

CRITERION 1: COMMITMENT TO SUBJECT AREA

The Consortium in Latin American and Caribbean Studies at the University of North Carolina at Chapel Hill (UNC-CH) and Duke University is a collaborative program of teaching, research, and public outreach that integrates the resources of two AAU research institutions, just 9 miles apart, with a Latin Americanist faculty of 150 core, associated, and affiliated specialists (65 at Duke and 85 at UNC-CH), library resources of nearly 600,000 volumes, and overall university financial support totaling \$21 million. Created with a \$550,000 1989 grant from the Andrew W. Mellon Foundation, the Consortium integrates the activities of Duke's Center for Latin American and Caribbean Studies (CLACS) and UNC-CH's Institute of Latin American Studies (ILAS), each with their own full-time staff, offices, and joint and separate endowments totaling \$4.2 million. Since 1991, the Consortium has been a comprehensive Title VI National Resource Center for Latin American Language and Area Studies. Today, our unified program includes a comprehensive undergraduate and graduate curriculum; an internationally recognized Yucatec Maya language program; a model cooperative library program; faculty graduate student and Research and Training Working Groups (WGs); academic linkages with institutions in Latin America; fully integrated outreach activities with local, regional and national benefits; and a cooperative publishing program of Latin American works in translation.

1.A. Financial and Other Support for Operation of the Consortium: The Duke and UNC-CH commitment to Latin American and Caribbean Studies is shown by their record of generous financial support. Table 1.1 shows the combined budget totaling \$20,867,959 (not including Title VI funds) in support of Latin American Studies. The Consortium benefits from both universities' strong commitment to internationalization. "Every aspect of Duke should be international in concept and character," declares Duke's Vice Provost for International Affairs (VPIA) Gilbert Merckx, a prominent Latin Americanist. UNC-CH's Associate Provost for International Affairs Peter Coclanis notes that "internationalization is one of the 6 priorities in the University's 2003 Academic Plan." The innovative efforts of both universities were recognized in 2004 by NAFSA:

TABLE 1.1: University Financial Support for Latin American Studies, 2004-05

Salaries and Fringe Benefits	Duke	UNC-CH	Consortium
Language and Literature Instruction	\$ 927,602	\$ 2,475,527	\$ 3,403,129
Non-language Instruction	2,140,466	10,328,923	12,469,389
Administrative Staff	160,627	480,717	641,344
Library Staff	217,482	169,900	387,382
Student support	2,093,100	993,784	3,086,884
Other Expenditures			
Library Acquisitions	148,603	298,212	446,815
Faculty Conference & Research Travel	47,500	81,638	129,138
Student Conference & Research Travel	64,500	53,128	117,628
Staff/Bibliographer/Director Travel	7,195	5,829	13,024
Speakers, Conferences, Events	37,000	32,834	69,834
Outreach Activities	1,500	5,361	6,861
Publications and Instructional Materials	24,000	25,093	49,093
Other (e.g. Supplies, Communications)	38,509	8,929	47,438
TOTAL	\$5,908,084	\$14,959,875	\$20,867,959

Association of International Educators, when Duke and UNC-CH were among the 5 institutions honored with the first Senator Paul Simon Awards for Campus Internationalization. As members of the Atlantic Coast Conference (ACC), both are involved with its newly-created International Academic Collaboration (IAC), which uses ACC football revenue to support study abroad opportunities and global collaborations.

CLACS and ILAS have benefited from the increasing resources available for international and area studies. Since 2002, CLACS has been dynamized by its new \$1.6 million Andrew W. Mellon Endowment that supports Undergraduate Research Awards and Visiting Professors from Latin America. In 2004, ILAS completed its own 1:1 match to create a similar \$1.6 million Andrew W. Mellon Endowment. The ILAS Mellon endowment income will support an annual Anthony Harrington Distinguished Visiting Professorship in Latin American Studies, and increased support for undergraduate and graduate study and research in the region. The UNC-CH College of Arts & Sciences supports two full-time development officers for international studies who raised funds for the new Gussenhoven Professorship in Latin American Studies, supported by a family gift from an alumnus particularly influenced by his undergraduate Latin American courses. They have also raised funds for the new Global Education Center, scheduled to open in late 2006, that will house all components of international education, including ILAS.

The Consortium is supported by foundations, the US government, and private donors. Current external support comes from Title VI (\$239,966 for NRC activities and \$286,000 for FLAS Fellowships in 2005-06); the Andrew W. Mellon Foundation (a \$1 million consortium endowment based on a 1994 challenge grant that generates about \$50,000/year, matched 1:1 by the universities); the Tinker Foundation (a three year grant of \$15,000/year, matched 1:1 by the universities for pre-dissertation field research); and the Ford Foundation (a 4-year grant of \$111,000 for doctoral research in Argentina, Chile, Colombia, and Peru). In addition, CLACS and ILAS have sources of support beyond their respective Mellon endowments. CLACS has a small endowment fund of \$30,000; annual programmatic support from the VPIA and the Dean of Arts & Sciences; and a university commitment to financial aid for foreign undergraduates. ILAS has a general trust fund account of \$200,000, as well as programmatic support from the College of Arts & Sciences. As a Consortium, ILAS and CLACS regularly work with our respective Centers for International Studies and other Title VI NRCs and area studies units (see Criteria 3, 4, 8, and the Budget Request). Of the 3-person CLACS staff, 2.5 are paid with funds from Duke, which reaffirmed its support when it approved multi-level upgrades and salary increases for all 3 professional staff members in 2004. With partial support from new NRC grant funds, CLACS will add a new Outreach and Assessment Coordinator to its staff, with the balance of the salary and fringe benefits coming from university sources. Of the 3.5 staff positions at ILAS, 3 have been paid by the university with state funds, and in the summer of 2005, UNC-CH authorized the recruitment of a new ILAS Associate Director, with enhanced responsibilities and salary, of which 10% will be supported with new NRC grant funds.

Support for Library Resources: Combined institutional support for Latin American Studies totals \$446,815 for materials and \$387,382 for salaries (FY 2004-05). (see Criterion 5).

Linkages with Institutions Abroad: UNC-CH participates in a cooperative agreement between the state university systems of NC and Paraná, Brazil. The exchange allows UNC system students to study at one of 9 participating universities in Paraná, while Brazilian students can study at any

of 16 UNC institutions. The “Duke in the Andes” program, led by Walter Mignolo, has forged strong ties with Bolivian scholars who regularly teach at Duke. The university also hosts annual Mellon Visiting Professors, such as Paulo Fontes (2004, Brazil), Steve Ellner (2005, Venezuela), and Sergio Berenzstein (2006, Argentina). The Consortium maintains strong ties with FLACSO-Chile and a consortium of Peruvian universities, having hosted more than 30 Chilean and Peruvian visiting scholars with Ford Foundation support since 1997. Aside from the agreements and the linkages in Table 2.3, other academic unit and university-level ties to Latin American institutions exist involving the sciences and professional schools (Table 1.2). Both universities regularly receive high profile short-term visitors and longer-term visiting scholars. In 2005, Chile’s President Ricardo Lagos was Duke’s commencement speaker and received an Honorary Degree. Having taught and/or studied at both institutions, he received a similar award from UNC-CH in 2003. In the fall of 2005, the Rector of the Federal University of Minas Gerais, Ana Lúcia Gazzola, was honored as a distinguished alumnus by UNC-CH, having also taught at Duke.

TABLE 1.2: Sample of International Linkages, 2005-06

Brazil	Bahia-Carolina Program in Environmental and Occupational Health (links the Instituto de Saúde Coletiva at the Federal University of Bahia and the UNC-CH School of Public Health)
	Collaboration Program between the Duke Department of Biological Anthropology & Anatomy and the Department of Animal Morphology & Physiology, Federal University of Pernambuco, Recife
	Collaboration Program, Duke’s School of Environment and State University of Rio de Janeiro
	Collaboration Program between UNC-CH and University of São Paulo – Dentistry
	Cooperative Agreement Between UNC-CH and Universidade Federal Fluminense – Marine Science
Chile	UNC-CH School of Journalism Cooperation Program with Pontificia Universidad Católica de Chile
Colombia and Ecuador	Collaborative interdisciplinary program on “The Geopolitics of Knowledge” between Duke, UNC-CH, Universidad Javeriana, Bogotá, and Universidad Andina, Quito.
	Faculty Exchange, Duke Ophthalmology Dept. & Fundación Nacional de Oftalmología, Bogotá
Mexico	Collaborative Program between Duke's School of Environment and the Centro de Investigación y Docencia Económicas (CIDE), Mexico City
	Collaboration Program between Duke’s Center for International Development and the Instituto Tecnológico Autónomo de México (ITAM)
	Student Exchange Program between UNC-CH Law and Universidad Iberoamericana, Mexico
	Collaborative executive education program between UNC-CH Business School and Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)
Panama	Cooperation Program between UNC-CH and University of Panama Schools of Dentistry
Peru	Student and Faculty Exchange Program between the Duke Divinity School and the Comunidad Teológica Metodista del Perú, Lima
	Exchange Program between the Duke Department of Ophthalmology and the Peruvian Ophthalmologic Society in Lima (Duke faculty to Peru; Peruvian residents to Duke)
Venezuela	Joint Studies Program UNC-CH-Universidad Central de Venezuela (Geology)
	Collaborative Program, Duke Center for Tropical Conservation & Sociedad Conservacionista, Zulia

Support for Outreach: With state funds UNC-CH pays the full salary of our Outreach Director, in addition to providing office space, equipment, a graduate assistant, and several work-study assistants. With this proposal we will add outreach staff at CLACS with NRC and Duke support. The universities also provide space, equipment, and co-sponsorship for our many outreach activities, including the film festival and public school teacher workshops. Mellon funds supplement state and NRC funds for selected activities, including funds designated to foster Latin American Studies at the UNC-Charlotte.

1.B. Financial Support for Graduate Students: In addition to fellowships from extramural sources mentioned in (1.A), most Latin Americanist graduate students receive departmental fellowships that include remission of tuition and fees as well as stipends. They are also eligible to apply for Graduate School research and writing fellowships, including 3 Duke Latin American fellowships used to recruit exceptional students in any field. Both also follow the institutional payment terms for the FLAS Fellowships, provide at least \$10,000/year in matching funds for Tinker/Mellon pre-dissertation travel grants, and support for dissertation and conference travel.

CRITERION 2: QUALITY OF CURRICULUM DESIGN

2.A. The Incorporation of Latin American/Caribbean Instruction into Baccalaureate Degree Programs: The Consortium emphasizes breadth and coherence in our pedagogical mission. Although organized differently, the undergraduate degree and certificate programs at Duke and UNC-CH share an interdisciplinary framework and a commitment to rigorous language training (see Table 2.1). Our students are also encouraged to join honors programs requiring primary research and a senior thesis, and may apply to ILAS, CLACS, and other sources for grants to conduct research in Latin America (see 2.C). Duke undergraduate certificate students are encouraged to enroll in the required capstone course taught by our Mellon Visiting Professors each spring, and starting in 2007 UNC-CH undergraduates will be able to take classes with the Anthony Harrington Distinguished Visiting Professors from Latin America. To ensure the coherence and integration of our curricula, Professors Altha Cravey (Geography, UNC-CH) and

TABLE 2.1: Undergraduate Majors, Minors, and Certificates with related Requirements

PROGRAM/LEVEL OF PARTICIPATION	REQUIREMENTS
A.B. with a Certificate in Latin American Studies (Duke) --23 students currently enrolled --25 certificates awarded from 2003-05	--Introduction to Contemporary Latin America (LATAMER 136) -- Interdisciplinary Capstone Seminar (LATAMER 198) --3 Latin American area courses (2 must be upper-level) --3 language courses below 100-level, or 1 course at or above 100-level, in Spanish, Portuguese or French; or 2 LCTL courses such as Aymara, Quechua, Yucatec Maya
A.B. with major or minor in International Comparative Studies (ICS) w/ concentration on Latin America (Duke) (curriculum revised 2004) --11 students currently enrolled --47 graduates from 2003 –05	--1 introductory, comparative course --4 courses in Spanish, Portuguese or French (2 for minor) --4 Latin American area courses (2 for minor) --2 core global issues courses (including comparative approaches and a capstone course) --3 comparative or global issues courses (for majors only)
A.B/ with major or minor in Spanish and Latin American Studies (Duke) (offered through Department of Romance Studies) --20 students currently enrolled --27 graduates from 2003-05	--for major, 10 courses at 100-level or above (7 departmental courses taught in Spanish, including 1 survey on Latin American literature and 3 upper-level courses, plus up to 3 courses on Latin America taught in English by outside departments) --for minor, 5 courses from Spanish department offerings, including one survey and two upper level courses --Proficiency in Portuguese strongly encouraged for majors
B.A. with major in Latin American Studies (UNC-CH) --52 students currently enrolled --21 graduates from 2003-05	--10 Latin American area courses (4 from one, plus 2 from each of the other 3 sequences: History, Culture-Literature, Journalism-Political Science, Anthropology-Economics-Geography) --5 courses, or equivalent, in Spanish or Portuguese --Interdisciplinary capstone seminar (LTAM 90)
B.A. with major in International Studies w/ concentration in Latin America (UNC-CH) --85 students currently enrolled --90 graduates from 2003-05	--1 gateway course, International Studies 77 --3 survey-level core courses, each from a different department--4 courses that focus on Latin America --2 courses in one of three thematic concentrations --6 courses (or equivalent) of a modern language relevant to Latin America or 4 courses (or equivalent) of one modern language and 2 courses (or equivalent) of other relevant modern language

Jocelyn Olcott (History, Duke) serve as curriculum coordinators. They suggest areas for cross-campus teaching and Title VI course development awards (such as UNC’s “Latin American Political Ecology” team-taught by geographer Wendy Wolford and anthropologist Flora Lu Holt), chair student research grant competitions, and promote Language Across the Curriculum (LAC) courses. During 2003, Dr. Olcott recruited faculty from 4 departments to create a Latin American option with Duke’s FOCUS program, a first-year residential experience in which 20-30 undergraduate students take integrated courses on the “Global Americas.” In 2006-2007, Dr. Cravey will be working with the ILAS Director, staff, and Advisory Board to revise the Latin American Studies major to reflect recent changes in scholarship and the region itself.

