

Criterion 1. Commitment to Latin American Studies

The New York City Consortium for Latin American Studies (NYCCLAS) is a cooperative effort between the Institute of Latin American Studies (ILAS) of Columbia University (CU) and the Center for Latin American and Caribbean Studies at New York University (NYU), both national leaders in teaching, research, and outreach activities in Latin American Studies (LAS). The strategic location of the schools, on the north and south ends of Manhattan respectively, facilitates outreach by allowing for broad access to our academic resources. Core and affiliated faculty number 176, representing more than 17 academic disciplines and seven professional schools; these numbers are projected to grow with prospective new hires and affiliations. The consortium core faculties are a mix of senior and junior scholars; approximately two-thirds of faculty are tenured. The research interests of such a large group of professors at two schools are broad and often overlapping (see Appendix III). CU has a strong tradition in the social sciences and a vibrant set of professional schools, especially SIPA, the nation's largest school of international affairs and public policy where it prepares Master's degree students for careers in government and business. Also active in the social sciences, NYU complements CU's strength through its emphasis on the arts, literature and languages, cultural studies, education, immigration, and media studies. CU, with strengths in Brazil and the Southern Cone, and NYU, with depth in the Caribbean, Central America, and the Andean region, complement each others' regional concentrations. Both are strong in coverage of Mexico and Argentina.

The CU-NYU Consortium, established in 1988, was designated an NRC from 1988 through 2002. After a pause, consortium activities resumed in Spring 2005 when both schools

formed NYCCLAS, agreed upon a new coordinator and outreach director based at CU, and laid plans for the future of LAS in New York City based upon a full and equal partnership.

1.A. University Financial and Other Support - The combined financial commitment of both universities, itemized in Table 1.1, is estimated to be in excess of \$20,000,000 in 2004-05. The commitment by both schools is comparable and substantial; combining these contributions in a *pro forma* way suggests a compelling case for the two schools to work in partnership.

Table 1.1 Institutional Commitment to Latin American & Caribbean Studies (Estimated on basis of 2004-05)			
	Columbia	NYU	Combined
Faculty/Administrative Support			
Area studies salaries (incl. fringe at 26.6%)	3,801,535	3,900,795	7,702,330
Administrative support	230,625	243,750	474,375
Language salaries (incl. fringe at 26.6%)	2,802,540	2,943,450	5,745,990
Administrative support	225,000	190,000	415,000
Adjuncts: CU (14); NYU (7)	98,000	52,500	150,500
Library Staff: Columbia (2.9 FTE plus student help); NYU (3.5 FTE plus 2 students, 20 hours per week)	208,223	211,700	419,923
Center Staff: ILAS Columbia (3.5 FTE); CLACS NYU (3FTE)	238,200	210,000	448,200
Visiting Professorships (Tinker Visitor at Columbia, Andres Bello Chair at NYU)	163,000	100,000	263,000
Student Support			
Graduate Fellowships/Assistantships (include tuition, stipend, fees, health insurance): Columbia - 45 @ \$44,000; NYU 30 @ \$44,000	2,025,000	1,350,000	3,375,000
Student travel, publications and student associations	20,000	4,000	24,000
Operations			
Columbia (ILAS and CBS), NYU (CLACS) operations	42,000	50,000	92,000
Library Acquisitions, excludes processing costs	364,000	250,000	614,000
Faculty Travel, Research, and Equipment	137,250	125,000	262,250
Outreach Activities (conferences, events, seminars, workshops)	5,000	2,200	7,200
Support for Academic Exchange Programs: e.g., Columbia undergraduate programs; NYU Cuba Program, Brazil Programs, and DR Internship Program	250,000	210,000	460,000
Total Support for LA&C Programs	10,610,373	9,843,395	20,453,768

CU and NYU both provide support to faculty for research, travel, and equipment. NYU has made a major commitment by adding two dedicated full-time faculty members in CLACS

and hiring scholars such as Marcelo Suárez Orozco and Pedro Noguera in education. CU's new Center for Brazilian Studies, under Albert Fishlow, has expanded teaching and research and brought many Brazilian scholars to the university. Global programs are taking root at CU which boost scholarship on Latin America, including the Earth Institute, under Jeffrey Sachs, and the Initiative for Policy Dialogue under Joseph Stiglitz.

CU and NYU bring distinguished visitors from Latin America to interact with students and faculty, e.g., the Tinker Visiting Professor Chair at ILAS, currently held by Professor Miguel Penfold of Venezuela, the Andrés Bello Distinguished Chair at NYU, held by a different renowned scholar each year, and the Distinguished Global University Professor Chair at NYU, a permanent position held by Jorge Castañeda, former Minister of Foreign Affairs in Mexico. Support is also provided for the Latin American library collections, for teaching fellows in LAS courses, and summer travel funds.

1.A.i. Support for CLACS and ILAS – In 2002 CLACS was granted new faculty lines and substantial funding for staff, visiting professors, travel, honoraria, working groups, publications and other activities. NYU also set up incentives for university faculty to transfer a portion of their appointment into CLACS. CLACS has upgraded its well-appointed space in the King Juan Carlos I of Spain Center (KJCC) by adding a seminar room equipped with cutting edge technological resources. The overall budget for direct support of CLACS is in excess of \$330,000 (see Table 1.1).

ILAS has developed very close ties to the School of International and Public Affairs (SIPA) and, therefore, to the training of young persons seeking careers in international affairs, business, and public administration. ILAS' leadership and structure is passing through a period of significant change, including an expanded faculty committee, increased budget resources, and

a dedicated development officer. Economist Thomas J. Trebat, Adjunct Professor in the School of International and Public Affairs and formerly (for ten years) Adjunct Professor at CLACS-NYU, was named full-time Executive Director of ILAS in February 2005. The ILAS budget is above \$400,000, including Tinker visiting professors, the Center for Brazilian Studies (CBS), and student fellowships; a short-term goal is to increase the ILAS budget by tapping private donors while increasing the Institute's physical space.

1.A.ii. Support for Teaching Staff - The teaching staff at both institutions is quite large and diverse enough to cover all areas of LAS, either through direct teaching at their host institution or through coordinated arrangements facilitated by the Inter-University Doctoral Consortium (IUDC) or the CLACS/ILAS M.A. Consortium. Faculty biographies and percentages devoted to LAS are listed in Appendix III.

The recent emphasis at NYU has been immigration studies, educational policy, culture and cultural policy, Mexico, and Central America. At NYU, new Latin Americanist faculty have been added in such fields as education (3), Law (1), literary and cultural studies (2), anthropology (2), history (1), museum studies (1), and music (1). Five NYU faculty have been awarded Guggenheim fellowships for work on Latin America in the last two years (see Appendix III.). The emphasis in faculty hiring at CU has been building (or, in some cases, rebuilding) in areas of strength. Professor Carlos Alonso joined CU's DSP in 2005 as Department Chair with a mandate to expand Latin American literature and culture offerings, including Brazil and Portuguese instruction. CU made appointments in Latin American literature (e.g., Graciela Montaldo) and in fields such as political science, history (with an expectation of at least five Latin Americanists by 2006), economics and business (four new hires in 2005 alone), and

international affairs, including adjunct professors on Latin American themes who are drawn from the surrounding New York business community.

