 2010 earthquake, the software company *Ultralingua* converted the medical phrasebook into a free iPhone app that has become a standard resource for foreign medical personnel in relief efforts. Funding through the library supported the development and completion of an Open Access Textbook in Haitian Creole, but its publication has been delayed by the pandemic. Dr.

Laguerre has developed assessment tools like speaking and writing assignments and rubrics to measure learning outcomes for Haitian. **V.** For Kaqchikel, Quechua,and Yucatec, Tummons and her native speaker assistants have developed assessment tools including speaking and writing assignments and rubrics to measure learning outcomes. The KUL has a website with links to Tummon's Kaqchikel resources, including a SoundCloud site with 27 audio modules. We will support her development of such resources for Quechua and Yucatec. **VI.** Laura Herlihy has online, open-access language resources for teaching Miskitu, including an operetta replete with songbook, transcriptions, and translations for intermediate and advanced Miskitu levels, and a

Miskitu language grammar and workbook designed to assist Miskitu learners. **VII.** For K'iche', Prof. Carvajal regularly attends the Stanford Indigenous Languages of Latin America Workshop and has been invited to its steering committee.

# Quality of Non-language Instructional Program

***(I) Quality & Extent of Course Offerings across Disciplines:*** KU and CLACS prioritize research, experiential learning, and study abroad for undergraduates. The KU Center for Undergraduate Research awards small grants and holds public symposia each year, and the Center for Service Learning (CSL) provides resources for students and faculty. Between 2018- 2022, our LAC-numbered courses and

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table C1: Recent Breadth & Depth of LA Courses, FA20- FA21** *(A = LA focus; B = some content)* | | | | | | | |
| **DISCIPLINE** | **A** | **B** | **DISCIPLINE** | | **A** | | **B** |
| African & African- American Studies | - | 4 | Honors | | 1 | | 3 |
| American Studies | 1 | 8 | Humanities | | - | | 1 |
| Anthropology | 5 | 5 | IndigenousStudies | | - | | 3 |
| Biology | - | 1 | Lat. Am. Studies | | 24 | | - |
| Business School | 1 | 19 | Lib. Arts & Sci. | | - | | 4 |
| Curriculum & Teaching (Ed.) | - | 2 | Law | | - | | 8 |
| Dance | 0 | 2 | Linguistics | | - | | 4 |
| Medical School | - | 7 | Music | | 1 | | 4 |
| Economics | - | 4 | Political Science | | 2 | | 12 |
| English | 1 | 1 | Portuguese / Brazilian Culture | | 6 | | 7 |
| Environ. Studies | 1 | 16 | Psychology | | - | | 1 |
| Film & Media Stud. | - | 1 | Social Work | | 2 | | - |
| Geography | 1 | 16 | Sociology | | - | | 15 |
| Global & Internat'l. Studies | 1 | 19 | Spanish (Hispanic Lit. & Culture) | | 27 | | 7 |
| Haitian Studies | 9 | - | Women, Sex, & Gender Studies | | - | | 2 |
| History | 3 | 5 | **TOTAL** | **86** | | **280** | |

their crosslists averaged 527 SCH/year. Across the KU curriculum, LA content courses exhibit interdisciplinary breadth and disciplinary depth (**Apx A**) (**T Ct**). LAC-numbered undergrad and grad courses integrate methodologies from diverse disciplines. CLACS has made the strategic decision to integrate its academic programs beginning next year with those of Global & International Studies (GIST) to take advantage both of its rigorous interdisciplinary multi- methodology course, GIST 610, and its offering of broad global contexts for specialized regional study. CLACS is hopeful that this move will attract greater numbers of majors and graduate students to LAS. S&P has very broad and deep course offerings, taught by award-winning

professors. Anthropology, with 7 faculty (by August 2022) who conduct research in Latin America, has notable disciplinary breadth and depth regarding indigenous people of LA. Environmental Studies, GIST, and Business are robust in providing courses on international / global topics that include significant LA content. The Business School has launched a co-major and minor in international business for Business students. The co-major requires 4 semesters of language or a semester study abroad. The minor requires a shorter study abroad or at least 1 semester of foreign language. The program has proven popular, with the number of students doubling from 2020 to 2021. LA content courses are offered in the Schools of Law, Social Welfare, Ed., and Music. ***(2) Depth of Specialized Courses in Subject Area Disciplines:* I.** While CLACS courses cover all LA countries, KU possesses unique strengths and institutional relationships in Central America, Mexico, Brazil, Paraguay, and the Caribbean (**Apx A**).

Students from a variety of majors and graduate programs develop a LA concentration with 9 or more credit hours in LA content courses. Strength in the history and cultures of indigenous peoples is pronounced, often culminating in study abroad programs that interact with indigenous LA communities and support partnerships with KU's Indigenous Studies Program (ISP). All complement our LCTL instruction and meet the Absolute Priority on diverse perspectives (**APt**). Grad students with LA expertise frequently do collaborative research with indigenous peoples.

Recent CLACS research award recipients have lived in a Miskitu community in Nicaragua, examined the role of indigenous territories in rainforest conservation in CR, recorded Kaqchikel women's economic contributions in Guatemala, studied indigenous subsistence in Honduras, explored urban indigenous identity in Mexico, and investigated threats to Garifuna rights in Honduras and Belize. ISP offers a grad certificate and 800-level interdisciplinary grad course with LA content. Anthropology offers the LAC-cross listed courses "Indigenous Traditions of

Latin America," "Indigenous Development in Latin America," "Peoples of the Rainforest," "Peoples of S. America," "Genocide & Ethnocide," "Prehistory of Mexico & Central America," "The Ancient Maya," "Ancient American Civilizations: The Central Andes," "Ancient Central America," and many other courses with some LA indigenous content. In political science, CLACS funds an instructor to teach "Politics in Latin America" every year, and "Theories of Politics in Latin America," **"**Political Dynamics of Latin America," and "Politics of Development: Latin America, Africa, and Asia" are offered regularly. **II.** Study Abroad is a top priority at KU. KU is ranked 23rd in the nation among research institutions for sending undergraduates abroad. The KU chapter of Engineers Without Borders (EWB) has an on-going project in Bolivia, which our faculty have supported with cultural training. The EWB Sunflower Professional chapter, founded by Brent Metz and professional engineers in Topeka and Lawrence, has provided both clean water to poor Ch'orti' Maya communities and research and experiential opportunities for KU and Wichita State students participating in Metz's biannual field school. The School of Business offers Supply Chain Management programs in Brazil and Panama, which teach about local culture while visiting companies and learning about shipping through the Port of Santos and the Panama Canal. These clearly serve a national need, particularly during the pandemic (**APt**). Business Practices in LA for accounting students is taught at UCR and a new program for management students is planned. **III.** One of the most enduring, highly selective study abroad programs is the annual travel writing honors course in Costa Rica. Marine Biology in Roatan is also offered biannually during winter break. Our proposed field schools would further foster interest in LCTLs (**T G4, p30; D.4, 20; I., p37; T It, p40**). ***(3) Teaching Faculty & Pedagogical Training for Instructional Assistants*: I.** CLACS

has 51 Core faculty whose primary research and teaching focuses on Latin American and the Caribbean, and 52 affiliated faculty who done some research in, teach about, or both for

the region (**Apx C**) (**T C2; C3**). CLACS Core faculty hires during this cycle include Masterson-Algar (S&P), Carvajal (S&P), and Vera, (Political Science). Among the notable Core faculty, Peterson is ranked by Reuters as one of the top 1000 scientists in the world on climate change. Wong is an award-winning ethnomusicologist in the School of Music. In Film and Media Studies, Falicov's work on film festivals in LA has enriched KU's research profile and outreach efforts. In History (ranked 20th among national public universities),

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| **Table C2: Academic Analytics (2016-2020) metrics for ranking KU CLACS in the top 10% of US area & ethnic studies departments** |
| # Faculty with an Award |
| # Faculty with Federal Grants |
| # Faculty with Citations |
| Total Articles |
| # Faculty with Published Book |
| Citations per Faculty Member |
| Articles per Author |
| # Faculty with an Article |
| Articles per Faculty |
| Total Citations |
| Citations per Publication |
| # Federal Grants |
| # Books |

Schwaller (Colonial Latin American and Caribbean section editor

for *History Compass*) and Kuznesof offer courses on Central America, Mexico, the Caribbean, Brazil, and South America in addition to basic surveys of the region. In Anthropology, besides the 9 LA indigenous-specific courses mentioned above, Metz teaches other courses on popular culture and politics in Mexico and Central America, Dean teaches "The Colonial Experience" and "Anthropology of Violence," and archaeologist Hoopes is former Greenleaf Distinguished Chair in Latin American Studies at Tulane. Anthropology's

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| **Table C3: CLACS Affiliated Faculty Breadth** | |
| Humanities | 38 |
| Social Sciences | 26 |
| Natural Sciences | 9 |
| Art, Music, Dance, Film, Theater | 13 |
| Professional Schools | 17 |
| **Total** | **103** |

"Peopling of the Americas" focus is considered by many geneticists and archeologists to be the best in the nation. In Geography, Peter Herlihy teaches about indigenous peoples, conservation, and participatory mapping in CA. In Sociology, Najafizdeh teaches on

issues of women in the developing world, notably Costa Rica. In Political Science, Reich focuses on Brazil, Vera on democracy and corruption in Latin America, and instructor Erlingsson teaches