2.B. Training for Graduate and Professional School Students: At Duke and UNC-CH, graduate students who enroll in academic departmental or professional degree programs can simultaneously earn a Certificate in Latin American Studies (see Table 2.2).

TABLE 2.2: Graduate Certificates Current Enrollment and Requirements

PROGRAM/LEVEL OF PARTICIPATION	REQUIREMENTS
Graduate Certificate in Latin American and Caribbean Studies (Duke) --19 students enrolled (7 from professional schools) --26 certificates awarded 2003-05	--6 full-credit courses focused on the region (18 credits total) --Approved thesis prospectus or departmental equivalent on a Latin American/Caribbean topic --Proficiency in at least one language of Latin America
Graduate Certificate in Latin American Cultural Studies (LACS) (Duke) --20 students currently enrolled --8 certificates awarded 2003-05	--3 LACS core courses and 2 LACS-related courses --Two semesters participation in LACS Graduate Colloquium (LST 350) --Appoint a LACS Faculty Committee --Fluency in at least one language of Latin America --Approved interdisciplinary dissertation prospectus
Graduate Certificate in Latin American Studies (UNC-CH) (Application made upon completion of requirements) --17 certificates awarded from 2003-05	--4 graduate courses focused on Latin America/ Caribbean --Successful completion of thesis or dissertation (or equivalent) on a Latin American topic --Language competence in Spanish or Portuguese

In recent years substantial progress has been made in integrating Duke and UNC-CH graduate students from different disciplines and professional schools (especially in environmental and health fields) into our community. A central role is played by the Consortium’s half dozen faculty-student Research and Training Working Groups (WGs), cross-campus coordination of teaching, and faculty exchanges (see Criterion 3). Each year more than ½ of participants in the annual 2-day Consortium Conference have been graduate students, with 30-40 presenting short papers, thus generating a sense of mutual discovery across disciplines and campuses. The 2004 and 2005 Consortium conferences focused primarily on the humanities and social sciences, while the 2006 conference will focus on professional school topics.

Both ILAS and CLACS aggressively recruit participation from the professional schools and underrepresented science fields. With Title VI funds, the Consortium supports a course on “Exploring Medicine in Foreign Cultures” at Duke’s Medical School that culminates in a 10-day field trip to Honduras. Duke’s Sanford Institute of Public Policy Studies offers a Global Public Policy concentration in its Masters program that prepares individuals for careers in foreign policy,

international development, trade, human rights and democratization, and security and humanitarian intervention. Similar initiatives under UNC-CH's Global Health Initiative include a service-learning program at the School of Public Health which sent 10 students to Guadalajara, Mexico in 2005 to improve their Spanish and intern in local clinics. At the UNC-CH Law School, students in the Human Rights Clinic have worked on gender-based violence in Ciudad Juárez, including drafting a reparations proposal and cooperating with the Attorney General of the State of Chihuahua on forensic work. The Carolina Population Center regularly trains students and local researchers on techniques for working with indigenous populations in the Ecuadorian and Peruvian Amazon in the areas of health, nutrition, agriculture, and market integration. Finally, the UNC-CH Kenan-Flager Business School has an active joint executive education program with the prestigious Monterrey Institute of Technology, as well as long-standing ties with institutions in 6 other Latin American countries from which students draw for their International Business concentration. Duke and UNC-CH actively support graduate and professional school students' research abroad through travel grants and fellowships from departments and schools, as well as CLACS and ILAS (see 2.C).

2.C. Academic and Career Advising: Consortium staff and faculty are heavily involved in assisting students as they search for career opportunities, funding sources, jobs and internships, and advice on writing research grants and application letters. The Consortium posts such information on our listserv, while the Duke and UNC-CH career centers provide extensive counseling and assistance, including resource libraries, workshops, on-campus recruiting, internship programs, and online credential services. At Duke, the CLACS Academic Program Coordinator advises certificate students, while the LACS Director advises students in that program. At ILAS, the Associate Director advises majors on course selection and sequencing and career options. Core Latin Americanist faculty also work with the Academic Advising Center at Duke and the Advising Office at UNC-CH. Peer advising is encouraged through hosting gatherings for majors and certificate students.

Research Opportunities and Study Abroad: CLACS and ILAS provide funding for undergraduate research in Latin America through annual competitions. Since 2002, 41 Duke students received Mellon Undergraduate Research grants and ILAS awarded its first Mellon Undergraduate Study and Research Grant in 2005. Undergraduate Research Offices at both institutions offer funding workshops and results are reported through Mellon Report Backs, Visible Thinking Undergraduate Research Day (Duke), University Research Day (UNC-CH), and the NC Triangle Undergraduate Research Symposium. Both universities strongly encourage study abroad to enable undergraduates to appreciate international contributions to knowledge and operate effectively within a transnational and multi-cultural environment. At Duke, 42% of the Class of 2005 studied abroad for academic credit, as did 34.6% of all graduating UNC-CH seniors, a rate higher than any other US public research university (*Open Doors 2004*, the annual IIE report). Campus-wide study abroad fairs and information sessions play an important role in fostering a culture of study abroad. During 2004-05, UNC-CH offered 49 UNC-administered and -approved programs in 12 countries of the Americas; 20 Duke-administered and -approved programs were offered in 13 of those countries (see Table 2.3). Such UNC- and Duke-administered programs regularly attract students from other universities across the country. Sophomores, juniors, seniors, and graduate students may participate in most programs, receive academic credit while remaining enrolled at their home institution, and may apply financial aid toward program costs.

TABLE 2.3: Latin American Study Abroad Locations, Duke and UNC-CH Students, 2004-05

Country	Sponsor	Programs and Host Institutions	UNC-CH Students	Duke Students
Argentina	UNC-CH & Duke	Argentine Universities Program (COPA), Buenos Aires	7	4
		U. Nacional de Cuyo (COPA), Mendoza	8	-
		SIT-Southern Cone: Economic Development and Regional Integration, Buenos Aires	3	-
		Buenos Aires Summer (COPA)	1	-
Bolivia	Duke	Duke in Andes: U. Mayor de San Andrés, U. Católica Boliviana	-	8
Brazil	UNC-CH & Duke	SIT-Brazil: Culture, Development, and Social Justice, Fortaleza	1	2
		UNC-EP: Paraná Universities, Curitiba	1	-

Chile	UNC-CH & Duke	SIT-Chile: Culture, Development, and Social Justice, Valparaiso	1	4
		Chilean Universities Program (COPA), Santiago (academic year)	5	1
	UNC-CH	Chilean Universities Program (COPA), Valparaiso (academic year)	1	-
		UNC Summer in Chile, Santiago	12	-
		SIT-Chile: Economic Development and Globalization	3	-
Costa Rica	UNC-CH & Duke	Organization for Tropical Studies (OTS) field stations (academic year)	-	6
	UNC-CH	U. Nacional Autónoma (COPA), Heredia	9	-
		OTS: Ethnobiology—Summer	4	-
		OTS: Tropical Biology—Summer	3	-
		SFS—The Center for Sustainable Development Studies, La Presa	1	-
SFS—The Center for Sustainable Development Studies, La Presa, (Summer)	2	-		
Cuba	UNC-CH	UNC Semester in Havana	11	-
Ecuador	UNC-CH & Duke	SIT-Ecuador: Culture & Development, Quito	1	3
	UNC-CH	U. San Francisco de Quito, Summer	6	-
Mexico	Duke	Duke in Mexico: UDLA (summer)		19
	UNC-CH	IPSL – Mexico: Universidad Autonoma de Guadalajara – Summer	10	-
		SFS – The Center for Coastal Studies	1	-
		SFS – The Center for Coastal Studies Summer	1	-
		SIT – Mexico: Grassroots Development and Social Change	1	-
		UNC Summer in Puebla	19	-
		UNC – EP: Monterrey Tech Guadalajara, Mexico City, and Queretaro	4	-
Universidad Veracruzana Escuela para Estudiantes Extranjeros	6			
Peru	UNC-CH	SIT Peru: Literature, Arts, and Culture	2	-
		UNC South American Archaeology Field School	6	
TOTALS			130	47

Creative UNC-CH Study Abroad initiatives include a new summer program in Oaxaca, Mexico, a collaboration between Geography, Anthropology and ILAS, that takes undergraduates to Oaxaca to study environmental and development problems under a UNC-CH faculty; the Duke in Mexico program, with intensive Spanish courses, based in Puebla at the Universidad de las Américas (UDLA) under the direction of Professor Joan Clifford, Assistant Director of the Spanish Language Program; and a similar UNC-CH program in the same city.

During their research, the Consortium encourages graduate students to affiliate with Latin American institutions with which we have linkages (see Criterion 1). In addition, FLAS

fellowships and student research and travel grants facilitate research and language training by graduate and professional school students in the region with support from the Tinker, Mellon and Ford Foundations (see Table 2.4). The Duke Graduate School and Office of Research Support

TABLE 2.4: Field Research Destinations for Duke and UNC-CH Latin Americanist Graduate and Professional School Students Funded by Consortium Sources, 2004-05

DESTINATION	# DUKE	# UNC-CH	DESTINATION	# DUKE	# UNC-CH	DESTINATION	# DUKE	# UNC-CH
Argentina	2	4	Cuba	1	1	Paraguay	-	1
Bermuda	1	-	Curacao	1	-	Peru	2	1
Bolivia	2	1	Dom Republic	1	1	Spain	2	1
Brazil	8	7	Ecuador	1	1	Surinam	1	-
Chile	5	3	Guatemala	2	1	Trinidad	1	-
Colombia	-	1	Honduras	-	1	Venezuela	1	-
Costa Rica	4	-	Mexico	4	8	TOTAL	41	33

(ORS) hold annual funding workshops and monthly proposal writing seminars. At UNC-CH the GrantSource Library assists those seeking funding, in addition to monthly graduate student workshops. The Duke ORS and the UNC-CH Office of Human Research Ethics oversee the Institutional Review Boards that provide ethical and regulatory oversight of human subjects research. CLACS and ILAS ensure that our grantees comply with all IRB rules and regulations.

CRITERION 3: QUALITY OF THE NON-LANGUAGE INSTRUCTIONAL PROGRAM

3.A. Disciplinary and Geographic Coverage of the Area: The Consortium provides comprehensive disciplinary and regional coverage of Latin America and the Caribbean (see Tables 3.1 and 3.2). Academic departments and professional schools teach 272 non-language courses with at least 25% Latin American content, including 46 offered in the professional schools (121 have 100% Latin American content). In 2004-05, our course enrollments were 7,214 out of a combined student body of 40,422. 48 non-language faculty members have a 50-100% Latin American focus and 72 others have 25-50%.

TABLE 3.1: Number of Non-Language Courses and Faculty by Discipline

Discipline	A	B	C	D	Discipline	A	B	C	D
African American Studies	7	3	2	2	Health Professions	4	5	3	13
Anthropology	33	10	10	3	History	37	5	6	2
Art, Music, Film, Dance, Drama	10	1	3	3	International and Area Studies	14	2	2	1
Biology and Botany	6	0	0	2	Journalism and Communication	2	6	2	1
Business and Law	3	1	1	7	Linguistics	2	3	1	0

Economics	3	8	1	1	Physics, Astronomy	0	0	0	2
Education	3	2	2	0	Political Science	22	4	5	3
Engineering, Planning	0	3	0	1	Public Policy	1	11	1	6
English, Literature, Folklore	13	6	2	4	Religion, Divinity	1	2	1	3
Environment, Ecology, Geology	9	7	2	11	Sociology	5	2	2	4
Geography	5	6	3	0	Womens Studies	0	1	0	0
					TOTAL	180	88	49	69

A # of courses with 50-100% Latin American focus

C # of faculty with 50-100% Latin American focus

B # of courses with 25-50% Latin American focus

D # of faculty with less than 50% Latin American focus

TABLE 3.2: Non-Language Courses with 50-100% Latin American Coverage by Sub-region or Country

	Mexico	Central America	Brazil	Southern Cone	Caribbean	Andes	Cuba	Comparative/Region-wide
Number of Courses	11	5	7	1	25	13	4	111

3.B. Specialized Course Coverage within Disciplines and Professional Schools: The

Consortium offers specialized courses in 26 Arts & Sciences disciplines (see Appendix B). 11 departments, which includes all core non-language disciplines, have two or more Latin Americanist faculty and a progression from introductory through advanced-level courses. At the graduate level, we have core and affiliated faculty in 11 professional schools and the 46 non-language courses include: Business 4; Divinity 2; Education 5; Environment 16; Journalism 5; Law 5; Medicine 2; and Public Health 7. Further evidence of institutional cooperation between Duke and UNC-CH can be seen in the recent decision to move both Universities to the same academic calendar. Transportation between campuses is provided free twice hourly by the Robertson Scholars bus service. Undergraduate, graduate, and professional school students at either university may register for courses at the other and this is encouraged by compiling Latin American course lists. At the graduate level, faculty members in the same discipline often coordinate offerings and serve on graduate committees at the other campus.