1. A.iii. Support for Library Resources. Budget allocations for LAS materials have increased by 15% over the last 3 years. Our two library staffs (under Pamela Graham at CU and Angela Carreño at NYU) have a long tradition of collaboration and they are able to provide specialized services for the New York Public Library and for other university libraries in New York (See Criterion 5 below).

1.A.iv. Support for Linkages Abroad - NYU's Office of Global Affairs and CU's Office of Overseas Programs support a diversified set of academic programs abroad. NYU has a popular summer semester in Havana which is currently being expanded to a Spring semester study abroad program, an academic year program in Madrid which devotes an entire curriculum to Hispanic Civilization studies, and exchange programs with Federal Universities of Minas Gerias and Santa Catarina in Brazil. NYU is also exploring arrangements with ProWorld, an academic organization in Peru which hosts semester and summer programs throughout the region for undergraduate and graduate students, and a Center in Bolivia to provide advanced Quechua language training and research opportunities for Andean Studies at NYU. During summer 2004, funds were used to send four graduate students to the Dominican Republic to work on the Millennium Goals campaign. CU recently sent more than 54 undergraduate students for study abroad in ten Latin American countries. At the graduate level, it monitors linkages with numerous Latin American institutions, including CIDE in Mexico City. In addition to programs listed, new linkages are continually explored at both schools.

1.A.v. Support for Outreach Activities – Since Spring 2005, outreach for the NYCCLAS consortium has been under the supervision of Thomas J. Trebat at CU and Maritza Colón at

NYU. The outreach efforts will continue to focus on the absolute priority of teacher training, as evidenced by co-sponsored events with local colleges and universities, our ongoing K-12 teacher training activities (such as CLACS' prospective work in high risk districts on the Lower East Side) and outreach activities focused on the individual work of core faculty. The universities also provide co-sponsorship support, graduate student support, and free access to large spaces at both universities, including the KJCC auditorium at NYU.

1.A.vi. Support for Undergraduate Students - CU and NYU provide financial support (scholarships and research and travel grants) for undergraduate majors in Latin America or those who seek exposure to the region during the course of their studies. Numerous student organizations also receive support to promote cultural and academic events (e.g. Herencia Latina at NYU and the Student Organization for Latinos at CU).

1. B Financial Support for Graduate Students in the Center's Teaching Program - At both CU and NYU, the respective Graduate Schools of Arts and Science (GSAS) have moved to 100% support for Ph.D. students (tuition, fees, health insurance, and stipend). It is estimated that CU provides over \$2,000,000 in annual fellowship support, including summer fellowships, departmental dissertation and teaching fellowships, for graduate students in doctoral programs and for two graduate program assistants at ILAS. Both CU and NYU provide fellowships covering five years of tuition, fees, health insurance and an annual stipend (currently about \$19,000). NYU graduate students with external fellowships covering at least one-half of tuition expenses receive the balance via a tuition incentive program. NYU provides in the range of at least \$1,350,000 annually to support graduate research in LAS, including CLACS' summer research program (see Table 1.1).

Criterion 2. Quality of Curriculum Design

2.A.i and 2.A.ii Undergraduate Instruction.

Both NYU and CU dedicate considerable faculty, classroom, lab, and research resources to undergraduate education. Over the past fifteen years, NYU and CU have reoriented the teaching mission of distinguished senior faculty to include undergraduate instruction. Undergraduates are groomed quite early to conduct original research, for which the administration has earmarked considerable funding.

Table 2.1: Sample Undergraduate Programs and Approximate Majors				
Language	Tracks	Core Requirements	Major Requirements	2nd Language
NYU-DSP – Approx. 75 Majors in 2004-05				
Spanish	Latin American Studies/ Hispanic Literature	Advanced Spanish Review (ASR)	ASR + 9 courses in literature	Intensive Portuguese
Portuguese	Luso-Brazilian Literature	Intermediate Portuguese (IP)	IP + 9 courses in literature	none
NYU-School of Continuing and Professional Studies (SCPS)				
Spanish	Intl. Studies w/ concentration in LAS	Writing and Thinking (3 courses), Historical Perspectives (2)	5 LAS courses	One year
Columbia College – DSP – Approx. 40 Majors in 2004-05				
Language	Tracks	Core Requirements	Major Requirements	2nd Language
Spanish & Portuguese	Latin American Studies, including Luso-Brazilian track	W3000 series courses, including, Latin American literature & humanities	2 Latin American history courses.	One year
Barnard College - DSP – Approx. 10 Majors in 2004-05				
Language	Tracks	Core Requirements	Major Requirements	2nd Language
Spanish	Latin American Area Studies	Latin American Literature Senior Colloquium	13 related courses (7 in Spanish Dept.)	none

Both CU and NYU have major and minor programs in and related to LAS (see Table 2.1)

Undergraduates may also join Honors Programs and are encouraged to take graduate-level courses. Undergraduate LAS education at NYU will be further strengthened by the

consolidation of CLACS, the DSP and the KJCC into a larger department – LACIS –offering greater funding, designated faculty, a BA in LACS and expanded study abroad options.

At CU there is also a renewed emphasis on undergraduate education and LAS is taught as part of the core curriculum. ILAS faculty perform duties as area studies advisors for undergraduate LAS majors and study abroad students (whose numbers have surged). ILAS will re-introduce a senior capstone seminar in Spring 2006 on the political economy of Latin America and another new, interdisciplinary introduction to LAS course, involving economists, political scientists, historians, and anthropologists will be created. The Tinker Visiting Professor at CU usually conducts a series of lectures specifically aimed at undergraduate students.

2.B.i and 2.B.ii. Training for Graduate Students - Our two institutions provide comprehensive graduate training in Latin America at the M.A. and Ph.D. levels. We have an established tradition of cooperation, including graduate cross-registrations and co-sponsored events. At present, graduate degrees are available in disciplinary, interdisciplinary, and professional fields. Additionally, CLACS and the School of Education at NYU are designing a joint degree and a certificate in LACS for Education Ph.D. students. See Table 2.2. A similar dual degree is offered by CLACS and the Law School.

Table 2.2 Graduate Programs in Latin American Studies	
NYU: Samples of Master’s Degree Programs	
DSP: MA in Hispanic or Brazilian Literature	8 courses plus thesis
CLACS MA: LACS	Core: Introduction to LAC Studies; Field Seminar in LACS 4 concentration courses in a field or area; 2 electives; thesis
CLACS: MA: LACS/Joint Journalism program	2 Core courses; 6 courses in Journalism; 4 courses in LACS in a field or area; thesis
CLACS: MA: LACS/Joint Museum program	2 Core courses; 3 courses in LACS in a field or area; 4 courses in Museum Studies; thesis
CLACS: Joint Education/LACS & LACS Certificate for Education Ph.D.s	Joint MA=2 LACS core courses, 1 Education core course; 4 courses in Education; 3 courses in LACS in a field or area; thesis; Certificate=2 LACS core courses and 2 courses in LACS in a field or area
CU: Sample M.A. and Ph.D. Programs Permitting Focus on LAS	
Academic Disciplines granting Ph.D.s which have included focus on LACS	Art History, Archaeology, Anthropology, Architecture and Urban Planning, Economics, Ecology and Environmental Biology, Earth and Environmental Sciences, English and Comparative Literature, History, Political Science,