"Politics of Latin America." In Business, Birch teaches international business strategy, trade, and regional integration in LA, while Anderson focuses on LA financial markets and real estate. In English, Caminero-Santangelo, former Smithsonian Institution Research Fellow, teaches courses on the migration experience and on trauma/testimony in LA, and Giselle Anatole teaches Afro- Caribbean fiction. **II.** Pedagogy training is mandated for all KU teaching assistants prior to entering the classroom. This is coordinated by the highly regarded CTE. In addition, KU departments provide discipline-specific training regarding departmental expectations, teaching techniques, and appropriate classroom behavior and assign faculty mentors for TAs and new assistant professors. CLACS has fine-tuned a mentoring/pedagogy system in which a TA co- teaches LAC 100 with a professor in the fall and then teaches it alone in the spring with the professor's oversight. The results have ensured consistency while allowing the TA leeway to incorporate their own interests. CODL assists with online course development, including guidance in best practices for online pedagogies. ***(4) Interdisciplinary Undergrad & Grad Courses:*** KU and CLACS are committed to interdisciplinary coursework (**Apx A**). CLACS BA and MA require interdisciplinary courses, staffed almost entirely by tenure-track faculty. Our interdisciplinary seminar for grad students, LAC 701, fosters collaborative, interdisciplinary teaching and learning and is tailored to leverage the intellectual strengths of the KU faculty around a specific theme; it was redesigned in 2018 to further emphasize interdisciplinarity, with a course "facilitator" and units taught by professors from anthropology, cultural studies, psychology, geography, ecology and evolutionary biology, business, and law. Our introductory course for the major, LAC 100: "LA Culture and Society," cross-listed with HIST 124, is also interdisciplinary and fulfills a KU Core requirement; its enrollment average is steadily climbing due to the new online option, as about 100 students took it per academic year up to AY 2020-21,

while 224 enrolled in Spr21 & Fa21. We promote LAC 100 as a gateway course, including designing an online version with Title VI funding. This strategy has been effective, with 72% going on to take at least one additional LA content course from 2008-2020. LAC 300 "Interdisciplinary Themes in LAS" for CLACS majors and minors, explores key issues from multiple disciplinary angles. We developed LAC 300 and LAC 332 into online courses, boosting enrollments. CLACS requires an interdisciplinary capstone course, LAC 550, to help majors integrate knowledge and methodologies. The options of co-majors, double majors, and concentrations further increase interdisciplinary opportunities. Many electives are also multidisciplinary and draw students from different departments; Metz's CLACS 561/ANTH 561/IND 801 "Indigenous Development in Latin America" attracted grads and undergrads from Indigenous Studies, LA Studies, S&P, Geography, GIST, Anthropology, Political Science, and American Studies in Fall 2021.

1. ***Quality of Curriculum Design:*** CLACS undergraduate programs include a major and 2 minors - 1 general and 1 in indigenous studies. In coordination with CTE, CLACS has implemented a multi-year plan for assessment of its major by evaluating: 1) students' senior thesis (the final assignment of LAC 550) to track proficiency and mastery of interdisciplinary research and writing; 2) the degree to which our introductory course succeeds in teaching students how to distinguish between different disciplinary approaches to LA and articulate an interdisciplinary approach to a research question; and 3) learning outcomes as students pass through the core sequence of the major (LAC 100, 300, 550). The assessment regimen helped us revise the structure and content of LAC 100 and tailor the instruction offered to students in LAC 300 and 550. To help incoming students transition to college, CLACS offers a small first year seminar,

LAC 177, on different LA topics taught by experienced faculty. CLACS courses that fulfill KU Core (general ed) requirements are reviewed on a rotating basis annually by the University Academic Assessment Committee, which compels plans for addressing any detected weaknesses. ***(Ia) Incorporation & Appropriateness of Area Undergraduate Content:*** Curriculum for CLACS majors/minors ensures language proficiency, multi-disciplinary exposure, disciplinary depth, methodology instruction, and opportunities for study and research abroad. Curricular strengths include mutually supporting programs such as Environmental Studies, GIST, Indigenous Studies, S&P, Anthropology, and History. CLACS is improving its interdisciplinary U major & minor by incorporating 3 courses from

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| **Table D1: New CLACS major requirements** | | |
| **Core Requirements**: | 9 hrs, 3 courses | |
| 1. LAC 100 Latin American Culture & Society 2. LAC 300 Interdisc Themes in Lat Amer Studies   / GIST 610 Interdisc Methods in Intern Studies   1. LAC 550 Capstone Course in Latin Amer. Studies / GIST 698 Capstone in Interna. Studies | | |
| **Disciplinary Breadth & Depth**   1. 9 hrs x 2 disciplinary groups (18 hrs) 2. 6 hours electives 3. 9 hours max at 100-200 level | | 24 hrs, 8 courses |
| **Disciplinary Groups**: Anthropology; History; Spanish American Literature & Culture; Brazilian Literature & Culture; Music; Film; Arts; Geography & Environment; Politics, Society, Business & Economy; Transatlantic & Transnational; Latino/a & Caribbean Literature; Methodology & Theory (no more than 6) | | |
| **Total Non-Language** (min) | | **33** |
| **Language Requirement**: Intermediate-level proficiency (4 courses, 12 hrs) or equivalent of Span, Port, Haitian Creole, Kaqchikel, K'iche, Miskitu, Quechua, or Yucatec, | | |

GIST and absorbing the students from its existing Latin American Track (**T Dt**). GIST was formed 15 years ago to serve students and faculty interested in geographies outside the four ASCs and in topics that span the globe, such as climate change. Its LA track, with fewer LAS requirements than the CLACS' major, drew majors away from CLACS. Now we will consolidate the two majors, maintaining CLACS standards for LAS content while allowing students to count GIST careers (GIST 220), interdisciplinary methods (GIST 610),

and capstone (GIST 698) courses to their major. CLACS collaborates with other degree programs (S&P, HIST, ANTH) with 9 permanently cross listed courses and many more with the 302/602 "Topics in " designation. ***(Ib) Multidisciplinary Graduate Training and***

***Appropriateness of Requirements:*** CLACS offers an MA, 4+1 accelerated MA, streamlined 12- month military officer MA, and 3 graduate certificates. The CLACS MA provides deep specialization in LAS and increases expertise and work force capacity. Its redesigned MA requirements (2018) are interdisciplinary and flexible while providing more depth, coherence, and methodological training **(T D2)**. Modeling

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| **Table D2: New CLACS MA Requirements** | |
| **Interdisciplinary Approach**: LAC/GIST 701 "Approaches to International Studies" | **3**  **hrs** |
| **Research Design**: "Interdisciplinary Research Meths for Global Contexts" (LAC/GIST 710) | **3**  **hrs** |
| **Area Content**:   1. 15+ hours with 50+% LAC content 2. Courses from 2+ disciplines 3. 9+ hours "specialization cluster" for thesis / comparative research paper preparation. Cluster may be topic, geographical area, discipline, etc. Designed with advisor, DGS approval | **21+**  **hrs** |
| **Language**: Comprehensive (aural, speaking, reading, & writing) proficiency in Spanish or Portuguese. Completion of SPAN 424 & 428 or a G literature course in Spanish, or a G literature course in Portuguese | |
| **MA Project**: Thesis Research & Writing (LAA 899) | **3-6**  **hrs** |

the degree on desired outcomes, we restructured requirements to incorporate 1) research methods and inquiry, 2) interdisciplinary breadth, 3) disciplinary depth,

and 4) an area of concentration or specialization. The changes have earned unanimous support from our graduate students, who note the degree's increased coherence. Our goals will be strengthened further by the planned incorporation of 2 GIST courses on international careers and methodologies from multiple disciplines. We

assess the grad program by reviewing portfolios of papers throughout students' KU careers to determine whether desired outcomes are being met and if changes need to be made. CLACS currently has 5 active MA students, with an average of 6 in the MA program at any one time from 2018-22. Of the 12 MA students over that time, 6 have been from underrepresented populations. Our newly redesigned 4+1 degree program permits a student to earn both a BA and MA in Latin American Studies in 5 years. It has already garnered its first student, and we expect the new consolidated CLACS MA to enhance its accessibility. In 2017 we launched a LAS

certificate, which has proven to be more popular and easier to earn than our specialized certificates in Brazilian Studies and Mesoamerican Studies. Since its inception in AY2019-20, 6 students have registered for the certificate and 2 have completed it. Three of the 6 are from minoritized populations. Our new streamlined 12-month MA for US Military Officers, facilitated by new, Title VI-developed, online courses, graduated its first student, and two more hope to start in August 2022 (**APt**). **(*2) Academic and Career Advising:*** Associate Director/ Director of Graduate Studies Dr. Robert Schwaller monitors students' progress and contacts them each semester to discuss course offerings and selections, thesis progression, etc. Schwaller and Metz will continue offering the popular graduate professional development workshops annually to help students gain relevant skills, such as grant proposal writing and conference presentation, important for both academic and non-academic careers (**APt**). Each spring, a pan-campus LAS graduate student research symposium follows our graduate workshop on presentations and encourages students to present research results and receive feedback from faculty and peers.