3.C. Interdisciplinary Courses, Undergraduate and Graduate: The central objective of the Mellon grant that integrated the Duke and UNC-CH programs was interdisciplinarity, a Consortium hallmark. Many courses are listed across departments and/or utilize interdisciplinary approaches, some faculty have joint appointments (see Appendix C), and students are encouraged to take courses outside their department. The Consortium currently offers 66 cross-listed and/or interdisciplinary courses (see Appendix B). The undergraduate Latin American studies curricula

are multi-disciplinary by design (see Criterion 2) and require interdisciplinary courses such as the Latin American introductory and capstone seminars. Graduate certificate students are required to take courses from various disciplines, and departmental seminars are often interdisciplinary. Duke offers the country's only Graduate Certificate in Latin American Cultural Studies (LACS), and its required 2-semester Colloquium is taught across disciplinary lines. On both campuses, Latin Americanist graduate students have been leaders of the non-area specific faculty/graduate student working groups that have flourished in recent years in transnational research areas.

As the hallmark of the Consortium's intellectual profile, Research and Training Working Groups (WGs) are designed to foster a cross-campus and inter-disciplinary community of Latin Americanists. To be eligible for funding, a WG must have one faculty facilitator from each campus and documented cross-disciplinary participation. In 2003-04 and 2004-05, the Consortium funded 9 distinct working groups with funds from its joint Mellon endowment. The 2005-06 groups are: Afro-Latin American Perspectives and Issues; Drawing the Trans-Atlantic Space; Environment in Latin America & Pan-Amazon Working Group; Globalization, Modernity/Coloniality and the Geopolitics of Knowledge; Grassroots Politics; Latin America through the 19th Century; Political and Economic Regimes; and Poverty and Inequality. The new Afro-Latin WG attracted 40 faculty and graduate students to its first meetings and the Environment in Latin America & Pan-Amazon WG has successfully integrated natural and social scientists. (see Criterion 2 on the annual Consortium conferences).

3.D. Availability of Non-Language Faculty: In 1989, the Mellon Foundation required that Duke and UNC-CH increase the number of core Latin Americanist faculty, and guarantee the maintenance of that minimum, long since surpassed. Since 2002, 13 non-language core faculty positions have been filled, including 7 in 2005. Recent senior-level hires include Regina Cortina (School of Education, UNC-CH), Michaeline Crichlow (African and African American Studies, Duke), Stuart Pimm (Nicholas School of the Environment, Duke), and Pete Sigal (History, Duke). (Appendix C for the 120 non-language faculty).

Pedagogy Training for Teaching Assistants: The Graduate Schools and individual departments at Duke and UNC-CH have upgraded the training of graduate students, with required courses in each discipline. At Duke, such opportunities include: the Preparing Future Faculty program (which links 30 Ph.D. students and 5 post-docs with faculty members at 5 partner institutions in our area); a discussion series called "Teaching Tips;" workshops on the instructional uses of technology; an "Introduction to College Teaching" 9-week mini-course; and teaching mini-grants. At UNC-CH, the Center for Teaching and Learning supports professional development of graduate teaching fellows, including on-going workshops, consultant services, and proficiency training in commonly used and emergent technologies. On both campuses, faculty mentor TAs and provide feedback and student evaluations.

The outstanding classroom skills of our Latin Americanist faculty and graduate students have been recognized often. In the past 5 years, university-wide teaching awards have been won by two of our graduate students and 6 of our core Latin Americanist faculty, including four former directors of ILAS or CLACS (Evelyne Huber, Jonathan Hartlyn, Lars Schoultz, Orin Starn). In Fall 2005, Orin Starn (Anthropology, Duke) and John Chasteen (History, UNC-CH) were awarded named chairs for their dedicated teaching and scholarly achievement. Chasteen, author of an introductory textbook used in 450 universities, is actively involved with training TA's.

CRITERION 4: QUALITY OF THE LANGUAGE INSTRUCTIONAL PROGRAM

Duke and UNC-CH help students develop language proficiency in 6 major ways: (1) performance-based education in basic, intermediate, and advanced language courses; (2) Language Across the Curriculum (LAC) courses (see Table 4.3); (3) technology-assisted language learning centers; (4) membership in Satellite Communications for Learning Worldwide (SCOLA), a consortium that offers live daily foreign language newscasts; (5) 9 residences/halls dedicated to promoting everyday use of 6 foreign languages at Duke and 3 foreign languages at UNC-CH; and (6) expanding Study Abroad programs (see Criterion 2 and Table 2.3). In response to an initiative of the American Council on the Teaching of Foreign Languages (ACTFL), Duke's

President Brodhead and UNC-CH's Chancellor Moeser have embraced the "2005: The Year of Languages," including a January 2005 National Language Policy Summit at UNC-CH. Latin Americanist Audrey Heining-Boynton (UNC-CH School of Education and Romance Languages) is the 2005 ACTFL President. The Consortium's Yucatec Maya Program Director, Sharon Mújica, chairs the Language Committee of the Consortium of Latin American Studies Programs (CLASP), co-chairs the Latin American Section of the National Resource System for Language Cooperation, and serves on the board of the Language Resource Center at University of Chicago. Mújica has organized national conferences on pedagogy for less- and least-commonly-taught languages (LCTLs) and maintains active LCTL listservs through ILAS.

4.A. Course Offerings and Enrollments: Duke and UNC-CH offer instruction on campus in Spanish, Portuguese, Yucatec Maya, and Haitian Creole. Offerings include intensive elementary courses and accelerated courses in Spanish and Portuguese. Duke's summer Intensive Spanish Language Institute, taught in Mexico, enrolled 18 students in its 2005 elementary and intermediate immersion programs. UNC-CH offers a similar program at the Universidad de las Américas in Puebla. In 2004-05 Duke and UNC-CH enrolled 9,233 students in 82 courses in Spanish language and Spanish-American literature, 23 courses in Portuguese language and Brazilian literature, 4 courses in Haitian Creole and Francophone literature, 1 course in Quechua, and two summer courses in Yucatec Maya (see Table 4.1 and Appendix B); UNC-CH's Portuguese language program boasts one of the largest undergraduate enrollments in the country, with over 700 students. Our Yucatec Maya intensive summer language program was expanded to include a second level in 2004 with 11 beginning students and 10 intermediate-level students; 8 students enrolled in each in 2005. Quechua and Nahuatl are available to UNC-CH students who enroll in summer programs in Peru and Mexico, and Bolivian Aymara and Quechua have been available through Duke in the Andes; an Aymara native speaker offers an Andean oral tradition course at Duke. Graduate students are encouraged to enroll in summer intensive LCTL programs; during the past 2 summers, 4 UNC-CH and 2 Duke students received FLAS support to study

TABLE 4.1: Languages Taught at Duke and UNC-CH, 2004-05

Language	Instructional Levels	# of Students Enrolled*	#s of Lit, Linguistics, and Civilization Courses	Professional School Courses Offered
Haitian Creole	Beg	3	1 in linguistics (taught at Duke)	
Portuguese	Beg, Int, Adv, Intensive, Accelerated	809	7 in literature 13 in linguistics 2 in civilization	Portuguese for business
Quechua	Beg, Int, Adv (taught in Bolivia)	6	1 in linguistics (taught in Duke in Andes study abroad program)	
Spanish	Beg, Int, Adv, Intensive, Accelerated	8,381	35 in literature 41 in linguistics 7 in civilization	K-12 teaching methods; Span for business & law; medical Span; Span for health professions; LAC courses (see 4.B)
Yucatec Maya	Beg, Int, Intensive	16	2 in linguistics (with Yucatán field experience)	

*Enrollment totals do not include literature in translation classes.

Yucatec Maya, others studied Guaraní (2), Portuguese (4), Quechua (2), and Nahuatl (1).

4.B. Extent of Language Training: Both universities offer advanced language courses in Spanish and Portuguese beyond the second year. Following the Fall 2000 hire of Dr. Magda Silva with partial support from NRC funds (her salary is now fully supported by the University), Duke added a wider array of Portuguese language courses, and beginner, intermediate, and advanced level courses are now offered every semester. At UNC-CH, the Chair of Romance Languages and the respective deans have renewed their commitment to maintain the current high level of course offerings in the Portuguese language program by hiring a third full-time, fixed-term Instructor in 2006, in addition to existing regular tenure-line faculty.

Professional school students are trained in languages through regularly offered courses and special initiatives. Consortium NRC funds supported the development of Business Spanish for the UNC-CH Kenan-Flagler Business School, which enrolled 24 in 2004-05. The School has developed a Business Portuguese course, which includes a 2-week experience in Brazil. Students in the health affairs area can take comprehensive intermediate and advanced Spanish for health workers; these are distance-learning courses, with a required weekly student/faculty real time component and an optional conversation class every other day. Two sections of each level are

offered in fall and two in spring for a maximum enrollment of 100 students yearly. The UNC-CH Medical School also offers a Spanish course with field experience for doctors working with Latinos as well as the newly established language enrichment program, Comprehensive Advanced Medical Program of Spanish (CAMPOS). UNC-CH's School of Law offers Spanish for American Lawyers. At Duke, the Medical and Nursing Schools offer courses on Medical Spanish and Cultural Competency for Health Professionals; the Fuqua School of Business offers beginning, intermediate, and immersion Business Spanish; the Law School offers Legal Spanish; and the Spanish Language Program has begun offering Spanish for Health Professions. Increased funding from the Duke Medical School has raised Medical Spanish enrollments from 9 in 2004-05 to 50 in 2005-06 (half of all first-year medical students).

First-level Yucatec Maya is taught as an intensive introductory-level course with more than 140 contact hours during a 6-week summer term, the equivalent of a full academic year of instruction. It includes a weekend workshop on Yucatec Maya history and culture, a 3 ½ week field experience in Yucatán, and 6 hours/day of immersion instruction and conversational practice. The creation of a second-level intensive Yucatec Maya summer language course, targeted to FLAS-funded students with prior training, has helped 18 graduate students attain advanced proficiency. After 3 weeks of intensive classroom instruction, intermediate-level students participate in home-stays with Maya families in two villages, in addition to their formal classes, which allow them to practice their new language skills on a daily basis. At the end of the 6-week program, written and oral testing of students in both years showed they had attained a high level of oral proficiency. In training the next generation of Mayanists, our Maya program is truly a national resource with 50 students from 16 states attending our program in the past 3 years. It is widely advertised through all media, including coordinated publicity with the Yale Nahuatl and San Diego State University Mixtec programs. Due to demand from our Maya alumni a 3rd level will be added in 2008 with students residing at the archaeological site of Kiwik, staffed with archaeologists, historians and native Mayan speakers, where they will receive intensive language

training for the first two weeks from a Maya scholar. After their Kiwik stay, students will take intensive classes with native speakers and faculty in the town of Oxkutzcab, with the progress of their language proficiency carefully monitored and tested.

In 2004 the UNC-CH Department of Linguistics hired Mesoamerican language and epigraphy expert David Mora-Marín with partial NRC support for the first 2 years. Already teaching regular semester courses in Mesoamerican Languages, Mora-Marín taught beginner-level summer Yucatec Maya in 2005 and will offer a semester-long Yucatec Maya course in Spring 2007. Mora-Marín, Miguel Guemez, and Michael Vrooman will work with the Consortium to produce teaching materials for video and Web access to be used in all 3 levels. In 2004-05, a team of 3 pedagogy experts were sent to SDSU’s Language Acquisition Resource Center to create Web-based language materials for class room and general public use, based on our language and culture video documentary *Saastal* (See Criterion 8 and the Budget Request).