	Sociology, Spanish and Portuguese
Professional School Ph.Ds.	Business, Education, International Affairs, Social Work, Public Health
Master of International Affairs Program, School of International Affairs	Regional concentration in Latin America: at least 18 credit points in courses focused exclusively on Latin America, including courses from at least four different departments

CU’s tradition of strength in the social sciences and history dates back many decades to the arrival of such pioneers in the field as Frank Tannenbaum (who taught from 1935-1962), Charles Wagley (1946-1971), and Douglas Chalmers (1967-2005). More recently, Columbia has integrated LAS as part of the core of professional graduate training, especially in international affairs and public administration, as well as in teacher training, business, and law. Consortium arrangements permit graduate doctoral students at CU and NYU (only a 25-minute subway ride away) to cross-register for courses at all member institutions of the New York Inter-University Doctoral Consortium (IUDC), which among others includes the City University of New York, The New School, Fordham, and State University of New York at Stony Brook. Table 2.3 shows cross registrations at NYCCLAS schools during the past year.

Table 2.3 Cross Registration Figures for Doctoral Students in 2004-05	
130 CU graduate students registered through IUDC	553 NYU graduate students registered through IUDC
280 students enrolled at CU through IUCD (126 from NYU)	336 students enrolled at NYU through IUCD (105 from CU)

At NYU, CLACS administers an MA in LACS (see Table 2.2). It also provides advising and research funds for MA and Ph.D. students throughout the University, including the professional schools. CLACS’ MA program requires language proficiency, encourages study abroad, and enables students to specialize in fields as diverse as arts and culture, conflict resolution, cultural policy, economic development, human rights, international education, social movements, and the transition to democracy. It is expected that more graduate students will

devote time to LACS once the Certificate Program for M.A. and Ph.D. students is awarded by the new LACIS Department.

AT CU, the traditional locus of LAS had been in the Graduate School of Arts and Sciences (GSAS), especially anthropology, history, and political science. Newer departments are also active with a growing number of dissertations produced in programs and departments affiliated with CU's Earth Institute, such as the Department of Ecology and Environmental Biology. Twelve graduate humanities and social science departments within the GSAS devote attention to Latin America. A unique feature of LAS at the graduate level at CU has been the emphasis on professional degree candidates, particularly in SIPA. CU offers both a regional concentration and a certificate in LAS for SIPA students and the option of combining a focus on Latin America with functional concentrations, such as economic development or international economic policy. Given the nature of the job market in government and in the private sector, most of SIPA's 1,200 students have opted for functional concentrations with complementary coursework in LAS.

2. C.i. Academic and Career Advising - The NYCCLAS schools provide academic and career advising at their individual Centers, academic departments, professional schools, and university career advisement services. At the departmental level, there are designated advisors for each student; at the college level, advisement and counseling offices maintain contacts with each student. At both CU and NYU, comprehensive Office of Career Services exist. At CLACS, every student is advised by the director and assistant director at the beginning of the semester and on this basis students register for their courses and are briefed on the various requirements. A new CLACS-dedicated faculty member – anthropologist Alyshia Gálvez -- will also advise students throughout the year. Other faculty members will be hired and will conduct advising for

CLACS students as well as LACS undergraduate majors, when the new LACIS is created in 2006. At CU, the Executive Director at ILAS will provide specific course, internship, and career-advising services, especially to SIPA students interested in careers in Latin America, but also to other students throughout the University. SIPA's own Center for Career Services has a 5-person staff who advise students on job placement and internships. SIPA begins each year with an orientation that includes sessions geared to students interested in Latin America.

A recent innovation is a jointly sponsored ILAS/CLACS orientation program to make graduate students in LAS aware of cross-registration opportunities. In this way, CU and NYU expect to increase graduate enrollments in LAS. The first meetings occurred in April and September 2005 with back-to-back sessions held at both CU and NYU. ILAS and CLACS will also combine to share career information on Latin America-related opportunities in New York.

2. C. and 2.C.iii. Formal Research and Study Abroad Programs- In 2004-05, NYU and CU students chose from over 300 study abroad programs. (See samples in Table 2.4). Twenty-five students take courses each year in NYU's Havana program. NYU is exploring new affiliated study abroad centers in Mexico, Chile, and Costa Rica. At CU, study abroad in Latin America has tripled in the last five years. Columbia College study abroad programs in Latin America benefited 54 undergraduates in 2004-05 with academic year concentrations in Argentina and Mexico and summer concentrations in Brazil (10 participants) and the Dominican Republic. Formal study abroad programs at the Master's level at SIPA include the joint M.A. program with CIDE in Mexico City. Both CU and NYU have research relationships with institutions in Latin America which are of benefit to faculty and graduate students (see Table 2.5). Both ILAS and CLACS offer student research summer grants, at times with assistance from the Tinker

Foundation. In summer 2005, for example, ILAS awarded 15 grants to graduate students while CLACS funded 18 students.

Country	Cities	NYU	Columbia
Argentina	Buenos Aires		Flacso, U. Torcuato di Tella
Mexico	Mexico, D.F.	CRIM, UNAM	UDLA, UNAM, CIDE
Cuba	Havana	NYU in Havana	
Peru	Lima	PUC	
Brazil	Rio de Janeiro, Sao Paulo	UFRJ, UFMG	Various sites in the Amazon
Chile	Santiago, Valparaiso	PUC	PUC de Chile, U. de Chile
Dominican Republic	Santo Domingo		UASD and field programs
NYU also sent students to:	Costa Rica, Guatemala, Dominican Republic	CU also sent students to:	Ecuador, Nicaragua, Panama

Argentina	Faculty and graduate student exchange CU School of Business and the Universidad San Andrés; CU Law School public interest law program with Argentine universities.
Bolivia	New NYU program is being negotiated between History and CLACS for a summer program in Quechua language and culture.
Brazil	NYU exchange programs with Federal Universities of Minas Gerais and Santa Catarina; CU Mailman School of Public Health with the UERJ (Brazil); CU Center for Brazilian Studies with USP School of Business and Economics.
Dominican Republic	NYU internship and exchange program with the Office of the President; CU links between the Mailman School of Public Health and the Universidad Autónoma de Santo Domingo in the Dominican Republic.
Mexico	At SIPA at CU, a joint degree program and faculty exchange with CIDE (Centro de Investigación y Docencia en Economía); CU agreement (Fall 2005) with Mexican government establishes a broad exchange of graduate students and faculty with Mexican educational institutions.
Peru	CU Department of Ecology and Universidad de la Amazonia Peruana.

Criterion 3. Quality of the Non-Language Instructional Program

3.A.i and ii. Non-language Course Offerings and Country Coverage - CU and NYU offer a full range of courses by filling in one another's disciplinary or country-specific gaps and by creating remarkable depth in fields in which faculty disciplines overlap. A total of 372 courses (189 at CU and 183 at NYU) are offered in 20 disciplines and 7 professional schools with 217 of these courses containing 50-100% LAS content. Over 40 of these non-language courses are taught in the professional schools, especially international affairs courses offered through SIPA, which provides 27 courses with professional content.