LAGO also hosts regular peer brown bags with CLACS support. The University Career Center provides guidance about careers in area studies, courses on international careers, coaching for job interviews, consultation on CV design, job fairs, etc. One of its popular activities is "Career Day," where representatives from government and private companies meet with students at tables in our KU Union. Career advising is also offered by our Graduate Studies Office, which has assembled informational materials and sponsors professional development workshops for graduate students. The Hall Center for the Humanities Applied Humanities Bootcamp provides intensive training and professional networking opportunities for humanities students contemplating both academic and non-academic careers such as in business, government service, and NGOs. U Director Dr. Brent Metz (soon to be replaced, as he is now Director) advises our

majors and works closely with the CLACS U committee, U Advisor Melissa Foree, and U Coordinator Aron Muci to ensure course offerings are varied and available for students to make satisfactory progress toward their degrees. Muci consults with CLACS majors and LA student groups in meetings each semester to discuss their needs and participation in outreach. The KU Adidas Leadership Scholars program provides academic guidance and support, including a 4- year advisor, career coaches, and peer mentoring for Pell-eligible or first-generation CLACS students. ***(3) Formal Research and Study Abroad Programs:*** Opportunities for G and U short- and long-term study abroad are plentiful; SAGE advises students on programs and financial aid opportunities, and CLACS supports SAGE with active institutional partnerships. Among the many SAGE scholarships are 2 devoted to Latin America from funds donated by our CLACS community, which will leverage Title VI subsidies for the field schools. An average of 251 students per year traveled to LA countries in the 6 years preceding the pandemic. Eighteen percent of Business students who studied abroad went to LA, whereas only 13% of the nation's students from all disciplines go to LA. This meets the national need for educated business leaders (**APt**, **AP2**). COVID-19 significantly impacted international travel, with all university-affiliated travel activities suspended from March 2020-December 2020. In addition to KU Study Abroad programs offered during the past 4 years in Argentina, Bolivia, Brazil, Cuba, El Salvador, Guatemala, Haiti, Honduras, Panama, and Peru, students have participated in a wide array of approved non-KU programs coordinated through SAGE, including programs in Chile, Colombia, Dominican Republic, Ecuador, and Paraguay. KU is working to eliminate barriers to study abroad for low-income students, such as offering the TRIO program for low-income, first- generation, or disabled students to participate in a short-term CR study abroad. Of the KU students who traveled to LA since 2018, 26.7% were Pell Grant recipients (on average, 20-25%

of KU students have Pell Grants) and 19% were first-generation college students. In Fall 2019 the Office of Undergraduate Studies secured a grant to fund passports for Pell-eligible students and first-time applicants with high-need. ***(4) Summer Language Programs***: S&P regularly offers summer classes in beginning and intermediate Spanish and in Spanish composition and grammar, phonetics, and Hispanic languages and cultures. It has LAS summer study abroad programs in Argentina and Brazil; a winter study abroad program in Brazil; and academic year programs in Argentina and Costa Rica. Herlihy's summer field school (LAC 302/602) in Nicaragua includes an intensive course in "Spoken Miskitu." In 2019, Tosta instituted an 8-wk FLAS-eligible Portuguese language and Brazilian culture program in Brazil. Most students have been ROTC Project Go scholarship awardees (to learn critical languages), aligning with Absolute Priority goals. Tosta also runs a 2 ½ week winter break program on Afro-Brazilian Music, Culture & Globalization in Salvador, Brazil. Kaqchikel and K'iche' students regularly complete their training at Tulane's summer field schools in Guatemala, and we also collaborate with Arizona's Kaqchikel FLAS-certified program in Antigua. KU sent students to FIU's summer intensive Haitian Creole program. Other universities have FLAS-funded students attend our Miskitu Language & Culture Ethnographic field school. Many KU departments have majors that encourage students to spend a semester abroad and develop their language abilities. LA study abroad programs have been developed in Architecture& Design (with a recent trip to Cuba), Arts, Biology, Business, Education, Engineering, Health and Medical Professions, Journalism, Law, Special Education, and Social Work. In 2021, students from 23 different majors and 6 schools studied abroad in LA. As discussed below, CLACS is proposing 4 field schools in Guatemala, Haiti/D.R., Mexico, and Paraguay (**CPP**) (**T G4, p30; I., p37; T It, p40**).

1. **Quality of Staff Resources:** The CLACS community includes nationally renowned faculty, seasoned administrators, library professionals, and committed outreach staff. ***(I) Teaching Faculty and Staff:*** The KU CLACS faculty includes 99 members (81 non-language, 51 core, and 52 associate faculty) from 25 departments, including 9 from professional schools (**T C2**); faculty from many fields provide diverse perspectives on LA issues and are involved in SAGE, outreach, and CLACS academic programs. Our faculty have international reputations as scholars-6 are distinguished professors-and are award-winning teachers **(Apx C)**. While our coverage is broad, we have particular strength in indigenous studies, including Hoopes, Dean, and Metz in Anthropology, Schwaller in History, and Carvajal, Algar-Masterson, and Simoes in Spanish. Three more faculty with indigenous studies expertise are joining the Anthropology department in August 2022. ***(2) Adequacy and Oversight of Center Staffing and Involvement of Faculty from a Variety of Disciplines:*** Brent Metz is once again CLACS Director, having served in 2015-16, and was also formerly Associate Director, Graduate Director, and Undergraduate Director of CLACS as well as serving on the Executive Committee two terms since 2001. He has held three administrative roles in Anthropology, including Associate Chair. He is a former Fulbright-Hayes and Fulbright Scholar awardee, led a Fulbright Group Study Abroad for 14 K-14 Kansas teachers to Guatemala to explore Maya education, and won KU's highest honor for internationalism, the Woodyard International Educator Award. He has led service-learning study abroad trips to El Salvador, Honduras, and Guatemala and has spearheaded the new institutional relationship with Universidad Intercultural de San Luis Potosi. The new Undergraduate Director, who will replace Metz, annually assesses the BA program and submits a report to the KU Academic Assessment Committee for evaluation and counsel. Dr. Robert Schwaller (History, tenured), CLACS Associate Director and Director of Graduate Studies. advises all CLACS graduate students each

semester and, having served previously as Undergrad Director for CLACS, is central to curriculum redesign for both the BA and MA programs. He assesses the MA program annually as required by KU. Seed-funded by a previous Title VI grant, Schwaller's research focuses on ethnic relations in colonial Mexico and Central America. He is associate editor of the journal *Ethnohistory*. Outreach and Assistant Director Aron Muci draws on his considerable community ties with Latinx populations in KS, to connect CLACS to K-12 school systems in the region and build support for Latinx and Latin American students and community organizations, such as Centro Hispano in Lawrence. We are currently in the process of hiring a new Office Manager/Administrative Assistant. The new hire will provide financial reporting and support, curriculum and course scheduling, office supplies orders, management of student workers, planning and logistics for events, maintenance of websites, social media, and academic brochures, and assistance in grant development and fundraising. Three student assistants also support CLACS programs, and the Center has a strong record of hiring Spanish-speaking Latinx and Latin American students. Each January Center staff perform a self-evaluation followed by the Director's evaluation of their performance. Starting in summer 2022, the Director will no longer be evaluated by the CLAS Dean but by the Director of the newly created Institute for Global & International Engagement, under the purview of the Provost's Office. The Executive Committee, elected by CLACS core faculty and composed of faculty from the humanities (2), social sciences (2), natural sciences (1), professional schools (1), and libraries (1), oversees the CLACS director and the center's programming. Annual assessments of our BA and MA degrees are shared with the Executive Committee. The CLACS Graduate and Undergrad Committees (comprised of a cross-section of CLACS faculty from the humanities, social sciences, natural sciences, and professional schools) make policy, curriculum-related decisions, and determine

scholarships and awards. CLACS' Advisory Board, comprised of business leaders, notable alumni, and faculty at other institutions, provides counsel to the Director, input on fundraising and outreach initiatives, and connections to other educational institutions, businesses, nonprofits, and alumni. ***(3) Employment of Faculty and Staff from Traditionally Underrepresented Groups****:* KU has significantly expanded efforts to diversify its faculty and student body. KU's "Hiring for Excellence" protocol, instituted in 2011, has increased diversity in hiring. The percentage of minority tenured/tenure track faculty has risen from 14.6% in 2008 to 22.4% in 2017 to 30.3% in 2021. The DEIB, a subdivision of the Provost's Office, bolstered this policy in 2018-19 by developing new diversity hiring guidelines. KU has elevated resources that promote the recruitment, retention, and belonging of LGBTQ+ students, faculty, and staff by reorganizing and significantly increasing staffing in the Center of Sexuality and Gender Diversity. In CLACS, 31% of faculty and 1 current staff member are from underrepresented groups.

1. **Strength of Library:** The KU Libraries (KUL) houses over 5.6 million print volumes and millions of electronic articles, images, and

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| **Table F1: SPLAT Monographic/Serial Holdings 2021** | |
| **Language** | **Volumes** |
| Spanish | 310,435 |
| Portuguese | 40,737 |
| Other (Kaqchikel, Haitian French Creole, etc.) | 3,989 |
| English, French, German (estimate) | 120,770 |
| **Total** | **475,931** |

media items. Patrons worldwide access KU's online catalog and databases and receive prompt responses to reference

queries in person, by email, and real-time chat. ***(I) Strength of Holdings and Financial Support***: **I.** The Spanish, Portuguese, Latin American & Caribbean collections (SPLAT) include 475,931 printed volumes, with 12,924 periodical titles and 14 subject-specific electronic databases (**T Ft, p23**). The Central American collection, featuring extraordinary Costa Rica and Guatemala collections, is among the top three in the nation with over 160,000 titles. In cooperation with other university libraries, 10% of the SPLAT budget is committed to

purchasing and retaining Costa Rican materials. Topically, SPLAT has particular strengths in literature, history, economics, culture, politics, geography, and government documents. KUL acquires materials from 13 vendors throughout LA and Spain via targeted purchase profiles. Its Haitian Creole, Kaqchikel, K'iche', Miskitu, Quechua, and Yucatec, collections support LCTL programs. Materials in natural and physical sciences are collected as needed to support faculty research. The Kenneth Spencer Research Library (KSRL) houses rare books and documents including the Latin American Studies Special Collections. Among the most notable are the Griffith Collection of Guatemalan documents, the Palmerlee Map Collection, and material associated with the Paraguayan war. Based on faculty requests, many KSRL purchases from 2018-2021 were related to colonial history

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| **Table F2: Institutional Funding for SPLAT 2021** | **USD** | **Percent** |
| Librarians, Staff, & Student Assistants | $140,159 | 25% |
| Print Collections (books, journals, microforms, DVDs, maps, etc.) | $170,302 | 32% |
| Electronic Collections (databases, e- books, e-journals, etc.) | $56,138 | 8% |
| Processing, Public Services, Preservation, Travel, & Equipment | $193,915 | 35% |
| **Total** | **$560,514** | 100% |

and practices affecting indigenous populations. The Spencer Art Museum (SAM) houses 2500 works from 21 LA countries, ranging from fine art to everyday material culture. Of note are its Haitian

painting and sculpture collections, one of the most significant concentrations of Haitian modern art in the U.S. **II.** Annual library expenditures for SPLAT are $560,514 (**T F2**). Fortunately, over the past four years the KUL collections budget was exempt from university-wide budget cuts.