TABLE 4.2 Yucatec Maya Language Resources Distribution, 2003 – Sept 2005

Name/Item	Quantity distributed	Destination
Maya language books and tapes	134	10 States and D.C. in USA; Mexico; Canada; Japan; Netherlands; England; Germany
Hieroglyphic writing workbook*	57	7 States in USA; Japan
Junp’iit Maaya workbook and tape	60	14 States and D.C. in USA; Japan
Yucatec Maya flashcards*	61	10 States in USA
Yucatec Maya video*	5	5 States in USA
Yucatan Alternatives article	8	3 States in USA; Mexico

* Funded by Title VI

Availability of Disciplinary Courses in a Foreign Language: To enhance performance-based language instruction, ILAS and other UNC-CH Centers developed a Language Across the Curriculum (LAC) program in 1996 that integrates language and area studies instruction through content-based language experiences for undergraduate and graduate students. LAC’s main goal is to enable students to attain advanced professional fluency and prepare themselves for careers in today’s global workplace. The language enhancement requirement of UNC-CH’s new undergraduate curriculum can be met through a LAC course, and some Duke faculty have utilized the UNC-CH model to develop their own courses with a LAC component. With success

TABLE 4.3: Language Across the Curriculum (LAC) Courses, 2002-2005

Language	Course and Semester(s) Offered
Portuguese at UNC-CH	INTS 77: Global Issues in the Modern World; Spring 04, Fall 04
	LTAM 90: Latin American Studies Capstone Seminar; Spring 04
Spanish at UNC-CH	ANTH 42: Local Cultures, Global Forces; Spring 04, Spring 05
	ANTH 199: Latin-American Critical Thought; Spring 03
	HIST 24: Latin American History: Colonial Rule; Fall 05
	HIST 25: Latin America Since Independence; Spring 02, Fall 03, Spring 05
	INTS 77: Global Issues in the Modern World; Spring 02, Spring 03, Fall 03, Spring 05, Fall 05
	JOMC 115: Women and Mass Communication; Spring 02
	LAW 256: Domestic Violence Law; Spring 02
	POLI 52 H: Introduction to Western European Politics; Fall 04
	POLI 56: Contemporary Latin American Politics; Fall 02, Fall 05
Spanish at Duke	POLSCI 151: Dictators and Democracy in Modern Latin America; Spring 05

exceeding expectations, the UNC-CH LAC program is increasingly recognized as *the* national model for Languages Across the Curriculum (see Criterion 8 and Budget Request).

4.C. Availability of Language Faculty and Language Program Oversight: The Consortium has 30 faculty in Spanish, Portuguese, and Yucatec Maya, including our first full-time Mesoamerican language specialist (see 4b and Appendix C). At Duke, the Spanish Language Program Director Liliana Paredes, is supported by 3 assistant directors and 4 language coordinators. A new service learning program coordinator handles service-learning courses through which 90 Spanish Language students this year will utilize their language skills beyond the classroom by spending at least 20 hours of service-driven interaction with Spanish-speakers in the community. UNC-CH’s Spanish Language Program Director Glynis Cowell, assisted by 5 faculty coordinators, oversees a large staff of graduate teaching fellows and fixed-term faculty members. For 6 years service-learning has been part of the UNC-CH language curriculum, with students in 5 different intermediate level Spanish courses completing a minimum of 30 hours of supervised service-driven interaction in the community. Leslie Damasceno directs Duke’s Portuguese language program, assisted by Magda Silva, while UNC-CH’s Monica Rector directs the Portuguese curriculum, assisted by Fred Clark and Richard Vernon. Audrey Heining-Boynton specializes in foreign language pedagogy, as do many of her colleagues.

Pedagogy Training for Performance-Based Teaching: All of the Spanish and Portuguese

instructors above have attended ACTFL meetings and workshops, language professional association meetings, or methodology workshops conducted by federally-funded LRCs during the last grant cycle, many with Title VI support. Training for Duke instructors is also provided through Foreign Language Technology Services. At UNC-CH, Cowell and Heining-Boynton have attended ACTFL Oral Proficiency Interview workshops and have published on second language acquisition. 11 Duke and UNC-CH faculty have produced 2 dozen textbooks and language instructional materials in the past 6 years in Spanish, Portuguese, and Yucatec Maya.

Pedagogy Training for Teaching Assistants: Language pedagogy training for graduate students in Duke's Department of Romance Studies and in UNC-CH's Department of Romance Languages includes an intensive pre-teaching workshop, a semester-long methods course, regular section meetings, class visits/videotaping, and mid- and end-of-semester student evaluations. The Duke methods course (SPANISH 306) focuses on integrating language and culture, the role of grammar in a communicative approach, diverse learning styles, and gender differences in second language acquisition. All UNC-CH Graduate Teaching Fellows take a 3-credit hour methodology course (ROML 200) that introduces second-language acquisition theories and reviews practical approaches to performance-based communicative language teaching, including classroom techniques to develop proficiency, the integration of culture, and use of appropriate technology.

4.D. Overall Quality of the Language Programs: The language instruction programs at Duke and UNC-CH are broadly comparable and meet national standards. The shared goal is for students to achieve both language proficiency and cultural awareness. Elementary level language classes are proficiency-oriented and interactive, with instruction in the target language from the beginning with attention to listening, speaking, reading, and writing. All Duke and UNC-CH elementary and intermediate students take proficiency-based written and oral exams during the semester as well as end-of-semester final exams. At Duke, elementary language courses involve 5

weekly class contact hours, and all undergraduates are required to gain intermediate-level knowledge of a new language or take at least one advanced level course in a language in which they have proficiency. At UNC-CH, current undergraduate majors in Arts & Sciences are required to study a foreign language and must become proficient to at least an intermediate level. Foreign language study is one of 4 “foundations” of the new General Undergraduate Curriculum at UNC-CH. Effective Fall 2006, it includes a foreign language enhancement requirement to be fulfilled through advanced work (level 4 or beyond), study abroad, or a LAC course. At Duke and UNC-CH, classroom language study is supported by state-of-the-art language learning centers. Duke has equipped all language classrooms with multi-media capabilities, and provides collections of digitized audio and video materials over the campus network. Duke’s Foreign Language Technology Services provides a full range of instructional technology support to students and faculty. At UNC-CH, the Foreign Language Resource Center (FLRC) services up to 83 students in 4 technology classrooms and assists language instructors who wish to record and mix audio or video segments, burn CDs, or convert analog to digital. Additional a/v materials can be checked out from its media collection, and streaming audio versions of oral texts are accessible via the FLRC online database. Duke and UNC-CH belong to SCOLA and make its news programming easily available. Regular conversation hours are scheduled for Spanish and Portuguese, and undergraduates can also live in Spanish Language dormitory corridors or volunteer in one of many campus-supported service opportunities.

CRITERION 5: STRENGTH OF THE LIBRARY

5.A. Relative Strength of Holdings in All Formats: Duke and UNC-CH libraries hold over 12 million volumes; almost 84,000 current serial subscriptions; 5+ million state, federal and international government documents; more than 8.5 million microforms; over 600,000 maps; and an estimated 40 million manuscripts. UNC-CH and Duke libraries are major regional, national,

and international resources, ranked 1st and 3rd in the Southeast and 16th and 25th, respectively, among all North American university libraries. Additional resources are made available through the libraries' membership in the Center for Research Libraries (CRL), which has extensive international holdings, as well as nascent programs to collect and archive non-commercial web resources originating abroad. With a long history of cooperative acquisitions of Latin American materials, the two Latin American collections now total close to 600,000 volumes and are supported by staff and materials expenditures of \$834,197(see Tables 5.1-5.3 below). Since a 1940 Rockefeller Foundation grant, the Latin American collections were designed to be complementary with a clear division of responsibility along geographic lines. Both libraries acquire materials needed for general instruction while more specialized research resources are purchased cooperatively to avoid duplication. UNC-CH is primarily responsible for Argentina, Brazil (humanities), Chile, Paraguay, Uruguay, Venezuela, and the Spanish- and French-speaking Caribbean; Duke covers the Andean countries (except Venezuela), Mexico, Brazil (social sciences), Central America, and the English- and Dutch-speaking Caribbean.

Table 5.1: Strength of Latin American Collections, 2004-05

	Duke	UNC-CH	Duke and UNC-CH
Volumes	275,543	323,217	598,760
Spanish	165,903	161,977	327,880
Portuguese	27,458	55,840	83,298
English/Other	81,500	105,840	187,340
Indigenous	682	37	719
Serials	3,731	4,400	8,131
Maps	2,150	20,317	22,467
Films/Videos	571	336	907
Journal Subscriptions	396	306	702
Current Newspapers	12	2	14
Latin Am. Exchange Partners	234	126	360
Subscription Databases on LA	3	3	6

TABLE 5.2 Expenditures for Latin American Library Materials, 2004-05

Category	Duke	UNC-CH	Duke-UNC-CH
Monographs	\$115,159	\$217,150	\$332,309
Serials	20,144	76,635	96,779
Electronic Resources	10,800	3,353	14,153
Films/Videos	2,500	1,074	3,574

Total Collections funds	\$148,603	\$298,212	\$446,815
LAMP Membership (see below)	765	765	1,530
ARL Project (see below)	3,900	4,624	8,524
TOTAL Materials Support 2004-05	\$153,268	\$303,601	\$456,869

Duke's William R. Perkins Library houses the research collections in the social sciences and humanities, including the main Latin American collection. Latin American materials can also be found in the libraries of the Divinity School; Rare Book, Manuscript and Special Collections; Music; Lilly (art/art history, dance, drama, film and video); and the science libraries. In 2003 the university began a major renovation of Perkins Library, which included the construction of the adjoining von der Heyden Pavilion and Bostock Library opened in October 2005. The second floor of Bostock is devoted to International and Area Studies (including Latin American and Iberian Studies). Wireless and high-speed Internet access is available throughout the building, along with technology to support reading and research using foreign language materials. At UNC-CH, the library system has three major divisions: Academic Affairs, Health Sciences, and Law. The main Latin American collections are in the Walter Royal Davis Library, the principal research facility for the humanities and social sciences. Related resources are found in the Louis Round Wilson Library (special collections), the Robert B. House Undergraduate Library (film and video) —also thoroughly renovated in 2004, and furnished with up to date technologies—and departmental and professional school libraries, including health sciences, law, and population studies. The Latin American holdings at the two universities are evenly matched, and make up about 7-8% of total holdings. Both libraries offer patrons an array of electronic resources that are specific to or include material on Latin America, and facilitate the transition to a more hybrid library which operates on a 24/7 basis. They also catalog open access databases from Latin America such as RedALyC, CLACSO, and SciELO to facilitate access.

Among the notable special collections at UNC-CH is the Bernard J. Flatow Collection of Latin

American *Cronistas*, which began with 76 original or very early editions of writings detailing the conquest and colonization of Spanish America, and continues to grow today. Other notable collections at UNC-CH include *Memin Pinguin*, the controversial comic series from Mexico, as well as artists' books from Cuba and Argentina, among them handmade books from Argentina's *cartonero* population. Duke's strengths include the Pérez de Velasco Collection, containing some 3,000 rare volumes, and its Andeanist holdings are supplemented by Peruvian manuscripts from 1580-1872 and the Leonardo Muñoz collection with 2,000 volumes on 20th century Ecuador.

5.B. Library Staff, Acquisitions, and Financial Support: In the late 1990s, Duke's Center for International Library Programs ran a Mellon-funded training program for recent Latin American Ph.D. recipients who wished to become research librarians, among them Dr. Teresa Chapa, UNC-CH's Latin American and Iberian collections bibliographer since March 2000. Irene Münster, a professional librarian in Argentina, joined Duke as the Librarian for Latin America and Iberia in February 2004. The Consortium provides both librarians with Title VI and Mellon funds to support acquisitions trips, attendance at book fairs, and participation in professional meetings. Recent travel has included acquisition and conference trips to Mexico, Brazil, Argentina, Uruguay, Peru, Bolivia and Spain, as well as regular participation in SALALM and LASA meetings. Consortium NRC funds purchase acquisitions to support curricular and research priorities. At UNC-CH these include LCTL materials in Yucatec Maya and Creole, the strengthening of holdings on Venezuela, and purchase of primary source material on microfilm. Duke is building specialized strength in 20th century human rights movements in Latin America, comic books under dictatorships, and in Africana studies with a focus on Peru and Brazil.

The Duke and UNC-CH librarians are active in the Latin American Studies community and Dr. Chapa and Ms. Munster are members of UNC-CH ILAS's Advisory Board and Duke's Council on Latin American Studies, respectively. Newly named the Rita DiGiallonardo Holloway

University Librarian and Vice Provost for Library Affairs at Duke, Dr. Deborah Jakubs, the former Latin American bibliographer, served as Consortium Director and Associate Director from 1995 to 2002. In October 2004, she organized an international librarian and archivists conference on “History, Memory and Democracy in the Southern Cone” co-sponsored by FLACSO-Chile.

TABLE 5.3: Library Personnel, % of Time Dedicated to Latin America, and Salaries, 2004-05 Fiscal Year

FUNCTION/PERSONNEL/SALARIES	DUKE % FTE	UNC-CH % FTE	Total % FTE
Selection/Acquisition/Specialized Reference			
Latin American Bibliographer	75%	75%	150%
Assistant to the Bibliographer	NA	85%	85%
Other Bibliographers (combined)	40%	45%	85%
Library Assistants (order processing, gifts)	130%	5%	135%
Student Assistants	25%	130%	155%
Cataloging			
Catalogers and Library Assistants	100%	120%	220%
Student Assistants	NA	20%	20%
Staff Salaries/Fringe Benefits			
Professional and Para-Professional	\$216,686	\$150,000	\$366,686
Student Assistants	\$796	\$19,900	\$20,696
TOTAL Salaries/Benefits	\$217,482	\$169,900	\$387,382

The bibliographers work to integrate library resources into the curriculum, including a “Research Methods and Bibliographic Instruction in Latin American Studies” course at Duke and an online tutorial for users on UNC-CH’s Latin American collections.