Discipline	A	B	C	D	Discipline	A	B	C	D
American Studies	9	1	3	0	International Affairs	30	39	12	6
Anthropology	15	9	8	4	Journalism	10	3	2	1
Art History & Fine Arts	10	0	3	1	Law	2	9	1	8
Business and Finance	4	13	0	15	Linguistics	3	0	3	0
Economics	12	25	8	3	Museum Studies	2	2	1	1
Education	17	5	3	5	Music	6	1	2	1
Ecology	5	0	3	0	Performance Studies	5	0	3	0
Comparative Literature	17	1	3	0	Politics & Public Policy	19	9	12	1
Film	7	4	3	0	Public Health	2	9	5	2
History	27	7	9	0	Sociology	15	4	3	2
A No. of courses with 50-100% Latin American focus					C. No. of faculty with LA 50-100% focus				
B No. of courses with less than 50% LA focus					D. No. of faculty with less than 50% LA focus				

Mexico	Central America	Brazil	Caribbean	Southern Cone & Andes	Comparative & Region-wide
6	3	10	31	5	164

	CU	NYU	Combined
# of Courses	175	183	358
# Courses 50-100% LAS Content	83	134	217
Undergraduate enrollments	637	1,351	1,988
Graduate enrollments	617	583	1,200
# courses > 25% and <50% LAC content	92	49	141
Undergraduate enrollments	1,010	1,038	2,048
Graduate enrollments	499	328	827
Total enrollments	2,763	3,300	6,063

There is broad geographic coverage. ILAS sponsors courses on the Brazilian economy and politics and other Brazil-specific topics, including a mini-course (scheduled for January 2006) by a former minister of education (Cristovam Buarque). The Tinker Visiting Professor at CU is offering a seminar on the Andean region in Fall 2005. Meanwhile, NYU has increased its offerings on Andean region issues (particularly in respect to Bolivia) maintained coverage of Caribbean issues, and pioneered course offerings in Central America (three in the last three years). NYU also has specialized offerings in Brazilian and Mexican cinemas, theatrical and performance arts, and Mexican art and museums. Most course offerings (164 out of 217)

focused on total regional coverage, although 53 courses in the arts and sciences and in the professional schools dealt specifically with Mexico, Argentina, Brazil, the Andean region, Central America, and Cuba.

3.B.i. Depth of Course Coverage. An attractive feature of the NYCCLAS schools is that they offer depth of course coverage in different, often complementary areas. CU's strength in international affairs is noteworthy. NYU has amassed considerable strength in anthropology and in a range of cultural studies areas. In all, the Consortium offers 125 upper-level, specialized undergraduate courses in over 20 departments, and 247 graduate and professional courses on Latin America in over 30 departments all with at least 25% Latin American content. ILAS and CLACS often co-sponsor the same course (e.g., "Financial Issues in Latin America") which is taught on each campus in consecutive semesters.

3.B.ii. Interdisciplinary Courses - Most of the CLACS-dedicated graduate courses at NYU and ILAS-sponsored courses at CU are interdisciplinary. For undergraduates, CU's DSP offers a two-semester "Latin American Humanities" course that fulfills the "major cultures" undergraduate requirement while NYU's Morse Academic Program offers 12 interdisciplinary courses in Latin American Culture. Moreover, CLACS curriculum is open to and provides in-depth Latin American coverage for students in Education, Business, the Tisch School of the Arts, and Public Administration.

At CU, ILAS is one of the seven multidisciplinary regional institutes in SIPA where the curriculum, focused on political economy, development, and public policy, is inherently interdisciplinary. In recent years, SIPA has augmented its own faculty who hold joint appointments with one of the disciplinary departments. ILAS assists in course development and recruits instructors that engage the viewpoints of several fields on Latin America. For example,

its year-long Brazil seminar is interdisciplinary. ILAS plans to re-launch an interdisciplinary senior seminar on Latin America for undergraduates. ILAS courses are also open to students from other professional schools at CU, including Business, Education, and Law.

Interdisciplinary programs at both schools have some focus on Latin American issues - Urban Studies, Race and Ethnicity, Black and Latino Studies, American Studies, Women and Gender Studies, and others. SIPA has a new Ph.D. program in Sustainable Development. At NYU, a new Department of Social and Cultural Analysis includes 100% Latin American content courses as well as numerous courses with 25%-50% LA content. NYU's expertise in Caribbean cultures involves perspectives from multiple departments and schools, including Africana Studies, the Gallatin School of Individualized Study, Performance Studies, and Spanish and Portuguese.

3.B.iii. Availability of Non-language Faculty - Both schools have made an effort to increase core non-language and literature faculty, who number almost 90 at present. The core (non-language and literature) faculty numbers 39 at CU and 38 at NYU; in both cases, these are substantial increases from 2002 due mainly to new affiliations and also new hires. In addition, other professors, at least 33 at CU and 19 at NYU, have some contact (less than 50%) with Latin America. Both institutions are building a platform for the future. CU has added political scientists Pablo Pinto and Maria Victoria Murillo, economists Eric Verhoegen, Miguel Urquiola, and Mariana Colacelli, and historians José Moya and Nara Milanich. NYU has expanded in such fields as cultural policy studies and migration and new hires include educator Marcelo Suárez Orozco, anthropologists Renato Rosaldo and Alyshia Galvez, Silver Distinguished Professor Mary Louise Pratt, and Caribbean specialist Sybille Fischer. (A full list of non-language faculty is found in Appendix III.)

3.B.iv Pedagogy Training for Instructional Assistants - As part of their five-year funding package, and in preparation for future teaching careers, CU and NYU graduate students are expected to serve as teaching assistants. Teaching assistants at NYU receive intensive training through the Teaching Assistant Training Program, which includes services such as classroom monitoring by videotape. At CU, in accordance with GSAS Guidelines, all teaching assistants at CU receive pedagogy instruction prior to their teaching duties and are monitored in their work. Assistants in area courses are usually specialized area graduate students. Teaching fellows have a two-day teaching orientation each year.

Criterion 4. Quality of the Language Instructional Program

4. A.i and ii. Instruction in Spanish, Portuguese, and Less Commonly Taught Languages -

The NYCCLAS schools' faculty in Spanish and Portuguese includes almost 40 full-time, tenure track professors of whom 31 are specialists in Latin American literatures and cultures (15 from NYU, 16 from Columbia). Our institutions offer all levels of language instruction as part of in-depth curricula in Spanish and Portuguese via 34 instructional courses in Spanish and 17 courses in Portuguese (see Appendix II for details). Approximately 4,565 students were enrolled in these courses in 2004-05. With the help of Title VI funding, we plan to accommodate increased demands for Portuguese, especially content-based advanced instruction for professional school students as well as undergraduates, and to lay the groundwork for instruction in Quechua and perhaps other Andean region LCTLs.

With its strong momentum in Brazil, CU will take the lead in developing and intermediate and advanced content-based instruction in Brazilian Portuguese. The DSP at CU will add a senior-level language instructor who will work closely with faculty of the Center for Brazilian Studies to develop appropriate content which will change as student interests evolve.