The SPLAT librarian manages the collection and acquisition of materials, and both the librarian and library specialist provide reference, instruction, and outreach services to faculty, staff, students, and to the public. On average over the past 4 years, they conducted 40 sessions on information literacy and research skills to 585 students per year, including regional high school students, and Fulbright scholars/Humphrey fellows in summer orientation programs. SPLAT

staff has created over 35 free online research guides to aid students, faculty, and the public, with over 18,000 views/yr. They conducted 187 consultations per year related to subject-specific reference questions from students and faculty (pre-pandemic). The SPLAT librarian serves on the CLACS Executive committee and works closely with colleagues in Distinctive (Special) Collections and Digital Initiatives. The library specialist helps lead KUL Research Sprints each May, which offer faculty a stipend to work intensively with a team of librarians on a specific project, typically Open Access. The 2 winners of 2021 Research Sprint worked on LA Open Access projects: 1) a digital repository of K'iche' Maya language lessons and literary/cultural content; and 2) an open-access, online Kaqchikel language-learning tool with modules centered around Kaqchikel poetry. KUL also has a Digital Humanities Librarian (Brian Rosenblum), whose expertise is Open Access. ***(2) Off-campus Availability of Materials:* I.** KU Libraries serves borrowers worldwide and offers local users outstanding Interlibrary Loan (ILL) and Document Delivery (DD) services. On average from 2018-202, KUL loaned 897 SPLAT items/yr to patrons in nearly all 50 states and many foreign countries, while borrowing an average of 180 LA items. KUL augments its local collection through cooperative arrangements with regional university libraries. KUL belongs to the Greater Western Library Alliance (GWLA), a consortium of 39 research libraries located in the central and western United States. Members of the Alliance have implemented a preferred borrowing arrangement (BorrowItNow) for members. KUL and Kansas State U. Libraries have preferred borrowing arrangements. As a member of the Center for Research Libraries (CRL), KUL can recommend valuable primary sources for acquisition and users can access unique, foreign primary sources. KUL is a founding member of the Latin Americanist Research Resources Project (LARRP), a consortium of research libraries that seeks to increase free and open access to information in support of learning

and scholarship in Latin American Studies. KUL also belongs to the Latin American Materials Project (LAMP), which aims to acquire, preserve, and maintain for its subscribers, microform collections of unique, scarce, rare, and bulky or voluminous research materials pertaining to Latin America. KUL is a founding member of the regional consortium Midwestern Organization of Libraries for Latin American Studies, which meets yearly at the Seminar on the Acquisition of Latin American Library Materials annual conference. KUL is a member of the HathiTrust Digital Library, which provides access to millions of items beyond KUL's collections. **II.** KU supports open access to publicly funded research via the university's institutional repository, KU ScholarWorks (KUSW), a searchable database of KU faculty and staff papers, datasets, images, and other electronic objects (27,000 items) that are freely available online. CLACS, S&P and the Institute of Haitian Studies have contributed 1145 items to KUSW since 2007, yielding 1,183,913 downloads and 778,446 views from over 40 countries. The *Latin American Theater Review* and *Biodiversity lnformatics* are hosted by Journals@KU, a KUL initiative that supports

the KU community in the online publication of journal articles.

1. **Impact and Evaluation:** CLACS, with its outstanding LCTLs programs, broad and deep interdisciplinary training, distinguished and diverse faculty, popular outreach programs, and long history of being the only LA center within 500 miles of Kansas City, has been essential to meeting national needs by educating the public and producing specialists on LA (**T Ct, t0; C3, pt3; Gt, p27**) (**APt, AP2, CPP**). ***(I) Impact on University, Community, Region, and Nation:*** Our courses, training, and outreach programs have a broad impact on the university, community, region, and nation in terms of quantity and quality **(T Gt, p27)**. CLACS

collaborates regularly with the renowned KU Hall Center for the Humanities in its community engagement activities, concerts & performances, galleries & exhibitions, seminars,

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| **Table G1: Selected Outreach Events: NRC 2018-2021 (19,014 People Reached)** | | | | |
| **Target Audience** | **Program** | **Students** | **Staff & Faculty** | **General Public** |
| K-16  Schools | Cultural Events, Festivals: Sonia de los Santos | 3,000 | 30 |  |
| Resources & Curriculum Development: CLACS Culture Trunks (Nationwide Distribution) | 2,754 | 57 | 14 |
| Educator Professional Development: Culturally Responsive Teaching in Uncertain times; Teaching the Unexpected Caribbean; Teaching Toward a Sustainable Future; CLACS Spanish Immersion Retreat; JCCC Spanish Immersion Retreat; Telling Stories about the Americas: Digital Humanities Tools for the Classroom; Activism, Liberation, & the Power of the Media; Engaging Global Literature & History for Today's Classroom |  | 269 |  |
| Global Studies Development: Latin American & Latinx Studies Showcase; Pan American Summit | 215 | 23 |  |
| Symposium: Global Opportunities Expo | 258 | 25 | 26 |
| Language Skill Development: World Languages Fair; Traveling World Languages Fair | 1,435 | 33 |  |
| University | Community Development: International Coffee Hour; Paraguay; | 178 | 48 | 54 |
| Students, | Latinx Alumni/Student/Faculty Mixer; CLACS Awards & |  |  |  |
| Staff & | Recognition Ceremony |  |  |  |
| Faculty |  |  |  |  |
| Cultural Events/Festivals: International Jayhawk Festival; Dia de | 2,565 | 62 | 4 |
|  | los Muertos; Capoeira Workshops; Global Brunch; Coffee Talk & |  |  |  |
|  | Tasting |  |  |  |
|  | International Career/Professional Development: Jayhawk Without | 1,986 | 103 |  |
|  | Borders Career Series; FLAS Information Sessions; Graduate |  |  |
|  | Research Symposium; Grant Writing and Presentations |  |  |
|  | Workshops; Presentation Workshop |  |  |
|  | Lecture/Speaker Series/Discussion: Charla de Merienda Series; | 697 | 104 | 671 |
|  | Hall Center Colonialism Seminar, Center for Migration Research |  |  |  |
|  | Series; Digital Humanities in Latin American & Latino/a |  |  |  |
|  | Literature; KUMC Lecture Series |  |  |  |
|  | Language Skill Development: Hablemos (Spanish Conversation); | 528 | 113 |  |
|  | Bate Papo (Portuguese Conversation); Kaqchikel Language Tables |  |  |
|  | Symposium/Conference/Colloquium: Waggoner Research | 158 | 345 | 687 |
|  | Colloquium; Woodyard Lecture; Visiting Scholars; Post-Conflict |  |  |  |
|  | Colombia; Biodiversity, Economy, Peace and Indigenous Issues; |  |  |  |
|  | Pollinators for a Sustainable Colombia |  |  |  |
| Public, | Arts & Culture Exhibits/Events/Festivals: Unexpected Caribbean | 527 | 112 | 1,933 |
| Community, | Symposium Public Events; Dia de los Muertos Community |  |  |  |
| Local | Celebration; International Crafts Fair; Virtual Latin America; |  |  |  |
| Businesses | Public Film Screenings; Cuenta Cuentos (Spanish Story Time) |  |  |  |
| **TOTAL REACHED** | | **14,301** | **1,324** | **3,389** |

conferences, training, and youth programs for the community, region, and nation. ***(2) Post- Graduate Employment Record:*** Dedicated degree programs in LAS and S&P produce graduates in areas that serve vital national needs **(T G2, G3, p29).** CLACS collaborates with other ASCs to offer the International Career Series lecture series, in which speakers, typically alumni, from all employment sectors are invited every month to report on career paths in their specializations. ***(3) National Needs and Public Reach:*** CLACS degree programs incorporate the biological sciences, environmental studies, the professional schools, and other disciplines associated with area studies. CLACS regularly teaches courses in LA Politics and Business in LA. The Spencer Art Museum, Natural History Museum, and Spencer Research Library have Central American, Haitian, and Paraguayan rare collections of unique national value that are accessed globally via digitization. Recent (2019-2021) KU LA conferences on Covid with Medical School colleagues, on post-war threats to campesinos in Colombia, on land,

|  |  |
| --- | --- |
| **Table G2: CLACS Alumni Survey** | |
|  | **% of Alumni** |
| Higher Education | 19% |
| Government Service | 15% |
| Non-Profit Sector/NGO | 14% |
| Business | 14% |
| K-12 Education | 8% |
| Publishing/Journalism | 5% |
| Law | 4% |
| Military | 1% |
| Other (self-employed, retired) | 20% |

indigeneity, and politics in Paraguay, and on natural resources and indigenous lands, all address the national need for expertise on these issues. All events have been broadcast online, recorded, and free to the public. Our LCTL programs, including 5 federal priority languages, meet the national need for language instruction. Many of our former LCTL students hold academic and leadership positions in business and non- profits, such as Erin Sheridan (American Express), Tiffany

Creegan (Colby College), Meghan Webb (Albion), and Anne Kraemer Diaz (co-founder & director of Wuqu' Kawoq). ***(4) Evaluation Plan:*** Our evaluation plan for the

proposed 2022-2026 Title VI projects and initiatives includes measures on four points: *implementation, impact (reach), quality,* and *outcomes* (**T G4**, **p30**)*.* The teaching of language courses will be measured by: 1) frequency of offerings; 2) number of students (including from outside KU) taking the courses; 3) student self-evaluations on learning; 4) assessments of student proficiency and matriculation in advanced