5. C. Access and Resource Sharing: Both libraries are interlibrary loan net lenders and participate in resource-sharing agreements. Duke’s libraries are open to the public and full library privileges are available to students and faculty at UNC-CH, NCSU, NCCU and the National Humanities Center. The library uses virtual reference software and instant messaging to answer user questions. UNC-CH campus libraries extend borrowing privileges to students at nearby universities and all 15 campuses of the UNC system, as well as to all NC residents and alumni. The Triangle Research Library Network offers a free 24-hour inter-library lending service to all 4 member-universities. A free bus service between UNC-CH and Duke every half-hour facilitates access, and links to the bibliographers’ e-mail addresses allows specialized reference assistance to scholars and students around the world. Assistance is also offered to the faculty from 4-year colleges who are awarded NRC-funded summer fellowships for library research.

Both libraries participate in cooperative arrangements to enhance access to material, including in the CRL's Latin American Microforms Project (LAMP), which acquires and maintains microform collections of unique, scarce, rare and/or bulky and voluminous research materials. Both are also active in the Latin Americanist Research Resources Project (LARRP), jointly sponsored by the Association of American Universities (AAU) and the Association of Research Libraries (ARL). With 34 other libraries, Duke and UNC-CH also participate in the Distributed Resources Project, founded in 1995, that fosters cooperative collection development and collaboration on a table-of-contents database of over 150,000 articles with support, among others, from a three-year \$400,000 grant in 2002 under Section 606 of Title VI. UNC-CH collects Venezuelan materials while contributing tables of contents from Argentine journals. Duke collects on labor movements in Brazil and Argentina while adding tables of contents for Mexican and Argentine journals (it also indexes 12 journal titles for the HAPI database initiative as part of LARRP). Finally, both libraries are charter members of Latin America Southeast Region (LASER), a consortium of the 12 major regional libraries plus the Universities of Puerto Rico and the West Indies. Coinciding with our February 2005 Consortium conference, Duke and UNC-CH hosted a LASER meeting attended by 12 librarians from 10 member universities.

CRITERION 6: QUALITY OF FACULTY AND STAFF RESOURCES

6. A. Qualifications, Staffing, and Development: Faculty qualifications and time devoted to Latin American Studies can be found in Appendix C. To summarize: Duke has 18 core faculty (those who devote 50-100% time to research and teaching on Latin America) in area studies, and 10 in language and literature; UNC-CH has 30 and 16 respectively. All regular tenure-track faculty hold terminal degrees in their fields, as do most fixed term (i.e., non-tenure-track) faculty listed in Appendix C. Of those listed, 23 hold endowed chairs, including 10 core faculty. Appendix B shows that Consortium faculty's teaching activity is well distributed among lower division, upper division, and graduate courses. Appendix C indicates the numbers of theses and dissertations our core faculty have supervised in the last five years (see section 2.C for advising).

The Consortium currently has a 7-person professional staff (see Appendix C for qualifications). It includes the Associate Director of CLACS, Natalie Hartman, who serves as the chief operating and financial officer of CLACS. She hires, manages and supervises CLACS staff and has administrative responsibility for all programs, fellowship and travel grants competitions, budgets and accounts, and grant writing, management, and reporting. She is Duke's FLAS coordinator, and advises Duke and UNC-CH graduate students on funding, proposal writing, and career options. 2005 marks her 15th anniversary at CLACS. The Duke Academic Program Coordinator, Jenny Snead Williams, is responsible for the overall management of undergraduate curricula, activities, and competitions; the Mellon Visiting Professorship; and the 3 CLACS certificate programs. She also coordinates the Global Americas FOCUS program for first year students. The Duke Administrative and Marketing Coordinator, Bonnie McManus, provides general administrative support to CLACS and designs and produces a wide array of marketing and outreach materials for the Consortium. She oversees public relations through print and electronic advertising and Web management. She is also responsible for organizing workshops, conferences, lectures and other public events. This staff is supplemented by 4 part-time student assistants. All of the positions are fully supported with University funds, except for ½ of the Administrative and Marketing Coordinator's salary, which is covered by NRC funds.

The Associate Director of UNC-CH's ILAS oversees all programs and operations, serves as UNC-CH's FLAS coordinator, advises students, and is responsible for grant writing, oversight, and reporting. This position, which was redefined and upgraded in August 2005, is currently vacant; interviews have been conducted and a candidate has been selected who will be on board by December 1. UNC-CH Business Manager Shelley Clarke manages all ILAS budgets and accounts and administers student summer travel grants. The half-time Office Assistant, Stacey Sewall, provides program support and maintains ILAS' databases and Web site. Outreach Director Sharon Mújica also serves as the Maya Program Director. 2005 marks her 20th anniversary at ILAS. State funds cover all UNC-CH staff salaries, except for ½ of the Business

Manager's salary, which is supported with NRC funds. The staff is supplemented by part time student staff of 10 undergraduate and graduate positions in 2004-05. In this proposal we request support to add a full-time staff member at CLACS. With the recent and projected expansion of our Yucatec Maya program, we realize that one person can no longer carry out all the tasks required by the Outreach and Maya Programs. Therefore, the new Duke Outreach & Assessment Coordinator will manage the Consortium's outreach activities, with initial training from Sharon Mújica. S/he will also implement the Consortium's evaluation plan for the new grant cycle. Sharon's position will be redefined to focus on Maya and related activities, film festivals, and training. We request Title VI funds to support ½ of the new position; Duke will cover the balance.

The Consortium regularly funds faculty overseas research and conference participation from Title VI and Mellon sources. During 2004-05, we awarded 31 grants for faculty conference and research travel in Latin America. Additional support is provided by academic departments, university research councils, and Centers for International Studies. The Consortium encourages staff and bibliographers to travel to professional meetings and partner institutions in the US and Latin America. With Title VI NRC and Mellon support, staff attend LASA meetings, and bibliographers attend annual SALALM meetings. During 2003-06, 6 staff members visited or will visit institutional partners in Bolivia, Peru, Mexico, Guatemala, Brazil and Costa Rica. The Consortium encourages its staff to enroll in language training and extensive, tuition-free staff development opportunities at both universities, including a tuition waiver benefit for regular university courses. Last Spring the Consortium director attended management training offered by Duke Corporate Education and the Office of the Vice Provost for Interdisciplinary Studies.

6.B. Composition of Oversight Bodies: The Consortium integrates the activities of CLACS and ILAS and implements all cooperative programs. It is governed by the Director, Associate Director, and Executive Committee. The current Consortium Director is Dr. John French (Associate Professor of History, Duke; appointed CLACS Director in 2001) and the Associate Director is Dr. Arturo Escobar (Kenan Distinguished Professor of Anthropology, UNC-CH;

appointed 2004). These positions alternate between Duke and UNC-CH every 2.5 years, and must be filled by senior faculty members. Together they are responsible for strategic planning, fund raising, faculty recruitment, and representing the program to the university administrations. Both serve on the Consortium’s Executive Committee, along with representative faculty (see Table 6.1 and Table of Contents for Faculty Bios). Faculty members on the Executive Committee are appointed for 2-year staggered terms, and they represent a wide variety of departments and professional schools. The Committee is responsible for policy decisions and program guidance.

Duke’s CLACS is charged with oversight and coordination of undergraduate and graduate education in Latin American Studies within the university (see Table 6.1). The CLACS Director is appointed by the Vice Provost for International Affairs and devotes 50% of his time to his duties as Director. A faculty council assists the Director. At UNC-CH, ILAS is a department-level unit within the College of Arts & Sciences, and the Director (the equivalent of a department chair) reports to the Dean of the College. He devotes at least 50% of his time to his ILAS and Consortium duties with assistance from a faculty Advisory Board.

TABLE 6.1: Carolina and Duke Consortium Oversight, 2004-05

FUNCTION/COMMITTEE	Language Faculty	Area Studies Faculty	Professional School Faculty	Library Staff	Center Staff	Totals
Consortium Administration						
Carolina-Duke Consortium Executive Committee	2	9	2	1	0	14
Duke Council on Latin American and Caribbean Studies	8	21	6	3	3	41
UNC-CH ILAS Advisory Board	2	9	3	1	4	19
Duke-UNC-CH Editorial Committee	2	4	0	0	1	7
Consortium Conference Planning Committee	1	3	0	1	3	8
Grants & Fellowship Administration						
Duke FLAS Selection Committee	1	2	1	0	1	5
UNC-CH FLAS Selection Committee	1	2	1	1	1	6
Duke Faculty and Graduate Student Travel Grants Selection Committee	1	1	1	0	1	4
Duke Undergraduate Students Travel Grants Selection Committee	1	2	1	0	1	5
UNC-CH Travel Grants Selection Committee	1	2	2	0	1	6
Duke-UNC-CH Ford Fellowship Selection Committee	0	4	0	0	2	6

6.C. Encouragement of Applications for Employment from Traditionally Underrepresented

Groups: Duke and UNC-CH offer equal opportunity to all employees and applicants for employment without regard to race, color, religion, national origin, handicap or veteran status, sexual orientation or preference, sex, or age. This policy is followed in recruiting, hiring, appointment and promotion into all academic and non-academic positions. The Duke Office for Institutional Equity (OIE) and the UNC-CH Equal Opportunity/ADA Office coordinate the Equal Opportunity Program and Affirmative Action Plans for Women and Minorities, for Persons with Disabilities, and for Veterans. Diversity is one of Duke's guiding principles, and Duke's Black Faculty Strategic Initiative doubled the number of Black faculty between 1993 and 2003. There are currently 101 Black faculty at Duke. This commitment to minority recruitment has been reaffirmed by Duke's new President Richard Brodhead, who upgraded the position of director of the Office of Institutional Equity (OIE) to the Vice President level. President Brodhead has also met with students, faculty and alumni with the goal of increasing the hiring of Latino/a faculty and administrators. Since 2000 institution-wide plans have been implemented to recruit, retain, and promote Latino employees and to foster cultural awareness. The CLACS Academic Program Coordinator is active with Duke's Latino/a Studies Initiative, El Concilio Hispano, and the Latino Issues Working Group.

According to a 2002 study by the *Journal of Blacks in Higher Education*, UNC-CH leads the nation in the number of tenured African-American professors and endowed chairs (51) and the study noted that UNC-CH was one of only 4 high-ranking universities with more than 100 African-American faculty members; as of Fall 2004 this number stood at 129. *Black Enterprise* magazine ranks UNC 2nd among public universities (and 14th overall) for hiring African Americans. In the spring of 2004, Chancellor James Moeser charged the Office for Minority Affairs with conducting a University-wide diversity assessment, and the resulting 8 recommendations are being implemented. An example is the Carolina Postdoctoral Program for Faculty Diversity which makes available 2-year postdoctoral research appointments with the aim

of preparing scholars from underrepresented groups for tenure-track appointments. In the past 2 years, 2 new Latin Americanists were recruited in the Music and Art departments through this program.

CRITERION 7: OUTREACH ACTIVITIES

The Consortium has a long history of outreach services to area schools and universities, the community at large, the state of North Carolina, the Mid-South, and beyond. Since its creation in 1991 with NRC funding, the Outreach Office has expanded into a dynamic educational center, capitalizing on faculty expertise to train public school and college teachers, disseminating information and materials to educators and the general public through a lending library, and serving as a resource to museums, business, media, and government. The tables in this section summarize these programs and their impact. In organizing workshops, film festivals, art exhibits, lecture series, and other public events, we draw on the expertise of Latin Americanist faculty, students, and staff from both campuses. They develop resources and serve as speakers, workshop lecturers, and advisors. To increase state and local impact, the Outreach Office partners with UNC-CH's World View, the NC Center for International Understanding (NCCIU), the University Center for International Studies (UCIS) K-12 Outreach Program, the NC Department of Commerce, the World Trade Center NC, the US Department of Commerce, the Town of Carrboro, the Durham County Library, the Carrboro Art Museum, the NC Museum of History, the NC Museum of Art, and Exploris Museum. Outreach Director Sharon Mújica heads the Outreach Council of UNC-CH Title VI centers. At the national level, we share materials and programs via Outreach World Web site, the Consortium of Latin American Studies Programs (CLASP), and our own Consortium Web site. Ms. Mújica is on the CLASP Executive Board, chairs their LCTL Committee, and co-chairs the National Committee on Latin American LCTLs. The Outreach Office collects data on inquiries, attendance, post-event evaluations, and participant contacts to measure our output and impact. All outreach activities are held in buildings accessible to the disabled, and through all activities we make a special effort to reach underserved

TABLE 7.1 Summary: Consortium Outreach Program, 2003-05

OUTREACH TARGET AUDIENCE	Number Impacted
K-12 Teachers & Administrators	2,193
K-12 students *	151,317
Post-Secondary educators	2,304
University Students	7,255
Business/Media professionals	455
General Public (activities directly related to the Outreach Program)	14,577
OUTREACH MATERIAL RESOURCES	Number Distributed
Curriculum resources on Latin America (CD Rom, Printed materials)	88
Outreach Resource Lending Library (books, tapes, culture boxes)	140
Outreach Film Lending Library (films, videos, DVDs)	1,640
Film catalogues	750
Southeast/Mid Atlantic online directory of Latin Americanists	1,123
Web based resources	3,312
Print Media Promotions (brochures, posters, flyers, press releases)	12,500
Electronic Media Promotions (includes all listservs)	3,238

*Based on an average of 23 students/class for NC elementary schools, and 23 students/class X 5 classes per day for NC middle and high schools, average indirect impact of 69 students per teacher

populations, including teachers from poorer districts with large minority populations, senior citizens, and Historically Black Colleges and Universities such as Johnson C. Smith University in Charlotte and NC Central University in Durham.