Enrollments in these courses at CU will be especially available to NYU students through expansion of the existing CU-NYU Language Exchange, which focuses on shared development of teaching of LCTLs. (See Criterion 8.A.3, Budget category 1.B.3). Additionally, NYU's DSP will upgrade an existing instructor position in Portuguese (originally funded by the Portuguese Government) to that of Lecturer, with modest cost-sharing from Title VI. At both schools, native speakers of Portuguese, drawn from the heritage community and from visiting scholars, will be asked to speak to language students on contemporary topics of interest, including issues of economic reform, sustainable development, and race relations.

Given its strength in Andean studies, especially Bolivia, NYU will take the lead in developing Quechua instruction. The Andean faculty, together with the CLACS director and university officials, are considering a new summer program in advanced Quechua language and culture in Bolivia. Additionally, NYU is planning to hire an instructor of Quechua to provide beginning- and intermediate-level training (subject to institutional approval) to enable students to take advantage of a Bolivia program. CU will collaborate on this initiative by providing funding to its LRC to develop teaching materials in the Amerindian languages of the Andes.

Our schools also recognize limitations in developing from scratch our own programs in LCTLs other than Brazilian Portuguese. Instead of duplicating resources already available through collaboration with other NRCs, we propose to use Department of Education funding and our own resources to send students and faculty to existing summer language instructional programs elsewhere. These include, but are not limited to intensive summer courses offered at Cornell University on-campus and in Bolivia, the University of Wisconsin-Arizona State University in Ecuador, and the University of Michigan in Cuzco, Peru.

Our language instructional program also comprises study abroad programs, including NYU in Madrid. In 2004-05, 189 undergraduate and 26 graduate students were enrolled in this renowned program which allows students to learn or master Spanish through immersion while advancing their knowledge of the Hispanic world, including Latin America. The NYU in Madrid faculty includes professors from Spain, Latin America and visiting scholars from NYU, all of whom are experts in their fields. The undergraduate curriculum offers all levels of Spanish language instruction and courses in Hispanic culture and politics. NYU GSAS offers two MA programs in Madrid which include coursework in advanced language training, translation, and language pedagogy.

4.B.i. Level and Type of Instruction - The following table 4.1 shows the depth of language offerings and enrollment data for CU and NYU. Students have access to all levels of instruction in Spanish and Portuguese. Spanish is also offered in the Professional Schools, including Law, Business, International Affairs, and Medicine. (See Appendix II for details).

Table 4.1: Languages Taught at CU and NYU, 2004-2005							
Language	Instruction Levels	Number of Courses Offered (yearly)	Enrollment 2004-2005	Literature Linguistics & Culture Courses (yearly)	Enrollment 2004-2005	Professional School Courses	Enrollment 2004-2005
Spanish	Beginner Intermediate Advanced	34	4,339	69 courses, (49 yearly)	1,054	18 yearly	231
Portuguese	Beginner Intermediate Advanced, Advanced for Spanish Speakers	17	226	3 yearly	24	n.a.	n.a.

4.B.ii Language Offerings Across the Curriculum - Both NYU and CU occasionally offer social science and history courses taught in Spanish and Portuguese (see Appendix II and Table 4.1). In addition, ILAS' year-long Brazil Seminar frequently features speakers who address the

students in Portuguese; the CBS sponsors numerous mini-courses entirely in Portuguese. The Tinker Visiting Professor often leads a graduate course in Spanish or Portuguese, e.g., Professor Lopez Maya’s course on contemporary Venezuela through film offered in Spring 2005. At NYU, many CLACS and History professors often assign readings in Spanish or Portuguese as well, and Visiting Professors often teach wholly in Spanish or Portuguese, such as Néstor García Canclini’s Andrés Bello seminar in Fall 2005.

4.B.iii Content-based Spanish Language Courses - Advanced Spanish language courses with the dual purpose of teaching history and social science while advancing the four language skills of the students (ACTFL-ETS) from Intermediate High to Advanced Plus, have been designed and implemented by Professor Ruth Borgman through the CU DSP and by various faculty of the DSP at NYU (see Table 4.3). NYU proposes to develop a new generation of content-based courses in Spanish as part of this NRC application, adapting these as well for use in K-12 outreach..

Table 4.3 Content Based Language Instruction Courses in Spanish	
CU	
Spanish Immersion through Contemporary Mexican Topics	taught continuously since 1990
Spanish Immersion through Contemporary Mexican Topics	taught continuously since 1990
Pre-Hispanic Cultures and Societies: Mesoamerica, Mayans and Incas	taught continuously since 2004
Mexican Identities and Cultures	to be taught Spring 2006
Caribbean Initiatives and Societies	taught continuously since 2000

4. C. i. Language Faculties NYU’s DSP includes 17 full-time tenure track faculty members, 9 full-time instructors, 5 adjuncts, and 22 teaching assistants who carry out the range and depth of language instruction depicted in the tables. The program is growing, especially at the intermediate and advanced levels, in response to the needs of the growing numbers of Spanish majors and minors. As enrollments have increased steadily, the Portuguese component of

NYU's DSP has increased the number of sections, conducted research and travel for the redesign of instructional materials, and supported training of two instructors at the language resource center. The Portuguese language instructor will be upgraded as part of the NRC.

Spanish and Portuguese instruction at CU is carried out by the combined faculties of the Department of Spanish and Portuguese (CU's DSP) and by the Department of Spanish and Latin American Cultures at Barnard College (DSLAC). The combined (CU and BC) faculties number approximately 25 full-time tenure track members and 11 full-time lecturers, plus seven adjuncts and 25 teaching assistants. CU's DSP and DSLAC are experiencing strong demand for Spanish, the most popular language on campus with some 70 sections offered in 2004-05. Interest in Portuguese is rising as well, resulting in a new commitment to add a new senior-level instructor in the language. Language instruction occurs in the professional schools of our universities, including Spanish courses offered by NYU's School of Continuing Education and Steinhart School of Education. At CU, the Chazen Institute of International Business sponsors intensive Spanish language instruction. The Columbia Law School offers a course in Spanish for the Legal Profession directed by Professor Helena de Aguilar. Professor Ruth Borgman's two Spanish immersion courses are geared to SIPA students. A three-sequence course in Spanish for the Medical Profession is offered frequently at the CU Medical Campus.

4.C.ii. Language Pedagogy - At NYU, in the year prior to their assignments, Teaching Assistants (TAs) take a mandatory Methodology in Spanish Language Teaching course to learn linguistics, practice micro-teaching, and visit their peers before teaching an entire course. There is also classroom observation by NYU senior faculty. At CU, all novice Teaching Fellows are required to attend a one-week teaching orientation. Graduate Instructional Assistants in the language departments take a pedagogy practicum which introduces instructional assistants to

research on language learning as well as proficiency-based teaching and testing methods.

Instructional Assistants also take a year-long seminar with Angelina Craig, the director of CU language programs in Spanish and Portuguese.

4.D.i. Performance-based Instruction - New developments in performance-based language training recently have been implemented. To ensure that students receive individualized attention, each course has a Language Instruction Coordinator trained in ACTFL-OPI testing to oversee performance-based instruction. Undergraduate students at NYU and Columbia are required to reach the ACTFL Intermediate High level by the end of the second year of language instruction. The quality of the Consortium's language program is strongly linked to its performance-based instruction, resources for language training, and proficiency requirements. The pedagogy training elaborated above enables us to use ACTFL guidelines for teaching evaluation and communicative teaching methodology.