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table G3: S&P Alumni Survey (2018)** | | | | |
|  | **BA** | **MA, MBA, JD** | **PhD** | **TOTAL** |
| Private Sector: For profit | 19 | 17 | 7 | **43** |
| Private Sector: Non-profit | 13 | 11 | 10 | **34** |
| Public Inst. of Higher Ed. | 3 | 4 | 36 | **43** |
| K-12 Public or Private Educational Institution | 2 | 4 | 1 | **7** |
| Government: Local | 0 | 2 | 0 | **2** |
| Government: State | 2 | 5 | 3 | **10** |
| Government: US Military | 1 | 0 | 1 | **2** |
| Government: US Federal | 0 | 2 | 1 | **3** |
| International Org. | 1 | 0 | 0 | **1** |
| Self-employed or business owner | 2 | 5 | 2 | **9** |
| **TOTAL** | **43** | **50** | **61** | **154** |

levels of the language. Our K-14/MSI educator workshops and trainings will measure 1) frequency and regularity of offerings, 2) number of participants, 3) evaluation of program quality (via online surveys), and 4) number and quality of course materials developed and stored on an open- access CLACS website. CLACS collects attendance data and post-event evaluations for its programming, solicits suggestions from K-

14 educators, and responds to feedback. K-12 educator workshop evaluations show appreciation for the opportunity to earn continuing education units (CEU) for meeting state recertification requirements. Roughly 20% of attendees earn CEUs. CLACS makes resources from workshops available online to reach those unable to attend and maintains an active social media presence. K-6 educators have expressed appreciation for the provision of content for arts and culture projects. Several proposed projects for 2022-26 stem from suggestions by K-12, MSI, CC, and community partners as well as non-profits and business leaders; evaluation questions will gauge

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table G4: Strengthening Communities 2022-26 Evaluation Plan** | | | | |
|  | **Implementation** | **Impact/Reach** | **Quality** | **Outcomes** |
| **Regularize &** | Were Kaqchikel, | How many students | How did students | How many enrollees |
| **expand** | Haitian, Yucatec, | enrolled in LCTLs per AY? | assess the quality in | in LCTLs took a |
| **LCTL** | Miskitu, Quechua, | Are enrollments | post-course | study abroad to the |
| **offerings** | & K'iche' offered every yr at all 3 | increasing? Is the percentage of under- | evaluations? How did peers assess the | LCTL area? How many used LCTLs in |
|  | levels? How many | represented students | instruction? How have | research or careers |
|  | LCTLs were | increasing? How many | instructors performed | (assessed by alumni |
|  | offered per AY? | students enrolled in | on language | surveys)? |
|  | Were Tlapanec & | intermediate & advanced | proficiency tests? |  |
|  | Guarani added? | levels? | Have the participated in trainings? |  |
| **Strengthen &** | How many field | How many students | What was the quality | Do enrolled students |
| **Regularize** | schools, actual or | enrolled, including from | of instruction, as | take more CLACS |
| **LA** | virtual, took place? | MSIs & CCs, in field | measured by 1) | courses? Did the # of |
| **curriculum** | How many new | schools? How many | student evaluations, 2) | majors, minors, MA, |
|  | LA courses were | enrolled in contracted | CODL and peer | & certificate-seeking |
|  | taught/AY? How | courses? How many | assessments? | students increase? |
|  | many LA courses | enrolled in LA Journalism |  | Are graduates more |
|  | were introduced in | courses? Did enrollments & |  | satisfied with |
|  | Journalism from | majors represented |  | placement in jobs & |
|  | the seed hire? | increase? |  | graduate programs? |
| **Deepen &** | How many educator | How many students | What was the quality | What were the # |
| **Expand** | workshops were | participated in all outreach | of events, as measured | of 1) new curricular |
| **Service to K-** | offered per AY? | & partnership activities? | by 1 student & | materials developed |
| **12, MSIs, &** | How many | How many educators | educator evaluations; | by educators and |
| **CCs** | partnership events | participated? How many | 2) post-event | added to CLACS |
|  | (Global Themes | students / were from | assessments measuring | open-access website; |
|  | Symposia, Global | MSIs/CCs? How many | "value-added" | 2) study-abroad |
|  | Themes Educator | institutions were | knowledge / interest; | programs assisted by |
|  | Workshops, | represented in each | 3) repeat participants | MSI/CC educators; |
|  | Spanish Immersion | category (K-12, MSI, CC) | from one event to | 3) MSI/CC student |
|  | Weekends, study | per AY? How many new | another? | enrollments in study |
|  | abroad trips by | institutions were involved |  | abroad partnerships; |
|  | MSI/CC faculty & | over time? Did annual |  | 4) new KU majors, |
|  | students) were | events (Global themes |  | minors, MA, & |
|  | offered per AY? | Symposia, PanAm Summit, |  | certificate-seeking |
|  |  | etc.) grow over time? |  | students from K-14 |
|  |  |  |  | & MSI partners? |
| **Fortify** | How many field | How many students, | What were the quality | The # of spin-off |
| **Connections** | schools, abroad or | instructors & students from | of field schools, | events & COILs |
| **with Latin** | virtual, took place? | K-14, MSIs, other | conferences, faculty | planned. The # of |
| **Americans** | Did people from | universities, non-academic | trips abroad, & COILS | resulting grants, |
|  | LA countries | sectors, & foreign scholars | as measured by 1) | publications & |
|  | participate in | attended events and | course evaluations, 2) | presentations on the |
|  | conferences, field | participated in COILs and | post-conference | event themes, with |
|  | schools, COILs, | field schools? How many | evaluations? | attention to co- |
|  | and other events? | spin-off events have been |  | authoring w/ LA |
|  | How many faculty | planned? How many new |  | scholars. The # of |
|  | researched & | faculty affiliates have been |  | new institutional |
|  | created partnerships | attracted? |  | agreements created. |
|  | abroad? |  |  |  |

participants' satisfaction with program responses to expressed needs (**APt, CPP**). Our initiatives specific to MSI/CC partnerships, including new partnerships in western Kansas, will measure 1) regularity of collaborative offerings, 2) number of students and faculty participating from each institution, 3) evaluations by participants at the conclusion of the event/course/program, and 4) outcomes such as new study abroad programs offered by the MSIs & CCs and students seeking and receiving FLAS awards (**CPP**). We will also request that the MSIs & CCs conduct graduation exit interviews and alumni surveys of student participants to measure long-term impact. We will remind the collaborators of this every April. With this data, we will strategize with our other area studies centers to revise ongoing initiatives and further enhance impact. For BA and MA program assessment, we will continue to perform the KU-enforced annual reviews of BA & MA programs. We have continually used these assessments to hone CLACS programs. This semester (Spr22) the CTE is spearheading a redesign of assessment procedures to make them more effective and efficient. We will also employ new tactics to recruit majors and co- majors. In 2021, KU changed its policy on how many credits must be unique to each major, going from 15 to 0. Now students can overlap majors completely if they can find the cross listed courses to do so. This is especially advantageous in disciplines like Span/Port, Anthropology, Indigenous Studies, and Business, which offer many LA and international courses. We will leverage these changes by using NRC-funded student workers to contact all 103 affiliate faculty to make announcements in their lower-level courses and include wording about the major and minors in their syllabi. These strategies, as well as our strategic plan to integrate our academic programs with GIST and to draw upon GIST career and multidisciplinary methodology courses, will be measured by: 1) numbers of majors and MA students; 2) student assessment of program quality via post-program online surveys; with pointed questions about the GIST-designed

courses; and 3) outcomes in terms of job placement and/or further study related to LA. Our external evaluation took place in Fa21, with very positive reviews, and so we will schedule the next one at end of the next cycle in AY2025-26. ***(5) Equal Access:*** KU is on the Phi Theta Kappa's community college Transfer Honor Roll and a top five veteran-serving Tier 1 research university. KU has a strong commitment to serving traditionally underserved and minoritized populations and increasing the ethnic and cultural diversity of its student population. KU's efforts in the past few years have been very successful. Over the past four years the number and percentage of minoritized students have trended upwards. The 2021 freshman cohort is the most diverse in KU history based on minority student headcount (1,031) and the second-most diverse as a percentage (25% minoritized students). This represents a 5.3% jump from 2020 and is fueled by increases in Black and Hispanic students, particularly impressive when considering that only 13.4% of Kansas' population is non-White. This is all more impressive when considering that only 13.4% of Kansas' population is counted as non-White. KU's Center for Educational Opportunity Programs (CEOP) has contributed to this trend with 11 different programs assisting predominantly underserved and minoritized K-12 schools in Northeast Kansas. Its K-12 English Learners Training Program helps mostly native Spanish-speakers and employs a multi- disciplinary team and multi-faceted approach to support administrators, educators, students, and families. KU has also been steadily improving its retention rate with its assistance programs, going from 80% retention (freshman to sophomore years) a decade ago to 84% in 2021, beating the national average (69%) significantly. CLACS has contributed to these trends by pointedly emphasizing diversity, equity, and access and serving as a magnet for underserved populations.

Of 64 CLACS majors, minors, and MA students from Spr18-Spr22, 36 (56%) are underrepresented and 18 (28%) are 1st-generation students. Among the 43 undergrad majors, 17

(39.5%) received Pell grants. CLACS makes our commitment to equity and clear on its website, in its programming, and in its production of Open Educational Resource materials. CLACS works closely with the Office of Multicultural Affairs, the DEIB, and student organizations representing historically underserved groups, including LAGO and the Latin American Student Union. Recent collaborations with MSIs including Donnelly College and a local premier tribal university serving Native American students and with CCs with large Latinx populations have expanded our reach to underserved populations; we plan to build on these successes with MSI/CCs in western Kansas (**CPP**).