7.A. Outreach to Elementary and Secondary Schools: The Consortium’s goal is to strengthen relationships with NC schools by providing resources for classroom use and for incorporating Latin American content into their curricula. This is accomplished through professional development workshops, in-service teacher training institutes, a lending library of instructional materials, a speakers series, traveling exhibits, and Web-based materials and curriculum units (see Tables 7.1 and 7.2). These resources are available to educators nationwide.

TABLE 7.2: K-12 Outreach Activities, August 2003 – August 2005

Activity	Audience Composition	Location/ Date	Impact		Outcomes
			Direct	Indirect **	
Reflections of the Soul: LA Modern Folk and Religious Images exhibit	K-12 teachers, students, library patrons, public	McDougle School, Carrboro Branch Library, Chapel Hill 1/2004	1,296		Display of Latin American folk art, educate audience about folk art
Art, Literature, and Film in the Classroom*	K-12 teachers, students, museum patrons, public	North Carolina Museum of Art, Raleigh from 9 2004 to 5/2005	28	1,932	Speakers, films, slides & related works in the museum collection; curriculum materials, CEU credits

People, Places, & Possibilities: Teaching World Cultures Doc. Series *	K-12 teachers, students, public	UNC-TV public tv from 9/2004 to 5/2005	Est. per time slot: 15,000-20,000 viewers		1-hr documentaries on public tv and curriculum materials to support each film on specially designed Web site
Workshop "The Southern Cone of South America: A Different Face of the Americas"	K-12 teachers	Chapel Hill 4/2005	45	3,105	In service training. Creation, dissemination, of classroom materials on CD ROM and of interactive Web site on the Southern Cone for teachers/students
Consortium Conf "Crises, Utopias, & Works in Progress"	K-12 teachers, general public, students, faculty	Chapel Hill & Durham 2/2004	15	1,035	Teacher training breakout sessions, resource materials distributed, scholarships given to attend
Co-sponsored World View seminars	K-12 & comm. college teachers	Chapel Hill 10/2003,2004 3/2004, 2005	1,870	129,030	Exposure to LA culture, film & Outreach Office programs
<i>Crossing Borders</i> Exhibit (2)	K-12 teachers, students, general public	Raleigh, NC 2004; Durham, NC 2003	(est.) 1,506		Exposure to Mexican Culture and Art
Maya Culture Box*	K-12 teachers, students, general public	Exploris Museum, Raleigh, NC	78,500		K-8 interactive activity, Exposure to Maya lang. & culture
Maya Culture Boxes for lending (borrowed 10 times)*	K-12 teachers, students, general public	Chapel Hill, NC Durham, NC 2003/04/05	15	1,035	K-8 interactive activity, Exposure to Maya lang. & culture
Isabel Allende Program with Durham County Library	K-12 teachers, students, general public	Durham School of Arts & Civic Center, 10/2004	1,500		Exposure to Latin American literature, creative process
Latin Jazz Smithsonian Exhibit	K-12 teachers, students, general public	Exploris Museum, Raleigh, NC 4/2005	9,000		Presentations, workshops, performances, hands-on activities
Day of the Dead Traveling Exhibit, films, & talks	K-12 teachers, students, general public	NC Museum of History, UNC-Charlotte, Carrboro Arts Ctr., 2003/2004	4,817		Promotion of the understanding of Mexican cultural traditions; displays from middle school on Day of the Dead

*Activity funded by Title VI. **Based on an average of 23 students/class for NC elementary schools, and 23 students/class X 5 classes per day for NC middle and high schools, average indirect impact of 69 students per teacher

Resource guides containing curriculum units, slides, and original CD-ROMs are part of each workshop and are distributed free of charge. We have developed an interactive multimedia Web site to support the workshop on the Southern Cone as well as adding pages to the Consortium Web site and linking our resources to Outreach World. We have also offered Continuing Educational Credits (renewal credits) for teachers who attended and completed any of our K-12 workshops. In the past 2 years 2,193 teachers have benefited directly and 151,317 K-12 students

have benefited indirectly from our outreach activities. There are 719 NC educators in our database, and we keep them informed through our listserv, Web site, newsletter, and special mailings. We will build on successful experiences to develop new teacher training and curriculum development activities based on best practices – such as our plan to incorporate a study trip to Brazil for public school teachers, Web based multimedia projects to be shared with Outreach World, exposing teachers to our programs of LCTL instruction, etc. (see Criterion 8 and the Budget Request).

7.B. Outreach to Postsecondary Institutions: The Consortium works with 4-year and community colleges in the Southeast and the Middle Atlantic States (see Table 7.3). We cooperate actively with the UNC-Charlotte by providing Consortium Mellon endowment funds to support the annual William Wilson Brown Latin American Studies Conference and their participation in the film festival. We provide administrative assistance and guidance related to hiring Latin Americanist faculty, their undergraduate Title VI support, and their recently inaugurated undergraduate major and new FIPSE exchange with 5 Brazilian and US institutions. We regularly provide films and lecturers to North Carolina A & T, High Point University, Johnson C. Smith, and several community colleges. We support faculty from these and other institutions to encourage participation in Consortium conferences, and offer 4 summer research fellowships annually at Duke and UNC-CH with Title VI funds (targeted to HBCUs). We continue to add members to our database of 1,173 Latin Americanists in the Southeast and

TABLE 7.3: Postsecondary Outreach Activities, August 2003–August 2005

Activity	Year	Number of Participants	Targeted Area	Audience Composition
LA Film Festival, Charlotte*	2003, 04	1,230, 1,100	Charlotte	Students, faculty, public
LA Film Festival, Triad*	2003, 04	450, 550	Greensboro	Students, faculty, public
LA Film Festival, Triangle*	2003, 04	2,450, 1,850	Durham, Chapel Hill, Raleigh	Students, faculty, public
Intensive Spanish Workshops	2003, 04	20, 20	Burlington, NC	Comm College faculty, public
Web site Directory & listserv for Latin-Americanists *	2003,04, 05	1,832	Southeast, Mid Atlantic States	Targeted to 4-year & community college instructors
Latin American Cinema Duke Fall Series	2004	375	Durham, NC	Students, faculty, public
Conf: “Power in the Streets: Political and Social Protest in	2003	55	Durham, NC	Faculty, students, public

Contemporary Argentina”				
Co-sponsored World View Global Education Leaders Prog	2003, 04, 05	8, 11, 10	Chapel Hill, NC	Residential program for college educators
Annual William Wilson Brown Latin American Studies conf	2005	37		27 faculty from 6 colleges, students, general public
Library fellowships*	2004, 05	4 4	Chapel Hill, Durham, NC	Fellowships given to college teachers for summer research
<i>Crossing Borders</i> Traveling Exhibit	2003	2,000	Wentworth, NC	Community college students and faculty

*Activity funded by Title VI.

Middle Atlantic States, our listserv of over 719 users, and Web pages dedicated to disseminating information on many aspects of teaching Latin American Studies (see Table 7.6).

7.C. Outreach to the General Public, Business, and Media: The Outreach Office co-sponsors events with local governments, municipalities, counties, businesses, museums, churches, and public libraries, all open to the public (Table 7.4). The annual Latin American Film Festival, now in its 19th year, has been extended to 16 campuses in the Triangle, Triad, and Charlotte areas. It attracts university and high school students, faculty, and the public. It is consistently featured in local publications as one of the best film festivals in the region. Our resource library, particularly the video collection, now holds 427 titles and lends over 900 films and videos per year nationwide. It includes many titles not available elsewhere in the US, including many on indigenous cultures. 126 titles are suitable for K-12 use, and 22 are useful for K-6. The Burning Issues Series and the Consortium Conference Series, started with Title VI NRC funds, have attracted over 1500 students, faculty, community college instructors, and the public for a wide variety of activities and programs (Table 7.5). Hospitals, law firms, businesses, government officials, trade representatives, and public health officials contact the Outreach Office for advice, speakers, and referrals for translation into Spanish, Portuguese, and several LCTLs.

TABLE 7.4: Outreach to Business, Media, and General Public, August 2003–August 2005

Activity (number)	Organizer(s)	Location	Year	Participants	Audience
NC-South America Connection: Brazil, Chile, and Argentina Business Conference *	Consortium, World Trade Center, US Dept. of Commerce, US Chamber of Commerce,	Chapel Hill	2005	210	International business leaders, local business

	Brazil-US Business Council, NC Ports Authority, UNC-CH CIBER, local businesses				representatives, media, general public
Latin American Film Festivals *	Consortium, Chapel Hill Institute (CHICLE)	16 campuses, towns of Carrboro/Chapel Hill, NC	2003 2004	(est.) 2,560 (est.) 2,108	General public
Day of the Dead Traveling Exhibit and associated lectures	NC Museum of History, NC Public Schools	Raleigh, NC	2003 2004	(est.) 1,086 (est.) 1,134	General public
La Fiesta del Pueblo festival	El Pueblo Inc., local community & businesses	Raleigh	2003 2004 2005	(est.) 50,000 (est.) 60,000 (est.) 60,000 +	General public from southeast US
Isabel Allende special program	Durham Co. Library Foundation, various local organizations	Durham	2004	1,500	K-12 students, instructors, & community groups
Reflections of the Soul: LA Modern Folk & Religious Images installation & lectures	McDougle School, Carrboro Branch Library	Chapel Hill	2004	1,296	K-12 students, teachers, and public
Latin American Cinema Duke Fall Series	Duke Film/Video/Digital Program, Duke depts, Consortium	Durham, NC	2004 2005	375 (est.) 400	Students, faculty, general public
David Stamey brown bag lunch lecture on Mexico and trade	Consortium	Chapel Hill, NC	2005	25	Business leaders, public students, faculty
George Stuart Maya Archaeology Lecture*	Consortium	Chapel Hill, NC	2005	(est.) 200	Media, students, faculty, public
Alex Rivera-lecture on LA film, border issues	Consortium	Chapel Hill, NC	2004	38	Students, faculty, public
Robin Moore- lecture & dance: Cuban music	Consortium	Chapel Hill, NC	2005	110	Students, faculty, general public

*Activity funded by Title VI

Interest in our *Day of the Dead Exhibit* and accompanying resource materials has increased significantly. We now lend out 3 traveling exhibits each year. They have been erected in state museums, community centers, libraries, secondary schools, and other universities (see Table 7.4).

Resource materials for use with the exhibits are also accessible through our Web site.

Table 7.5: Burning Issues Series, Selected Events and Consortium Conferences *, 2003-2005

Activity	Location	Year	Participants	Audience
Public Lecture: Lula's Brazil	Chapel Hill, NC	2003	230	Students, faculty, public
Public Lecture: US Policy and Human Rights in Chile	Durham, NC Chapel Hill, NC	2003	250	Students, faculty, public
Consortium Conference: Crises, Utopias & Works in	Durham, NC Chapel Hill, NC	2004	125	Students, faculty, public, K-12 & post secondary

Progress				teachers
Roundtable discussion: What is happening in Haiti?	Chapel Hill, NC	2004	50	Students, faculty, public
Consortium Conference: States of Democracy	Durham, NC Chapel Hill, NC	2005	200	Students, faculty, public, K-12 & post secondary teachers
Public lecture: Plan Colombia and Alternative Development	Chapel Hill, NC	2005	30	Students, faculty, general public

*Partially funded by Title VI

Between August 2003 and August 2005, our faculty wrote 33 newspaper articles and op-ed pieces and gave 10 radio or TV interviews. In 2003 and 2004 media professionals received invitations to and attended various Consortium events, such as conferences, art exhibits, and speaker series. In 2005 we provided funding for several journalists to attend the NC-South America Connection Business Conference, who afterwards published articles (Table 7.4). In order to maximize access to our teaching materials, the Consortium completely redesigned its Web site in 2005 with NRC funds and developed various curriculum units and other resources for teachers that can be downloaded from it and from Outreach World (Table 7.6). The new Web site demonstrates an increased integration and collaboration between the universities and houses all materials related to Consortium programs, events, outreach activities, and language studies (see Criterion 8 and the Budget Request for continuing and new initiatives). The Consortium publicizes its activities through mailings and brochures, Web site and listserv publicity, and press releases to media outlets, as itemized in Table 7.7.