4.D.ii. Resources for Language Training and Practice - Interactive learning is achieved virtually anywhere via elaborate electronic systems (called "Courseworks" at CU and "Blackboard" at NYU) with links to class assignments and information, message boards, practice exercises, dictionaries, library resources, foreign periodicals, and music. Students in need of further help are assigned tutors from within the DSP. At CU, a Technology Fellow helps Instructional Assistants learn online technology resources and convenes at least two technology workshops per year. Through the innovative LRC at CU, students take advantage of multimedia tools, including smart classrooms with real-time satellite feeds. The LRC is an especially valuable resource for LCTLs, in which it organizes courses and tutorials.

The LRC also provides a nexus within which all language teachers can share information, methodologies, and materials and fosters collaboration on projects with non-language faculty

members. ILAS will work closely with the LRC and CU's DSP to innovate in Portuguese instruction, e.g., by arranging satellite feeds in Brazilian Portuguese and developing content-based AV aids. CU's and NYU's DSPs have implemented the latest technology for elementary and intermediate courses; they are expanding to include cultural and literary readings and music as well as links to websites on Hispanic culture. The Avery Fischer Language Resource Lab at NYU and the LRC at CU offer computer exercises, such as pronunciation drills, to supplement course textbooks. An excellent collection of foreign-language films (students must watch about four per semester) and music allows students to enhance listening and speaking skills.

4. D.iii. Language Proficiency Requirements - The Departments of Spanish and Portuguese at CU and NYU integrate the four elements of language teaching (reading, writing, listening and speaking) into their programs. To demonstrate successful mastery of a language level, students must pass various oral exams throughout the semester. Students of all levels are assigned ample reading and writing assignments, take weekly quizzes, and must pass a midterm and final examination. Attendance and active participation is mandatory and counts significantly towards grading. Both CU and NYU reach out to meet the language needs of students drawn from Latin American immigrant communities in the New York City area, helping them to reach higher levels of language proficiency.

Criterion 5. Strength of the Libraries.

5.A. Relative Strengths. The two NYCCLAS libraries offer complementary strengths and a long tradition of contributing to local, regional, national, and international efforts to promote access to Latin American studies resources. Columbia University's network of 25 campus libraries form one of the top ten academic library systems in the nation and hold an estimated 8.6 million volumes, 65,650 serial subscriptions, 5.8 million microforms, and extensive collections

of other non-book formats. The Latin American collections exceed 365,000 monograph titles, of which over 200,000 are in Latin American languages, and approximately 1,000 serials along with microforms, videos, DVDs, sound recordings, and maps. The collections are integrated into libraries throughout the campus, including those serving the professional schools, such as SIPA, the Law Schools, and the Business Schools.

Columbia's Latin American collection is rich in 19th-century books and serials, and in the breadth of its contemporary collections. Regional strengths include Mexico, countries of the Southern Cone, Brazil (especially in the social sciences) and the Spanish Caribbean. Subject strengths include architecture, economic development, history, literature, political science, sociology, and anthropology. Materials are acquired in English, Spanish, Portuguese, and in other European and indigenous Latin American languages. Recent renovations to Butler Library included construction of a Latin American Studies Reading Room which contains 5,000 core texts and will be a venue for ILAS-sponsored discussions and readings.

The Libraries of NYU hold collections totaling more than 4.6 million book volumes, 35,000 journal subscriptions, 6.3 million microforms, and extensive collections of other non-book formats. The collections exceed 192,000 monograph titles, including 320 current journal subscriptions (this figure does not include access to electronic journals via a variety of services). The collection supports research on Caribbean Pidgin and Creole Languages and is engaged in building a research level collection of videos in indigenous languages.

Collection development for LAC at NYU focuses on the history, literature, performing arts and visual culture of LAC. The historical strengths are in literature and the political, economic and social history of Brazil, Mexico and Argentina. The collection in Caribbean history and literature, covering all language areas and the diaspora, is steadily becoming

noteworthy. The audio-visual collection is nationally recognized. Areas of relatively recent interest at NYU are being strengthened: art, music (including sound recordings), business, popular culture, migration studies, media studies, and women's studies. Holdings of the NYU Schools of Law and Medicine are also important and the Law Library has a regional commitment to collect legal materials from Mexico.

The CU and NYU libraries offer a wide range of electronic resources to students and faculty via computer networks. In the past five years alone, Bobst has added 45,000 electronic journals to the collection and Columbia offers a similar quantity of titles, a significant number of which are used by LAS scholars. In addition to major electronic tools in Latin American Studies, such as the Hispanic American Periodicals Index (HAPI) and the Handbook of Latin American Studies, both libraries provide access to larger databases with LAS content, such as Lexis-Nexis Academic Universe, and the Public Affairs Information Service. Latin American Internet resources are fully cataloged and accessible via the libraries' online catalogs.

5.B. Institutional Support - During the 2004-05 fiscal year, Bobst spent more than \$240,000 to purchase materials in LAS, of which \$47,000 was earmarked for major purchasing. (This figure does not include processing costs nor expenditures for serials, videos, sound recordings or electronic media which represents a sizeable and regular supplement to the Latin American materials budget.) Bobst also devoted \$211,700 in direct salary funds for staff members who focus on Latin American materials. Several members of the Bobst Library staff participate in selection, processing and public service activities related to the LACS collection. The Latin American librarian, Angela Carreño, is well trained in Latin American area studies and assisted by 3.5 FTE staff members and two graduate students.

In FY 2004-05, the Columbia University Libraries allocated \$206,500 for Latin American monograph acquisitions, not including significant spending on serials and materials in other non-book formats. The budget for materials from Spain and Portugal, which partially supports Latin American studies, was \$58,000. The overall collection is growing at a rate of 7,000 titles annually and \$364,630 per year is spent on processing Latin American acquisitions. The Library also expends approximately \$208,223 per year on staff (2.15 FTE professional and .75 FTE paraprofessional) associated with Latin American related collection development and public services, including Librarian Pamela M. Graham, who holds a Ph.D. in political science with a concentration in Latin America.

5.C.i and ii. Networks for Resource-Sharing and Coordinated Collection Development -

The libraries of New York University and Columbia participate in a number of local, national, and international forums. Local access to collections is extended through membership in the NY Metropolitan Reference & Research Library Agency, a consortium of more than seventy academic, public, and special libraries in the metropolitan area. Columbia is a founding member of BorrowDirect, a user-driven, expedited interlibrary loan service that makes Columbia's holdings readily available to universities in the Northeast.. NYU and Columbia (a founding member) belong to the Research Libraries Group (RLG), a consortium of 162 major academic, research, and special libraries.

Columbia is a sponsoring member of the Seminar on the Acquisition of Latin American Library Materials (SALALM), and librarians at both institutions are active members and former officers of this important organization. Both NYU and Columbia are founding members of the regional sub-group of SALALM, the Latin American Northeast Library Consortium. In addition, Dr. Graham currently serves as chair of the Section on Scholarly Research and Resources of

LASA. NYU and Columbia are also members of the Latin American Microform Project (LAMP), which Dr. Graham chaired from 2002-2004.