1. **Outreach Activities, National and Regional Impact:** Outreach to regional, national, and LA communities builds knowledge and understanding of LA societies and cultures (**APt**) (**T Gt, p27**). CLACS has supported art exhibits, major lectures/speakers, educator workshops, podcasts, world language fairs, on-campus and on-site visits for K-12, CC and MSI faculty and students, and symposia / conferences (both in-person and virtual) (**APt, AP2, CPP**). We have developed strong cooperative relationships with multiple LA student groups to generate programming relevant to our student communities. We partner in program creation with other academic and administrative units at KU-including American Studies, African and African American Studies, the School of Business, S&P, Institute for Haitian Studies, other ASCs, the Hall Center for the Humanities, the Institute for Digital Research in the Humanities, the Center for Migration Research, the KU Libraries, Office of Multicultural Affairs, and the DEIB. ***(I) Impact***: Assessment and feedback help us to monitor the success of our outreach programming and to revise accordingly. CLACS uses Qualtrics, a web-based survey tool, to assess the impact of outreach initiatives for the general public and K-16 educators and students. The overwhelming majority of respondents agree that knowledge related to LA improves their academic success

and/or career opportunities and that CLACS programs raise important, thought-provoking perspectives. Our Spring 2021 external review reported that "(t)hese outreach and public engagement activities are just as important to research as that being conducted in laboratories

.The bridges that CLACS builds with local and international diverse communities provides an important base on which research projects are built and new collaborations are developed." ***(2) Faculty and Professional School Involvement***: Our outreach activities are built around participation from KU faculty from CLAS, the libraries, and the professional schools. These activities include our "Charla de Merienda" Series, educator workshops, language immersion retreats, and conferences and symposia. The Charla de Merienda series fosters the expression of diverse perspectives and critical debate among faculty and with the public about current LA affairs (**APt**). It partners with Lawrence Talks!, a 501(c)(3) organization, to host hybrid community forums accessible by an iTunes podcast, blog, Facebook livestream, and live Twitter threads. Our 2018 "The Unexpected Caribbean Symposium" and upcoming "Indigenous Ethnohistory" conferences, organized by Giselle Anatol (English) and Rob Schwaller (History), respectively, draw from faculty expertise in multiple departments. Our recent symposia on Colombia and Paraguay drew from all sectors of CLAS, the Business and Law Schools (**APt**). A panel on health in Latin America involved faculty from the Medical School, and CLACS partnered with the Medical School in a graduate research event for Latino and Hispanic month (**APt**). In Fall 2020, CLACS hosted two virtual lecture series, "Biodiversity, Economy, Peace and Indigenous Issues" and "Pollinators for a Sustainable Colombia," organized by Bart Dean (Anthropology) and Victor Gonzalez (Biology), which featured KU and international biologists, indigenous activists, and other stakeholders, reaching nearly 500 people in the U.S. and LA. Our Waggoner Research Symposium attracts over 60 faculty members every fall to hear current LA

research across the disciplines. ***(3) Elementary and Secondary Schools:*** CLACS K-12 educator workshops help teachers incorporate LAS content into classrooms in accordance with state Board of Education standards and reach teachers in-person in Kansas, Missouri and Nebraska, as well as larger national audiences when hosted virtually (**AP2**). Workshop attendees frequently produce open access LAS lesson plans subsequently made available on the CLACS website.

CLACS collaborates with other KU ASCs, language departments and other campus partners to host annual World Language Fairs, inviting 300 high school students to KU to be introduced to foreign languages. Per request from teachers, CLACS coordinated with the other KU ASCs to facilitate Traveling World Language Fairs used to introduce students at their schools to LCTLs and language learning opportunities at KU. These events have reached approximately 1,100 students in the Wichita Public School District. CLACS also coordinates with the other KU ASCs on the Global Opportunities Expo (GOE), which invites K-12 students to learn about global studies and career pathways available at regional higher ed institutions (including MSIs and CCs) (**CPP**). CLACS invites students from area high schools to KU as an introduction to LAS.

***(4) Post-secondary Institutions:*** CLACS has developed partnerships connecting KU faculty and students to MSIs and CCs with events including the Pan American Summit (PAS), GOE, and professionalization workshops (**CPP**). PAS is an intercollegiate all-day event that challenges students from KU, MCCKC, KCKCC, and DC to consider and debate ways of resolving the most pressing issues affecting nations in the Americas. PAS fosters diverse perspectives and features a roundtable of representatives from locally based NGOs and businesses whose work has a LA focus, showcasing career paths in LA (**APt**). The GOE features students and faculty from Donnelly and KU in panels, presentations and performances to demonstrate global studies at our respective institutions to an audience of K-12 students considering postsecondary

education options (**CPP**). NRC funds supported a faculty member from Donnelly College to co- lead January 2020 and 2022 Costa Rica study abroad (SA); in 2022, six Donnelly students participated. Faculty from Donnelly College (an MSI), Johnson County CC, and Metropolitan CCKC serve on the CLACS Advisory Board (**CPP**). ***(5) Business, Media, Public:*** Prior to the pandemic, CLACS, Business and the Consulate of Mexico collaborated to deliver an annual lecture series that addressed "NAFTA in the Heartland" (2017), "Mexican Election Reform" (2018), and "Renegotiating NAFTA" (2019), which 164 attended (**APt**). We will resume these after the pandemic. CLACS Business professor Melissa Birch serves as members of the US Department of Commerce District Export Council and the Kansas International Trade Coordinating Council where she provides LA expertise to business. Business professor Chris Anderson has led MBA students on many project-based study abroad experiences to Brazil for

U.S. and Brazilian firms of multiple industries. The Kansas-Paraguay Partners, which CLACS has supported with 2 symposia in the past 5 years, includes people from business, particularly agriculture. Members of the business community on the CLACS Advisory Board keep abreast of academic perspectives on LA but help us to strategize about business outreach and fundraising. Business representatives on the Advisory Board have also served as judges at PAS competitions. Brent Metz' Engineers Without Borders chapter (Sunflower Professionals) is a three-way partnership between CLACs, professional engineers from the firms in Topeka, and the Ch'orti' Maya. CLACS faculty provide valuable insight on Latin America to local, regional, national and international media outlets. Over the last 4 years, CLACS faculty have shared their LA expertise and diverse perspectives on topics such as migration, trade, and the environment with outlets including ABC News, the Denver Post, Philadelphia Inquirer, Market Watch, CNN Money, and the Toronto Star (**APt**). CLACS public outreach (**T Gt, p27**) includes web-accessible lecture

videos; announcements over platforms such as KU News and social media; a "Virtual Latin America" series that was made available to both educators and the public in Spring 2021; and our weekly digital bulletin. Our "Tinker Chronicles" podcast documents the LA research of graduate students across the nation who have received Tinker Foundation funding. NRC- supported national conferences include events such as community presentations, book discussions, film screenings, and a keynote lecture open to the public. During the pandemic, CLACS has provided online access to performances, roundtables, and lectures, with publicity help from collaborating artists, conservatories, activists, and businesses throughout LAC, including Brazil, Colombia, Costa Rica, Ecuador, Guatemala, and Mexico.

**I. Program Planning and Budget:** Our proposed initiatives for 2022-26 focus on the theme *Strengthening Communities*, both those within KU and those that connect the heartland, nation, and LA. The pandemic has tested existing ties, created new ones, and probably changed forever the way these societies connect. Thanks in part to our current grant, we have expanded our partnerships with communities in Bolivia, Brazil, Costa Rica, Guatemala, Honduras, Mexico, Paraguay, and the Caribbean, especially Cuba. The activities proposed here will enable CLACS to strengthen links between students, faculty, and various constituent communities in the heartland with our LAC partners to enhance the security, stability, and economic vitality of the United States (**APt**). We will accomplish this objective through four initiatives. (1) We will enhance CLACS language curriculum, in person and online, and expand the number of LA languages we teach from 9 to 10, 5 of which are federally designated as "high priority"

(**APt**) (2) We will strengthen and expand existing LA curriculum with the addition of 4 field schools, COILs, the seeding of a tenure-track professor in the Journalism School, and new courses covering journalism, business & economics, health, and security (**T G4, p30; D.4, 20; T**

**It, p40)** (**APt, AP2, CPP**). (3) We will expand K-12 & MSI/CC access to language instruction, study abroad, and LA content, particularly around our annual themes addressing national concerns: Public Health & Pandemics; Migration; Digital Opportunities & Threats; and Climate & Environment (**AP2**, **CPP**). (4) We will enhance collaborative educational and research connections between the US and LA, especially with indigenous peoples, via research travel, new institutional partnerships, and service-learning field schools. We will build on existing institutional partnerships and KU strengths in indigenous studies, Haitian Studies, and its relationship with the US military and we will leverage LA relationships, the Kansas-Paraguay Partners, our local indigenous Mexican population, and existing relationships with K-12 schools, MSIs, and CCs (**APt, CPP**). ***(I) Plan and Efficient Use of Resources and Personnel: (a) Regularize and Expand Language Instruction:*** In the current grant cycle we have offered pilots of 4 new languages - K'iche', , Quechua, Tlapanec Yucatec - and all have succeeded in attracting enough students to continue. Key to our success was our use of native language consultants in LA countries, who have established conversation tables outside of class, personalizing students' experiences with the languages. We will continue the first three courses, including consultants, and recruit more students to the languages via expanded field school offerings. Our K'iche' instruction is linked with Tulane's summer program in Guatemala, which we will financially support, as well as collaborating with Tulane's and U Arizona's Kaqchikel summer programs. The remarkable recent success of our Kaqchikel and Yucatec programs also has much to do with instructor Tummons' personal recruitment efforts within and beyond KU, and we will devote student assistant time to those efforts. Tummons also advertises the low cost of our online LCTLS, $1,194, which is attractive and accessible for students from other universities. For Tlapanec, we have offered a structural linguistic course, and we will gauge and

generate student and community interest in conversational Tlapanec via a free community series in our public library. We will also explore contracting an instructor for conversational Tlapanec via the Universidad Intercultural de Guerrero. We will use current Title VI funds to develop an online Guarani course, which Korbin Jones will offer with his native Paraguayan contact. We will recruit students to this priority language by leveraging the 200 Paraguayan students taking courses in Kansas with in-state tuition and by developing a field school to Paraguay under the direction of Business professor, Melissa Birch (see below). Laura Herlihy has run the Miskitu language and culture ethnographic field school to the Central American Caribbean coast since 2009, but criminal threats and the pandemic have interrupted offerings in recent years. We plan to resume the field school as soon as possible and are supporting recruitment by funding two new courses by Herlihy on Central America's Caribbean coast, an area of long strategic political, economic, and environmental interest to the US and important for our military students. Given the success of Laguerre's Haitian Creole courses, we plan to institute a Haitian service-learning language & culture field school (see below). KU has recognized the success of our Quechua pilot this past summer and is fully funding its delivery. To meet the needs of working professionals who wish to develop Spanish and Portuguese competency to facilitate communication abroad, we have used Title VI funds to develop fully online courses in Spanish and Portuguese for the professions (Portuguese for Business, Spanish for Business, Medical Spanish). We will offer these in alternating years, which will be particularly attractive to students in the International Business co-major. ***(b) Strengthen and Regularize LA Curriculum***: CLACS requests funds to address current gaps in our curriculum and to build upon our strengths in study abroad, indigenous studies, and international business. **I.** We will address the lack of a Latin Americanist in Journalism with a seed hire, enthusiastically supported by the Journalism School. This will lay