TABLE 7.6 : Web-Based Resource Materials (Funded by Title VI)

Resources	Material Description	Target Audience
Consortium Web site	New Web site with information on UNC-CH and Duke LA programs & resources	Faculty, students, public, K-12 teachers
Online Interactive K-12 curriculum units	Changing Face of Mexico: resource units on Mexican culture for classroom use	K-12 teachers
Online curriculum materials in conjunction with Art, Literature and Film in the Classroom series	Understanding Social Justice in Post-Revolutionary Mexico through Documentary Films, Plays, and Murals	K-12 teachers
Online classroom materials with the People, Places, and Possibilities documentaries on WUNC-TV	Materials for <i>The Sixth Section</i> a documentary film about cross-border organization and "Grupo Union."	K-12 teachers and public
Consortium list serv	917 listserv members, dissemination of materials related to Consortium and community programming	Students, faculty, public
Lending library Web pages	Description of videos, children books, audio tapes, videos for children, and resource units.	K-12 & college teachers, public

Video Collection Online Database	Searchable database containing 427 titles.	K-12 & college teachers, public
Online Directory of Latin-Americanists in Southeast-Middle Atlantic States and Listserv	Searchable database including information on over 1,173 professors and over 719 online listserv members	K-12 & college teachers, media
Online <i>Jup'it Maaya</i> language units	Yucatec Maya lessons for beginners	General public
<i>Saastal: Children of the Sacred Grace</i> interactive Web pages	Consortium/SDSU LARC hosts the interactive Web pages for the video	Students, faculty, public
Southern Cone Workshop Interactive multimedia Web site	Web site for teachers/students with activities to promote learning about the Southern Cone	Public school students, K-12 teachers, public
CLASP list serv	55 listserv members, LCTL collaboration among NRCs to communicate on language and language education issues	LCTL list, NRCs, LA university programs
Outreach World	163 hits for pages related to Consortium activities in 9 months of posting: including the 52 times the PDF was downloaded	General public, k-12 teachers and students, post secondary educators

TABLE 7.7: Means of Disseminating Consortium Information

Publication/Source	# of Recipients/Users
Bi-weekly Calendar of Events	917 per calendar
Annual newsletter	2200 copies
Annual Latin Americanist faculty & grad students Directory	1100 copies
Carolina and Duke Consortium e-mail listserv	917
Various campus non-consortium list servs at UNC-CH /Duke	1602
E-mail listserv for public school teachers	719
Newspaper, magazine, TV, radio announcements & coverage	43 articles & interviews
Carolina and Duke Consortium Web site	20781 hits/month
Carolina and Duke Consortium Working Papers Series	310 copies distributed
Information tables at student orientations, study abroad fairs	1000 flyers distributed
Consortium information flyers	1000 flyers est.
Film Catalogues	750 copies
Outreach Brochures	2500
Maya brochures	3000
Outreach World Web site	163 hits
Posters, Print ads, posted information, brochures	12,500 distributed
CLASP list serv	55 members

CRITERION 8: PROGRAM PLANNING AND BUDGET

The Consortium is an established program with a well-defined research, instructional, and outreach mission. The plan presented here justifies the Consortium's request for Title VI funding to augment existing resources, support promising new initiatives and strengthen those underway. The 4-year proposed program and budget are based on a firm foundation of institutional support.

8.A. Quality and Purpose of Center Activities: The activities proposed conform to Title VI purposes: to strengthen nationally recognized centers of excellence in foreign language and area studies and to assist graduate training in foreign languages and area studies. They also share the

common goal of educating Americans (students, teachers, general public) about LCTLs and their cultures of Latin America. They center on 7 key objectives.

1) Outreach: The Consortium requests funding for: (a) NC public school teacher training, in consultation with the new “No Child Left Behind” Teacher-Peer Advisory Board; (b) support for Outreach World; (c) collaborations with the UNC system Schools of Education and North Carolina in the World on teacher and principal training, including the development of curriculum units; (d) collaboration with World View for teacher training on Latin America, and for a seminar and study tour to Brazil; (e) K-12 teacher scholarships to travel to Yucatán each summer; (f) 8 sets of Guaraní and Huichol culture boxes to be placed in 4 museums around the country; (g) summer library research fellowships for faculty from 4-year colleges or HBCUs; (h) scholarships for community college and HBCU faculty to attend Consortium conferences; (i) collaboration with the Triangle Institute for Security Studies on national security issues; (j) a study tour to the US-Mexico border area for NC business leaders in collaboration with the Duke Program on NC and the Global Economy, the NC Department of Commerce, and San Diego State University; (k) scholarships for journalists from underserved areas in NC to travel to Mexico with the NC Center for International Understanding; (l) the annual Latin American film festival; (m) film purchases and production of Consortium’s video library catalogue; (n) the newsletter, directory and working papers series; (o) Web enhancement; (p) collaboration with other units on the global education digital TV and student radio show projects; and (q) the creation of a new Outreach and Assessment Coordinator position. **(23.8% of NRC request.)**

2) Language Instruction: We request funding to: (a) expand our Summer Intensive Yucatec Maya course offerings by adding a third level; (b) initiate introductory Yucatec Maya language instruction during the academic year; (c) further develop Yucatec Maya teaching materials in cooperation with the SDSU Language Acquisition Resource Center; (d) support the training of our Yucatec Maya language instructors at proficiency-based evaluation workshops at the SDSU Language Acquisition Resource Center (LARC); (e) collaborate with the UNC-CH CIBER to

develop web-based materials for the CIBER-created MBA elective, Working Portuguese; (f) support teaching assistance for the LAC initiative at UNC-CH. **(21.7% of NRC request.)**

3) Area Studies Activities: We request funding for: (a) the continuation of our Consortium conference series, under the general theme of “Latin American/Caribbean Integration and Diversity;” (b) the initiation of Mesoamerican Language and Culture conferences in collaboration with SDSU, Yale, University of Chicago and University of Wisconsin-Madison; (c) the “Exploring Medicine” course in the Duke Medical School; and (d) course development awards related to the major and certificates, or to fill disciplinary gaps. **(5.0% of NRC request.)**

4) Library Development and Cooperation: The Consortium requests funding for (a) library acquisitions; and (b) bibliographer travel to Latin America. **(12.3% of NRC request.)**

5) Program Enrichment: We request funding for: (a) Consortium administration, including partial salary for staff positions including a new Outreach and Assessment Coordinator at Duke, partial stipends for 2 faculty curriculum coordinators, funding for student assistants, and supplies and communications; (b) administrative travel; and (c) faculty research and conference travel. **(35.6% of NRC request.)**

6) Program Evaluation: We request funding to implement our new evaluation plan, including: (a) creation of a system of evaluation forms to be distributed at major events and results entered into a database; (b) annual visits of outside evaluators to assist us with setting and implementing goals (Years 1 and 2), and reviewing all aspects of our program with emphasis on area studies instruction, language program, LCTLs, and outreach (Year 3). **(1.6% of NRC request.)**

7) Student Support: The Consortium is aware of its primary function, the education of scholars and the preparation of Latin Americanist specialists for government, commercial, and non-profit sectors. Title VI funding allows us to support students with FLAS Fellowships. We request funds each year for 10 academic year FLAS Fellowships (5 at Duke and 5 at UNC-CH) and 8 summer FLAS Fellowships (4 at Duke and 4 at UNC-CH). For the academic year competitions, priority will be given to masters degree students in professional school programs. For the summer FLAS

competitions, priority will be given to students enrolling in our Yucatec Maya courses. We will use the fellowships to encourage students to pursue language study through the advanced level. **(54.6% of total federal request.)**

8.B. Effective Use of Resources, Development Plan, Timeline: At the end of 4 years, through our outreach program, we will have provided in-service workshops for approximately 250 public school teachers and provided fellowships and scholarships for 36 non-Consortium college teachers (see Budget Request and Appendix A). We will have presented the Latin American Film Festival 4 times on campuses around the Triangle and Charlotte; created hands-on materials for 4 museums across the country; provided training for some 10 NC business executives and public officials; and hosted 3 conferences on “Latin American/Caribbean Integration and Diversity” and one conference on Mesoamerican Language and Culture. Each year we will teach at least 3 Spanish LAC courses, and will offer 3 levels of summer Yucatec Maya instruction by Year 2. We will have sent 24 faculty members to do field research in Latin America, and 40 to present research at conferences. Finally, our librarians, and staff will have made 26 trips to Latin America to improve inter-institutional relations. We will make effective and efficient use of our resources and personnel, pool resources and cooperate with others on and off our campuses.

8.C. Cost Effectiveness: Cost effective and realistic, the proposed budget contains project activities consistent with the Consortium’s objectives. Many activities will be organized in collaboration with other Title VI centers, other units on our campuses, or other universities. We will offer our summer FLAS Fellowships to students from other universities to enroll in our Yucatec Maya courses; cooperate with the SDSU Language Acquisition Resource Center in the development of Maya materials and in training our Yucatec Maya instructors in performance-based language instruction; and collaborate with NRCs at 4 other universities to organize the series of Mesoamerican conferences. The LAC courses and various outreach activities are shared with UNC-CH’s CES and UCIS. In addition, the Duke VPIA and the Dean of UNC-CH’s College

of Arts & Sciences have committed supplementary funds in support of the 4 staff positions, student assistants, the curriculum coordinators, and the Duke Medical School course.

8.D. Long-Term Impact on Undergraduate, Graduate, and Professional Training

Programs: At the project’s end, the Consortium will have consolidated new programs and strengthened existing ones. The long-term impact on our undergraduate, graduate, and professional training programs will be (1) to increase enrollments and degree recipients and thus the supply of educators and professionals with knowledge of Latin America and language competency, and (2) to improve the quality of their training and thus their future contributions. We are increasing enrollments by providing information to potential students at all levels and in all fields, and by supporting students who have declared an interest in Latin America.

We are improving the quality of instruction by supporting the expansion of Yucatec Maya offerings, as well as new area studies, Medical School and LAC courses. Furthermore, we are indirectly contributing to the education of our students by supporting faculty and staff development through research and travel grants, thus ensuring that our faculty remain at the cutting edge in their fields. We will increase Consortium visibility with expanded outreach and enhanced library holdings. Title VI funding strengthens our ability to leverage university resources on behalf of the Consortium, makes the program more competitive for other outside funding, and helps institutionalize projects and positions initiated with NRC funds.

CRITERION 9: IMPACT AND EVALUATION

TABLE 9.1: Duke & UNC-CH Students and Faculty Directly Benefiting from Consortium, 2004-05

Undergraduate student enrollment in Latin American courses	15,271
Undergraduate students awards for research, language study, and conference presentations	12
Undergraduate students with principal focus on Latin America	74
Graduate and Professional School student enrollment in Latin American courses	1,183
Graduate and Professional School students with principal focus on Latin America	401
Graduate and Professional School students receiving funding for research, language training, and conference participation	113
Faculty receiving funding for research and conference participation	31

9.A. Impact on the University, the Community, the Region, and the Nation: The Consortium has had a significant impact through its outstanding teaching and research in language and area studies, and its broad outreach program. The most immediate output measures on the university level are data concerning the distribution and enrollment in our courses and the financial support provided to students and faculty (see Table 9.1). Between 2001-05, Latin American program graduates increased from 816 to 887, including an increase in the number of bachelors degrees (726 to 825) and doctorates (16 to 29) awarded. In 2004-05, CLACS and ILAS surveyed 2004 program graduates via e-mail and, of those responding, 178 continued their studies; 207 took jobs in the private for-profit sector; 119 worked for educational institutions or the non-profit sector; and 104 were employed by the government or international/foreign organizations. The quality of our graduate student training is measured in part through national fellowship competitions. In 3 years (2003-05), our graduate students received at least 36 major external grants, including 17 Fulbrights and Fulbright-Hays, 3 SSRCs, 2 Guggenheims, 2 NSF, 2 AHA Beveridge grants, 2 CONACYT fellowships, and 1 each from the AAUW, Association of American Geographers, Coordinating Council for Women in History, International Internship Award, U.S. Institute for Peace, School of American Research, Harvey, and Rhodes. Our contribution to increasing the number of area and language specialists is shown by the hiring of our doctoral graduates in the past two years in tenure-track positions at, among others, Auburn, McDaniel College, University of California-Riverside, UNC-Charlotte, UNC-Greensboro, University of Missouri, University of Oklahoma, University of Pittsburgh, Universidad Torcuato di Tella, and Villanova. The growing impact of our upgraded Yucatec Maya LCTL program is discussed in Criterion 4.

Our outreach to the community, region, and nation is covered in Criterion 7 (see Tables 7.1-7). An upward trend in outputs can be illustrated by comparing 2000-02 and 2003-05, during which the number of K-12 teachers reached went from 1,227 to 2,192, while more than doubling our indirect impact on students (from 73,620 to 151,317). Equally impressive advances were registered in the attendance at our annual Latin American Film Festival, which stood at 4,130 in

2003 and 3,500 in 2004 compared to 1,620 in 2000 and 1,910 in 2001. This was achieved in part by adopting professional marketing techniques, and in part by expanding activities to more campuses. Another measure of our national and international impact can be found in the prominent roles played by our directors and faculty. From 2001-03, John French and Arturo Escobar served on the 7-person Executive Council of the Latin American Studies (LASA), a 4,500-member interdisciplinary association. In that capacity, they helped draft LASA's first Strategic Plan that emerged from two planning retreats (one of them Consortium-hosted in November 2002). Duke Professor Ariel Dorfman remains a highly visible commentator in both the print media and on national and international radio and television. A final measure of impact can be seen in the dozen scholarly monographs published by our faculty in 2004 and 2005, along with several edited collections and hundreds of articles.