A significant forum for resource sharing is the Global Resource Network's Latin Americanist Research Resources Project, which consists of 53 U.S. academic libraries and Latin American partner institutions. NYU and CU contribute to several projects to enhance access to Latin American journals; better distribute collecting responsibilities among research libraries in North America, and provide access to selected grey literature posted on the internet. NYU and Columbia will use funding to digitize and make available grey literature produced at NYU or Columbia in support of the LARRP efforts.

Over the next four years, the Consortium library staffs plan to work together to promote CU's and NYU's unique resources to other libraries and research centers in the New York metropolitan region. NRC funding will support joint library training sessions targeting Latin American studies students and scholars at local colleges and universities. The General Research Division of the New York Public Library would be an ideal partner in developing such outreach activities. In view of New York's rapidly growing population of Latin American origin, outreach activities could also include sharing expertise with local public and academic library professionals in building Latin American collections and in providing reference and public service.

Criterion 6. Quality of Staff Resources

6.A.i. Qualifications of Teaching Faculty and Other Professional Staff. All full-time faculty at CU and NYU are chosen in accordance with nationally accepted standards. The core LAS faculty at both institutions (those who devote at least 50% of their time to LAS) is a mixture of senior professors (about two-thirds of core faculty members are tenured) and younger scholars

preparing to assume leadership positions in the future. The qualifications of the core faculty and professional staff are summarized in Appendix III. Each of ILAS and CLACS is led by a tenured member of the faculty who devotes 100% of teaching and research time to the region and the respective centers. George Yúdice, an interdisciplinary scholar who specializes in cultural policy and cultural economics, has been CLACS director for the last three years, during which time he has rebuilt the program's faculty and student body and defined a set of curricular and research initiatives in keeping with LAS faculty interests. At Columbia, Albert Fishlow, Professor of Economics at SIPA and one of the nation's foremost Brazil experts, became the director of ILAS in September 2002. During this time, he has led an expansion in the curriculum, built the Center for Brazilian Studies within ILAS, recruited professional management for ILAS, and taken steps to secure a long-term funding base for ILAS.

At NYU, Assistant Director Maritza E. Colón is responsible for the administrative operation of CLACS, advising, travel grants competitions, grant writing and management, and budgetary control. She is co-coordinator of the NYCCLAS consortium and its outreach activities alongside Eliza Kwon-Ahn of CU. Ms. Colón has a Master's degree in Humanities from NYU and substantial management and budget experience. She is assisted by one full-time assistant and two graduate students and works closely with the staff at Columbia, strengthening the bonds between the two members of the consortium. Currently, all NYU staff are fully supported by institutional funds (see Budget and Criterion 8 for personnel changes).

Columbia has moved to strengthen ILAS management of ILAS in anticipation of reinvigorating an inter-university consortium in New York. Thomas J. Trebat was named full-time Executive Director of ILAS and NYCCLAS consortium outreach coordinator in February 2005. A Ph.D. economist with expertise in Brazil, Trebat brings more than thirty years of

experience in Latin America in banking, philanthropy, and academic research, including most recently nine years as Citigroup's Chief Economist for Latin America. Trebat is assisted by ILAS administrator Eliza Kwon-Ahn, consortium co-coordinator, who has an M.A. in LAS from NYU and is assisted by a staff of two graduate assistants. Also serving ILAS is Teresa Aguayo, a full-time program coordinator of the Center for Brazilian Studies. She has a Master's degree from the New School for Social Research. Shalini Mimami is the chief development officer for ILAS. She did her undergraduate work in international studies at Yale University and is dedicated to raising operating funds and creating a permanent endowment to support ILAS activities.

6. A. ii. Professional Development for Faculty and Staff - The faculty at both CU and NYU have research/travel funds and many participate in teaching programs in Latin America. Both universities offer support for faculty development, granting tenured faculty a semester of paid leave at regular intervals. Junior faculty members are invited to apply for modest faculty grants offered by CLACS at NYU when institutional funds are available.

NYU departments sponsor faculty development workshops, a number of which are interdisciplinary. The International Center for Advanced Studies provides yearly fellowships for one-year residential research leaves for two or three Latin Americanists. At CU, the Institute for Social and Economic Research and Policy (ISERP) is the research arm of the social sciences. Many of the ILAS-affiliated faculty listed in Appendix II benefit from ISERP's seed grants, research infrastructure, and administrative support for externally-sponsored research. ISERP research projects often include a focus on Latin American problems, e.g., Professor Charles Tilly's project on contentious politics. Both NYU and CU offer tuition remission for their employees and full-time faculty as well as professional development seminars throughout the

year. NYU also participates in the Faculty Resource Network, a program composed of various universities directed toward the work of faculty enrichment and development.

6.A.iii. Commitment to Students. The two center directors, Yúdice and Fishlow, dedicate 100% of their time to teaching, supervision, and advising of students. At CU, Trebat teaches one course per semester, advises undergraduates and graduate students, and provides internship and career advice. At NYU, Colón dedicates a substantial portion of her time to the advisory function for a large number of graduate students.

6.B.i. Executive Oversight Arrangements- ILAS and CLACS call upon the services of a group of dedicated LAS faculty from a large variety of departments, professional schools, and the library. (Table 6.1) The various committees meet 2-4 times per year to review curriculum and faculty appointments, select travel grants and other awards, and direct and define policy. The professional school committees were created in 2005 to strengthen linkages and serve student and faculty needs.

Table 6.1 Executive Oversight Structure at CU and NYU	
Committee	Members
Columbia University (ILAS)	
ILAS Executive Committee	A. Fishlow, A. Stepan, D. Chalmers, P. Piccato, R. de la Garza, G. Montaldo, T. Trebat (ex officio)
Faculty Advisory Committee/ Selection Committee	The above plus R. Borgman, P. Pinto, M.V. Murillo, L. Bartlett, M. Urquiola, A. Dye, F. Rivera-Batiz., P. Graham (librarian), N. Milanich, E. Verhoegen
Professional School Advisory Committee	L. Bartlett (Teachers College), O. García (Teachers College), J. Dinges (Journalism), A. Garro (Law), C. Calomiris (Chazen Institute and Business), R. Parker (Public Health), L. Anderson (International Affairs)
New York University (CLACS)	
CLACS Executive Committee	G. Yúdice, S. Thomson, C. Mitchell, T. Abercrombie, S. Ospina, J. Goodwin, A. Carreño (librarian)
Selection Committee	G. Yúdice, S. Thomson, A. Galvez

Professional School Advisory Committee	M. Suárez Orozco (Steinhardt School of Education), C. Rodriguez (Law), S. Ospina (Wagner)
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6.B.ii. Proposed NRC Oversight Arrangements - Oversight of NRC activities will be performed by a committee consisting initially of each center’s Executive Committees, all tenured members of the faculty. The committee will be convened at least two times each academic year (once on each campus) and will be chaired by the two center directors, Albert Fishlow and George Yúdice. The first meeting of key members of this group occurred in September 2005 where plans for the proposed NRC were finalized. Outreach activities are planned over a multiyear period and are led by the outreach coordinator for the consortium, Thomas J. Trebat of ILAS, who will be working in close coordination with Maritza E. Colón at NYU. (Some of Trebat’s present duties at ILAS will be reassigned to faculty returning from leave and other staff to permit him to take on the consortium outreach duties.)