the foundation for a "State of the Press in Latin America" symposium in year 4. In Political Science, continuing to support lecturer Erlingsson to teach "Latin American Politics" online will permit our two Latin Americanist tenured faculty to teach specialized LAC courses. **II.** China is a growing presence in Latin America, and CLACS and the Center for East Asian Studies will jointly fund Venezuelan visiting scholar Dr. Alfonso Omana (Business Education) to teach, "China in Latin America," once annually. **III.** A strong area studies program must have opportunities to travel abroad. Leveraging our strengths in indigenous studies and support from the CSL, we plan to offer more and make them more affordable to our students by using Title VI funds to pay the costs of instructors and assistants. This will reduce prices and facilitate access for students who have not had an experience abroad, including CC/MSI students, and increase interest in LCTLs and encourage FLAS applications (**CPP**). Currently, we have two indigenous anthropological field schools in Central America, the Miskitu program and Metz' service- learning field school among the Ch'orti' Maya of Guatemala, Honduras, and El Salvador. **(IIIa)** We will run the Miskitu school annually and support Metz' field school in year 4. **(IIIb)** We propose a new service-learning Kaqchikel winter field school in Comalapa, Guatemala, by Kaqchikel instructor, Tummons, in years 1 and 3. We are choosing winter so as not to compete with Tulane's and Arizona's summer Kaqchikel programs. Tummons is well qualified to lead a field school. She designed a Kaqchikel field school in 2010 (still run by Pedro Mateo, KU PhD Linguistics), led the UNC/Duke Yucatec field school in 2012-14, and is co-founder of the highly successful and renowned Kaqchikel-K'iche' indigenous medical project, Wuqu' Kawoq. KU alumna and former FLAS recipient, Anne Kraemer-Diaz, is Wuqu's director, and Metz is on its Human Subjects Review Board. Tummons's students will participate in an immersion experience in Kaqchikel and learn while serving Wuqu's multiple clinics. **(IIIc)** We will run a Huasteca

Potosina region (eastern Mexico) field school in year 2. After KU signed an inter-institutional agreement with the Universidad Intercultural de San Luis Potosi (UICSLP) in 2020, Metz and the UICSLP led a group of KU faculty on an exploration of field school possibilities in the Huasteca. The group returned with several service-learning, collaborative research, and educational tourism ideas for the Teenek Maya, Nahuatl, and Xiu (Pame Otomi) populations, but the pandemic put plans on hold. Since then, Metz has run 2 COILs in his courses with Huasteca students to plan a service-learning field school. **(IIId)** The State of Kansas and Paraguay are partners in the Partners of the Americas program established during the Kennedy administration. Birch has been a member of the Partnership for more than 25 years and regularly advises Paraguayan students in the state (an average of 25 at KU) as well as the dozens of teachers, farmers, firefighters, zookeepers, and musicians that travel between the countries to share professional and personal experiences. She will lead a contingent of KU faculty to Paraguay to explore academic possibilities, including among the country's 19 indigenous groups. Birch led a Fulbright Group Studies Abroad to Mexico for Business faculty and has taken Business students on multiple trips to Brazil, and Mexico. She directed the KU CIBER for more than a decade and is regularly consulted by businesses and government about Latin American opportunities. A key contact for the trip will be Marilin Rehnfelt (MA KU Anthropology 1984, currently professor at the Universidad Cat6lica), the designer of the Paraguayan Ministry of Education's indigenous intercultural education program. The exploratory trip is planned in year 1 and field school in year

3. We will also publicize the KU International Affairs scholarship for a KU student and the KPP scholarship for a Kansas student to study in Paraguay. **(IIIe)** Laguerre plans Alternative Spring Breaks in years 1 and 3, in which his students will do service learning on behalf of Haitian children. If Laguerre cannot take students to Haiti (which has frequently been under a Travel

Advisory in recent years), then we will develop a program for his students to work among Haitians in the Dominican Republic and on the US-Mexican border. In the first year they will partner with the KU Nursing School and attend to health, and in the second they will deliver educational modules on art, math, literature, and science. **(IIIf)** We developed a Cuba Literature, Art, & Culture study abroad with the current grant and plan to run it every year of the coming cycle. This short summer study abroad and the annual KU Travel Writing in Costa Rica winter study abroad are featured for MSI faculty and student participation due to their affordability.

Seven faculty and students from the MSI Donnelly College participated in the January 2022 Costa Rica trip. We will also set funds aside for other faculty group trips to explore study abroad and other international partnerships. ***(c) Deepen and Expand Service to K-I2, MSIs, and CCs*:** Outreach efforts proposed here will continue approaches popular with educators and students during the last 4 years while deepening content delivery, expanding our reach, and piloting new activities. **I.** We will coordinate with other KU ASCs to offer Global Themes, an annual MCI/CC hybrid symposium focused on our annual themes and on issues of US national interest: health and pandemics; migration; digital technologies; and climate security. These themes will spur a broad spectrum of opinions and promote critical thinking and debate (**APt, CPP**). **II.** We will link our K-12 educator workshops with these annual themes as well (**AP2**). The pandemic has inspired CLACS to think creatively about its methods of reaching K-12 educators. We will organize a new hybrid (in-person/virtual) workshop for teachers called "Americas in the

Classroom," in which CLACS faculty will lead discussions of readings covering a rotation of themes in subject areas such as STEM, literature, social studies, and fine arts (**APt**). We will provide readings and other resources for discussion and incorporation into K-12 curricula. In addition to the annual themes listed above, we will also cover themes suggested by our K-12

partners. Workshops will be held monthly (3 per semester). **III.** At the end of each semester, CLACS will host a "K-12 Lesson Plan Sprint" (2 per year) for educators to develop open-access

LA curriculum materials (**AP2**). The sprints will be a team-based competition, and a panel of regional experts from KU/CCs/MSIs will select the top three lesson plans for awards. CLACS estimates that 120-150 educators will generate 30-40 lesson plans per year. **IV.** Because teachers have expressed the need to learn foreign languages as part of continuing education, we will continue our annual "Summer LA Language Institute" for teachers and paraprofessionals to learn LCTLs and Spanish through KU online programming (**AP2**). These, in turn, will make high school students aware of KU's LCTL training and FLAS opportunities. We will offer a separate annual virtual Student Summer Language Institute for grades 7-12 (also open to CC/MSI students) featuring virtual communication with native speakers in Latin America. **V.** With the other ASCs and EGARC, we will continue our popular "World Languages Annual Fair," bringing middle- and high-school students, teachers, and parents to campus for a day focused on exploring world languages and cultures, particularly the federal high priority languages: Guarani, Haitian Creole, Kaqchikel, Portuguese, and Quechua, and well as K'iche'. Sessions will include mini-lessons in a range of languages, presentations on target cultures, and discussions of how intercultural competence can enhance potential for success in different careers, especially in teaching, business, and government (**APt**). **VI.** With support from the State of Kansas Department of Education, CLACS and the other ASCs will expand our "Traveling World Language Fairs" to on-site high school locations, particularly those rural areas identified as in need by the Department. The Fairs will introduce students to LCTLs and LA cultures, while educating about global career paths and scholarships opportunities (**APt**). **VII.** CLACS encourages educators involved in our workshops to bring their students to KU. CLACS will host

up to four teacher-student groups from area high schools annually (two in the fall, two in the spring) for introductions to LA curriculum and faculty, our LA library and arts collections, as well as college life and support systems, all of which will demystify the college experience for students from historically underrepresented groups. We expect to host about 100 students per year. **VIII.** CLACS and the other ASCs will continue our annual "Global Opportunities Expo" in coordination with regional MSIs and CCs (Donnelly, Pratt CC, Kansas City Kansas CC, Garden City CC, Dodge City CC, Johnson County CC) to expose students and stimulate interest in AS (**APt, CPP**). The Expo also invites K-12 students from area schools. **IX.** Merging state goals of reducing illiteracy with Title VI goals of LAS education, we will create an interactive blog website for teachers, "Read Conmigo," offering book reviews, lesson plan guides, book summaries, context links, and reading comprehension questions about LA literature. **X.** We will continue our celebrated "Pan American Summit", a mock Organization of American States General Assembly, targeting MSI/CC regional students - especially heritage learners - for an inter-collegiate all-day event that challenges students to consider and debate ways of resolving the most pressing issues in the Americas (**APt, CPP**). **XI.** Every year CLACS will contribute 2 alumni speakers to the multi-ASC International Career Series, in which area studies centers pay honoraria to speakers from various employment sectors - government, military, academics, K- 12, NGO, business - to discuss how they use their area studies training and their recommendations for career-building to an audience of area studies students and prospective students, including current college non-majors, high school students, and CC students (**APt, CPP**). To keep costs down we will invite regional or online speakers. ***(d) Fortify Connections with Latin Americans*:** The best AS scholars develop personal connections with people and places that both enrich their lives and enhance the reciprocal sharing of information,