The growing prominence of Latin American and Caribbean studies at Duke and UNC-CH led to the investment of substantial resources by the UNC and Duke University Presses, which today stand among the top 5 publishers on Latin America and the Caribbean. With Consortium funds, the presses annually publish two works in translation by Latin American authors. 28 titles have appeared in our "Latin America in Translation" series to date, with total sales of \$36,351, and 10 more titles currently in production. Altogether, Duke and UNC Presses published 90 books in Latin American and Caribbean studies between January 2003 and December 2005.

Equal Access for Individuals from Traditionally Underrepresented Groups: Both Duke and UNC-CH have emphasized the recruitment of minority undergraduate students. At Duke, the Fall 2005 freshman class is 6.5% Hispanic/Latino, 9% Black, and 21.5% Asian; at UNC-CH it is 3.3% Hispanic/Latino, 10.8% Black, and 6.3% Asian. There are over 60 different student cultural organizations on our campuses, and ILAS and CLACS routinely co-sponsor activities with the Latino and minority undergraduate organizations. Consortium directors and faculty have been active in efforts to achieve broader inclusion of Latino/as and Latino/a issues at UNC-CH and Duke, including a new UNC-CH Latino undergraduate certificate established in 2002. More

recently, we have increased cooperation with the new Sonja Haynes Stone Center for Black Culture at UNC-CH, the UNC-CH Institute for African American Research, and the African and African American Studies department at Duke.

Both universities are committed to making campus programs and facilities accessible to the physically challenged through the provision of special assistance by designated offices.

Consortium working groups schedule meetings in accessible locations for mobility-impaired students; and the meeting rooms in both CLACS and ILAS are accessible. In constructing its new Global Education Center where ILAS will be located, UNC-CH made special efforts to enhance participation by minority contractors and designers, and currently 16.6 % of the contractors for UNC-CH are Historically Underutilized Businesses. In designing buildings, Duke and UNC-CH aim well beyond the minimum access goals established by the Americans with Disabilities Act Architectural Guidelines. Through its Outreach Program, the Consortium regularly targets underserved populations through film festival venues at HBCUs, participation of faculty and administrators from under-resourced institutions in workshops and Consortium Conferences, and through fellowships for summer library research to faculty from 4-year colleges or HBCUs. We awarded 8 library fellowships to faculty in 2004-05 from colleges such as Johnson C. Smith, Elon, Winston Salem State, and Wingate. Three HBCUs currently participate in the Latin American film festival with good attendance (Johnson C. Smith, NC A & T, and NC Central). Students at Duke and UNC-CH are active, as are CLACS and ILAS, in deepening ties with the rapidly growing NC Latino Population through tutoring, service learning, and other structured outreach mechanisms.

9.B. Evaluation Plan and Quantifiable Data: Systematic evaluation is vital in setting effective goals and measuring, in an objective and quantifiable manner, the fulfillment of those goals over time. Consortium planning for the last Title VI grant application drew on a NRC-funded overall assessment completed by Douglas Chalmers (Columbia University) in April 2002 and a faculty retreat, attended by 29 core faculty and 7 staff. Since then, the Consortium has systematically

implemented the goals set forth, which included an annual Consortium conference, a “Burning Issues” series, and the creation of a second level of Yucatec Maya language instruction.

Use of Recent Evaluations to Improve Consortium: Once our Title VI funding was confirmed for 2003-06, we invited two outside evaluator/consultants, Allan Burns (University of Florida) and R. McKenna Brown (Virginia Commonwealth University), to assist in designing our expanded Maya program; each made separate visits in June 2003, one funded by the Consortium and one with NRC funds. Their 12 recommendations were used by our Maya Program Director, as a guide to action and a basis for judging our progress. At this point, 9 of the recommendations have been fully or partially implemented; the rest will be in the future. Another NRC-funded evaluation occurred in May 2005, when Adán Griego, Stanford University’s Curator for Latin American, Mexican American and Iberian Collections, evaluated the print and electronic serials component of our cooperative library program. His report is assisting our Latin American bibliographers in library planning. These external evaluations have been very useful in assisting us to maintain programmatic excellence and to meet and surpass national standards.

Evaluation Plan: Duke’s Office of the Vice Provost for International Affairs (OVPIA) and the UNC-CH’s University Center for International Studies (UCIS) work to guarantee that a culture of enhanced evaluation, with systematic quantitative data collection, characterizes our international and area studies centers. As set forth in Criterion 8, the Consortium will create a new “Outreach and Assessment Coordinator” staff position in CLACS in the fall of 2006 (½ funded by Title VI, with assessment as 20% of their job description). Given the multiple tasks facing the person, we propose, for the first year, to offer a stipend to a faculty member experienced with evaluation to help the new staff member to understand, design and coordinate the overall evaluation plan, to identify possible outside evaluators, and to develop the “charge” for those evaluators. We will also develop, along with OVPIA and UCIS, a system of evaluation forms to be distributed at all of our major events with results entered into a data base with the help of student assistants. In **Year 1**, we propose to invite an outside evaluation expert to work with the new Outreach and

Assessment Coordinator to clarify and quantify goals for each component of our program (area studies instruction, language instruction, LCTLs and outreach). Thus, the theme of Year 1 is *setting goals* for the four-year cycle, and developing instruments and procedures for measuring outcomes and outputs in each area. The Coordinator will prepare an annual report for the Consortium Executive Committee, with goals and data on activities, outputs, and outcomes. The aim is to more directly involve faculty in setting, approving, and achieving program goals. In **Year 2**, we will review the implementation of the new goals and procedures with help from an outside area studies evaluator, if possible the same evaluator from Year 1. Thus, the theme of Year 2 is *implementation and fine-tuning of goals*. In **Year 3**, we propose to invite 2 external reviewers, as well as 2 non-Latin Americanist faculty members, one each from Duke and UNC-CH, to examine all aspects of our program with a special emphasis on area studies instruction, language program, LCTLs, and outreach. Thus the theme of Year 3 is *review and forward-looking goal setting*. This overall programmatic review will allow us to measure progress as we set goals for the next Title VI planning cycle during Year 4.

CRITERION 10: FLAS AWARDEE SELECTION PROCEDURES

We coordinate our FLAS awardee selection process with other international and area studies centers and with the fellowships offices of our graduate and professional schools to standardize application procedures and their timing. We hold separate competitions at Duke and UNC-CH, but procedures are the same in terms of selection committees and criteria (see Table 10.1).

TABLE 10.1: FLAS Fellowship Administration Process

Steps in Process	Duke	UNC-CH
Informational meetings about fellowships	September-October	October-November
Announce Academic Year FLAS competition	January	Early January
Announce Summer FLAS competition	January	Early January
Summer FLAS application deadline	Mid-February	Late January
Academic Year FLAS application deadline	Early March	Late January
Summer FLAS committee makes decisions	Early March	Early March
Summer FLAS Award notification	By March 15	Mid-March
Seek approval from IEPS on Summer FLAS awards/travel	March-April	March-April
Academic Year FLAS award notification	By April 15	Mid-March
Submit interim Summer FLAS report and final Academic Year FLAS report with Student Performance Reports to IEPS via EELIAS	June 1	June 1

Seek approval from IEPS on AY FLAS awards/travel	By early August	By early August
Submit final Summer FLAS report with Student Performance Reports and interim Academic Year FLAS report to IEPS via EELIAS	September 1	September 1

Each year the announcements of summer and academic year FLAS competitions, accompanied by program guidelines, are mailed to all Latin Americanist faculty, departmental directors of graduate studies, and graduate and professional school students on both campuses.

Announcements are also posted on the Consortium's listserv and web site. We work through the directors of graduate studies and the graduate and professional school admissions offices to ensure that incoming students have the opportunity to apply to the academic year competition. We also include information about our summer FLAS competitions in publicity for Yucatec Maya and other Mesoamerican language courses.

The Duke Graduate School now routinely accepts the terms of the Academic Year (AY) FLAS institutional payment, and covers the difference in tuition and fees for every FLAS recipient in Arts & Sciences departments. Although it has been more challenging to obtain the cooperation of the professional schools, the CLACS Associate Director has a long-standing arrangement with the Nicholas School of the Environment to ensure that they cover the difference in tuition and fees for at least one (and usually two) Masters of Environmental Management (MEM) student each year. At UNC-CH, ILAS routinely awards the AY FLAS to students from any Arts & Sciences department, as well as two to three professional school masters degree students each year, because the in-state tuitions do not exceed the amount of the institutional payment.

Applicants must submit an application form, a curriculum vitae, academic transcripts, a proposal describing their plans for language study and how they fit into their curriculum and career plans, a form evaluating the applicant's proficiency in the language if proposing continuing study or research, and a faculty letter of recommendation. Those students who propose to do dissertation research abroad must also submit a research plan, letters of affiliation abroad, and a letter of endorsement from their dissertation advisor. FLAS Fellowship selection decisions are made by interdisciplinary committees of Latin Americanist faculty members, including a

language professor and a professional school professor. The committees review all proposals and rank them on academic merit and the extent to which the proposed study or use of the language matches Title VI priorities. Every effort is made to award the FLAS fellowships to students from a variety of disciplines and professional schools. In recent years we have experienced increased demand for the AY FLASs from master's degree students in Environmental Management, International Development Policy, Law, Public Health, Public Policy Studies and Social Work. The percentage of awards to these students compared to PhD students in traditional Arts & Sciences disciplines has increased. At Duke it has become common for us to provide FLAS support to these students for two academic years or an academic year and a summer in order to assure that they attain a higher level of language proficiency. An example is the MEM students who received AY FLAS awards to study Portuguese for two years followed by research travel support to go to Brazil for 3 or more months of field research using their advanced language

TABLE 10.2: FLAS Fellowship Applicant-to-Award Ratio, 2003-05

Language	No. of Applicants and Awards, Academic Year (AY) and Summer (S)			
	Applicants		Awards	
	AY	S	AY	S
Guaraní		2	0	2
Haitian Creole	1	0	0	0
Kaqchikel Maya	0	1	0	1
Mixtec	0	1	0	0
Nahuatl	0	2	0	1
Portuguese	38	12	18	5
Quechua	0	2	0	2
Spanish	9	2	1	0
Yucatec Maya	0	28	0	22
TOTALS	48	50	19	33
Prof. School Students	20	9	6	3
Arts & Sciences Students	28	41	13	30

skills. Both students returned from the field with near-fluent language skills. We plan to encourage this kind of continuous language study and practice in our future fellowship competitions.

We have awarded and will award all of the fellowships to students studying Yucatec Maya, Portuguese, and advanced (beyond the first 12 semester hours) Latin American Spanish, the last only to students in

disciplines where knowledge of Spanish is not normally expected. Since Summer 2004, the number of applications and awards for Yucatec Maya has increased dramatically due to demand for the second-level course. It is now commonplace for us to award our Summer fellowships to the same student two summers in a row to support two levels of Yucatec Maya study. As

indicated in our proposed Budget Request, we plan to offer a third level of Yucatec Maya beginning summer 2008, and will give priority to summer FLAS applicants planning to continue study of that language at the advanced level. Summer fellowships are also awarded for the study of Guaraní, Nahuatl, Quechua, and other less or least commonly taught Latin American languages. It is common for our FLAS Fellows to attain advanced proficiency in Portuguese, and we do encourage those studying other least commonly taught languages to complete more than one level, although advanced level training has not been readily available in most least commonly taught languages. Our FLAS Fellowships have been much sought after, enabling us to be selective in making the awards (see Table 10.2).

CRITERION 11: COMPETITIVE PRIORITIES

1) (NRC) Quality of language instruction demonstrated through measurement of student proficiency in LCTLs – Our Yucatec Maya language instructors will be trained in Years 1 and 2 at proficiency-based workshops held at the SDSU Language Acquisition Resource Center (LARC) on the use of tools developed by LARC to evaluate students’ oral, reading, and listening skills; instructors will implement tools in summer intensive LCTL courses by Year 3 (see Criterion 8 and Budget Request). **2) (FLAS) Plan to offer fellowships in LCTLs to students pursuing advanced level language proficiency** – We propose to add a third level of Yucatec Maya by Year 2 (see Criterion 4, Criterion 8 and Budget Request). Advanced-level Portuguese instruction is offered on both campuses and we regularly award AY and Summer FLAS for the study of Portuguese at all levels. **3) (FLAS) Plan to offer fellowships to masters students likely to pursue government service or enter a professional field** – As noted in Criterion 10, we regularly award AY FLAS to masters degree students in Law, Public Policy Studies, Public Health, Environmental Management who are enrolling in Portuguese and Spanish courses. Some receive the FLAS 2 years in a row. We will make a special effort to continue to encourage this through our announced competition guidelines and by working with faculty in the masters programs to encourage their students to apply for the fellowships.