opportunities, and perspectives. The pandemic has torn holes in the social fabric of these relationships through isolation and death. At the same time the increasing use of digital communication has helped to address these challenges and, in some cases, expanded opportunities for communication. We see digitization as an opportunity but not a panacea. **I.** We will encourage the revival of personal and professional cross-national relationships by funding faculty trips abroad. We will devote $10,000/year to a competitive faculty travel fund, which will complement other research travel awards at KU, including by KUIA, the Hall Center, the College and Schools, individual departments, and several other sources. A maximum of 10 trips will be awarded per year. **II.** Addressing a gap in KU funding, we will fund group faculty travel to establish partnerships and design field programs abroad. These on-site experiences in LAC are essential for developing research collaboration, enriching classroom teaching, and enabling curricular innovation. **III.** We will contribute funds to a new KUIA initiative, "The Curriculum Internationalization STEM Faculty Development Program," which will hold workshops to introduce ways in which STEM faculty can include international content in their courses. Funds are requested to send 1-2 faculty abroad for cultural & linguistic experiences. Our proposed conferences, symposia, and associated workshops will invite LA digital participation and attendance to meet the Absolute Priority on diverse perspectives, expand and deepen professional and personal connections, and educate and professionalize US citizens (**APt**). **IV.** "The Campesino Water Crisis" in year one will invite a core of multidisciplinary scholars who met in the U New Mexico's Latin American & Iberian Institute in 2019 to share research on this topic and to set the stage for future collaboration (**CPP**). Lack of access to water due to climate change, failed projects, tourism, and privatization have forced many campesinos to emigrate to other areas, including to the US. This conference will expand the cohort to scholars working on

water shortages and mitigation strategies in South America and the Caribbean. We will include Latin American researchers and make the presentations and working sessions available in hybrid format to other scholars, students, K-14 teachers, and MSIs, including a culminating press conference (**CPP**). The UNM's Institute will then hold its own conference with KU participation the following year. Both of our states have agricultural water crises of their own, so we will compare the processes in Kansas and New Mexico with those in Latin America. **V.** In year 2, we will hold a symposium entitled "Promises & Challenges of Development in Latin America & Caribbean in the Digital Age" by inviting speakers from the growing number of heartland NGOs serving LA (**APt**). These will include small-scale organizations that CLACS has previously supported, such as Engineers Without Borders, and larger organizations including Kansas City's Water.org, Outreach International, and Unbound, OK City's World Neighbors, and Denver's Bridges to Prosperity. The symposium will be hybrid and free to the public, open to students, faculty, professionals, and K-14 and MSI educators (**CPP**). **VI.** In year 3, we will leverage our strengths in indigenous studies, LCTLs, and Central America by collaborating with SUNY- Albany's Institute for Mesoamerican Studies and U Arizona to hold an international conference, "Reflections on 500 Years of Colonization in Central America: 1524-2024." The multidisciplinary, 3-day conference will include diverse perspectives and debates about the past 500 years of ethnic relations in Central America, including such topics as native Mexicans military and administrative role in the conquest, various processes of mestizaje and indigenous survival during the colonial period, ethnic conflicts and opportunities during global capitalist expansion of the 1870s-1940s, the civil wars of the 1980s, and the international indigenous movements thereafter. The conference will feature 3 plenary speakers covered by the respective centers/institute. **VII.** In year 4, we will leverage our new seed hire in Journalism by hosting the

symposium, "The State of the Press in Latin America," which will include 3 plenary speakers from Latin America to elicit diverse perspectives. This symposium will also be hybrid and open to all audiences, followed by a press conference, and uploaded online. **VIII.** In the current grant cycle CLACS faculty piloted COILs, in which KU students partner with Latin American students virtually in projects or simply through the online exchange of information, ideas, and friendship. We have discovered that funding is required to facilitate these experiences. Poorer and more marginalized Latin Americans, like rural indigenous people, do not have easy access to the internet and must pay to reach and access it. Designing and delivering COILs requires technical and pedagogical support and considerable time for faculty to integrate the experience into their lesson plans and grading. Modest funding is critical to COIL success, and our experience indicates the rewards are immense. Dr. Rachel Sherman (KUIA) has researched COILs and is promoting them to KU faculty. Several CLACS faculty have piloted COILs already with partner universities and in collaboration with Thomas Edison Centers abroad. Students have requested more of this kind of learning experience. The CTE and CSL will help instructors implement COILs in their courses. We also will facilitate the incorporation of COILs in the courses of our CCs/MSI partners, whose Spanish-speaking students are strategically suited to these student- student interchanges. ***(2) Activities of High Quality and Related to NRC Purpose:* I.** The high quality of our proposed activities is directly supported by various advantageous factors. At a general level, the CLACS' activities will be overseen by the Provost's Office, the CLACS Advisory Board, the Executive Committee, the Director, and the constituents themselves, as evaluations are administered after all courses and outreach events. Most of our proposed courses and activities have been vetted and requested by students and our outreach partners. For the proposed courses, including LCTL instruction, many have already been designed and offered

with assistance and oversight from our College, CTE, CODL, CSL, and EGARC. Our instructors will continue to seek input from these offices as well as from students for course improvements. Many of our faculty, including Director Metz and members of our Executive Committee, like former Director Caminero-Santangelo, are award-winning international teachers. Our LCTL instructor Tummons is recognized nationally for her pedagogical excellence-one reason why we are attracting so many students from other programs to our courses. Our Assistant Director Muci has 5 years of outreach experience and close relationships with regional K-12, CC, and MSI institutions. We have discontinued less successful activities and added new ones based on his experience and communication with our partners. **II.** Proposed activities here are designed specifically to meet the NRC purposes of (a) teaching modern foreign languages, (b) providing instruction in fields needed to provide full understanding of the regions where these languages are spoken, (c) supporting research and training in LA studies, and (d) instruction and research on pressing affairs in LA. The proposed funding for 8 of our 10 languages, 5 of which are "high priority," and our World Languages Fair and Traveling World Languages Fairs fulfill (a) and (b) both on and off campus. Our seed hire of a Journalism professor, proposed support for multidisciplinary and language-related study abroad programs, contracted courses, and outreach activities will provide a fuller understanding of the people who speak those languages. Our redesigned major and MA programs, as well as our minors and certificate programs, emphasize research and training on LA and require students to learn LA languages. Several CLACS grants, both internal and external, support LA research and training for graduate students. Research and training are also supported at the faculty level through travel awards, including to establish new LA partnerships. The proposed themes and conferences address pressing affairs in LA, and associated activities, particularly when we invite scholars from LA to participate, align with the

NRC Absolute Priorities of eliciting diverse perspectives, encouraging service in government, education, business, and non-profit sectors to address national needs, and teacher training in LA language and area studies. Intended audiences for all outreach and some academic activities (study abroad, online language instruction) directly address the Competitive Priority of partnering with CCs and MSIs, including new institutions in SW Kansas (**CPP**). ***(3) Reasonable Costs*:** KU is expanding funding to area studies centers

through the creation of an umbrella institute for all centers, and despite loss of students and income from the pandemic, CLAS is slightly expanding CLACS' budget to fully cover our Office Manager and Assistant / Outreach Director positions. This support combined with NRC/FLAS funds will allow us to build our programming, particularly regarding LCTLs, K-14 and MSI educators (**T It**). We

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| **Table I1 Brief Budget Summary, 2022-2026** | |
| LCTL Language Instruction | $184,216 |
| Study Abroad, Field Schools, & Service-Learning Projects | $153,000 |
| LAS On-campus Curriculum Design & Instruction | $93,000 |
| K-14 Outreach / MSI Partnerships | $72,000 |
| Acquisitions | $67,000 |
| Faculty Travel, Research | $53,936 |
| Staff Professional Development, Travel | $29,080 |
| National Conferences, Symposia | $27,220 |
| Spanish & Portuguese for Professions, Medicine | $25,000 |
| Evaluation | $1000 |

will use these funds to zealously deepen and expand our programming and extend our outreach to K-14 schools and

MSIs, especially in the meat-packing region of southwestern Kansas, with its high concentration of immigrants (**CPP**). Our ongoing support for online teaching and use of digital transmission and recording of public events will significantly widen our reach, as will lowering costs to students for study abroad by covering instructors' costs. We will train student assistants to support our projects, providing valuable educational and career experience. Thanks to the broad and deep outreach and administrative experience of Director Metz, Associate Director Schwaller, and Assistant / Outreach Director Muci, as well as enthusiastic and active faculty and central administrators and partnerships with other institutions, we will be able to achieve our proposal

goals successfully. ***(4) Long-term Impact on Undergraduate, Graduate, and Professional Programs*:** Offering 10 languages, 9 LCTLs, funding 8 KU study abroad programs, facilitating COILs, and hosting career training workshops will demonstrate LA options for students. Support for faculty research and partnership-building will also garner lively content for the classroom and opportunities for student research. LCTL instruction, study abroad, COILs, and faculty travel support each other and the LAC academic program, with LCTL instruction and COILs inspiring students to study abroad. The seeded position in Journalism - the only Latin Americanist in the Journalism School - will create key training and career opportunities for students and provide a professional perspective missing at KU for a decade. Our conferences, which draw on our indigenous studies expertise, will strengthen our relationships with Donnelly and a local premier tribal university serving Native American students, CCs, and K-12 partners, fostering student pipelines to our KU LAS programs (**CPP**). All these activities will meet NRC goals of training individuals for expertise in LA LCTLS and area studies to meet the national demand for careers in education, defense, intelligence, and diplomacy (**APt, AP2**).

**J. Competitive Preference Priority:** *Strengthening Communities* has designed our higher education outreach activities with CC (JCCC, MCCKC, KCKCC) and MSI input (Donnelly, Pratt). MSI and CC faculty are funded through NRC for study abroad to Costa Rica and Cuba, bringing costs down for students. We will expand our partnerships particularly in SW Kansas, where the meatpacking industry has recruited a large immigrant population of many nationalities. We address our emphasis on CC and MSI collaboration here: **D.4, 20-2t; G., p27; G.4, p3t; G.5, p32-33; H., p33; H.3, p35; H.4, p35-36; I., p37-38; I.tb, p40; I.tc, p42-45;**

**I.td, p46; I.2, p49; I.3, p49; I.4, p50; Ts Ct, t0; C3, pt3; Gt, p27; T G4, 30; T It, p40**.