6. C. Non-discrimination Policies of CU and NYU. Both institutions are committed to a policy that ensures equitable access and non-discriminatory employment for students and teachers from groups that have been traditionally under-represented. CU and NYU have standing policies prohibiting discrimination and clearly stated procedures for adjudicating grievances in these domains. Special programs exist at both institutions to encourage hiring from under-represented groups and to create campus cultures that incorporate diverse people and viewpoints as well as people with special needs. At NYU, all short lists for faculty positions must be reviewed by an affirmative action representative before any interviews are scheduled, and written justification in staff hiring must be submitted to the affirmative action officer. In addition, the university has established the Office of Equal Opportunity to ensure equal treatment for students, faculty, and staff with special needs. The Moses Center for Students with

Disabilities empowers physically challenged students to be more independent by providing appropriate support services.

At Columbia, the Vice Provost for Diversity is responsible for implementing and monitoring the Affirmative Action Plan, which is reviewed annually and executed through a special Office of Equal Opportunity and Affirmative Action which oversees an a hiring program for the physically challenged and services for staff with disabilities. Written in accordance with the regulations of the Office of Federal Contract Compliance Programs, the Plan charts Columbia's yearly progress as an employer and sets goals for the year ahead. An important new University Diversity Initiative, for which \$15 million has been set aside, will increase faculty diversity in the Arts and Sciences and the professional schools starting in 2005-06.

Racial and ethnic minorities are well-represented at our institutions. At NYU, 22% of faculty and 23% of staff are racial and/or ethnic minorities; at CU, 23% of the faculty and 54% of staff are racial and/or ethnic minorities. At NYU, women represent 39% of its faculty and 40% of its staff; at Columbia, women are 36% of faculty and 40% of staff. At both ILAS and CLACS, core faculty and staff represent gender balance and racial/ethnic diversity.

Criterion 7. Outreach Activities

New York City has large communities of K-12 and postsecondary educators, graduate centers,immigrant communities, businesses involved in Latin America, diplomats, media, artists, and non-governmental organizations concerned with Latin America. Our outreach activities call upon the cooperation of our faculty, including those from professional schools, to carry out projects with significant and measurable regional and national impact. In the proposed NRC, Thomas J. Trebat will be responsible for overall consortium outreach, including K-12 outreach, assisted by Maritza Colón at NYU.

7. A.i. K-12 Educators - New York City's growing school-age population of Latin American origin feeds an existing need for teaching on Latin America. (Eight of the ten largest foreign-born groups in the city are from Latin America.) The New York City Department of Education (NYCDOE) has many examples of dual-language elementary programs that serve Spanish-speaking populations and non-Hispanic families. Our activities seek to strengthen professional development for New York City K-12 teachers in LAS by working closely with the New York City school system and with distinguished educators in our own Schools of Education (which are heavily populated by in-service NYC teachers). Our K-12 conferences at NYU in a recent (2002-04) three-year period attracted participation by more than 900 teachers. With this experience, the emphasis at NYU has shifted toward smaller conferences (100 educators) and workshops geared toward districts with higher concentrations of Hispanic students, including an October 2005 conference on Mexican students in New York City schools. CLACS is also working with the Ross Foundation to develop Latin American courses for adaptation in an experimental public school in a low-income district close to NYU.

CU educators at Teachers College are also involved with workshops geared toward K-12 teachers, many drawn from the surrounding Dominican community in northern Manhattan, but also from other NYC neighborhoods. Each year, for example, Teachers College hosts an annual "Educating across the Americas" event at which faculty and graduate students from throughout the country deliver papers on Latin America. The conference is open to selected New York City K-12 teachers and Teachers College has set aside additional funds that will more permit in-service K-12 teachers to attend this event in 2006. ILAS will contribute to the 2006 meeting by preparing (in collaboration with other NRC centers) Latin American teaching materials.

With the help of NRC funding, we can increase the number of conferences for K-12 teachers using the smaller education conference as a model and also incorporating school-based programs where faculty visit selected area schools. CU and NYU will organize the two events in the Spring for 150+ in-service K-12 teachers. The NRC K-12 outreach component will be overseen by the Consortium Outreach Director advised by two distinguished educators - each with a commitment to Latin America and deep roots in the NYC school system - Pedro Noguera of NYU and Ofelia García of CU Teachers College (see bios in Appendix III). García is one of New York's and the nation's leading experts on bilingual education. Noguera is Executive Director of the Metropolitan Center for Urban Education at NYU.

Table 7.1 Selected K-12 Outreach Activities		
Activity	Impact	Outcome
Schooling Latin Americans In NYC (NYU in 2002)	Teacher Training for teachers of Latin American students	Over 300 teachers attended and received partial credit
CU Educating Across the Americas (2005)	25 faculty and graduate students presented research	ILAS committed financing to permit K-12 teachers to attend
Dual Language Symposium at NYU (2004)	Representatives of more than 60 programs	More than 300 teachers attended
Conference on Educating Mexican Students in NYC (2005)	New approaches to educating Mexican students discussed	150 teachers and school administrators

7. A. ii. Outreach to Postsecondary Institutions - At CU, the chief vehicle for outreach to Latin American scholars at local colleges and universities has been the University Seminars, a tradition at CU since the 1940s. (Many of the scholars who participate were originally trained at Columbia, which is how the tradition took root.) Two of the more than 70 Seminars specifically address Latin America and Brazil and a proposal exists to create a third Seminar on Mexico. NYU faculty has consistently collaborated with the Graduate Program of the State University of New York at Stony Brook in Manhattan (GP-SUNY-SBU) by participating and providing funding for their monthly Friday Seminars.

In the context of this NRC application, we are planning a significant expansion of our post-secondary outreach. Because the community of LAS scholars in New York City extends beyond the borders of our campuses, we see potential for CU and NYU scholars to engage in outreach and collaboration with other LAS graduate centers in the metropolitan region. A successful example is the NYC Latin American History Workshop, which took place in GP-SUNY-SBU last year and will take place at CU this year. (For a listing of some of these graduate centers, see Table 7.2.) A tradition of collaboration and cross-registration already exists between these schools through the Inter-University Doctoral Consortium. (See Criterion 8 for further detail on our plans.) Additionally, each of our two institutions values outreach to local community colleges in New York. For example, SIPA at CU has sought closer ties with faculty and students at Hostos College (located in a Hispanic neighborhood) and encourages Hostos students to apply to SIPA.

Table 7.2. Outreach to Other Latin American Graduate Centers in New York City			
University	Latin American Graduate Center	Director	Numbers of Affiliated Faculty
New School for Social Research	Janey Program in Latin American Studies	Claudio Lomnitz	5
Fordham University	Latin American and Latino Studies Institute	Christopher Schmidt-Nowara	23
CUNY	Bildner Center for Western Hemisphere Studies	Mauricio A. Font	11
CUNY	Center for Latin American, Caribbean, and Latino Studies	Laird W. Bergad	44
SUNY Stony Brook	Latin American and Caribbean Studies Center	Eduardo Mendieta	46

Table 7.3 Examples of Outreach to Post-Secondary Institutions, 2004-2005			
Activity	Location	Topic	Participants
University Seminars	CU	Brazil, Latin America	General public
Friday Seminars	GP-SUNY-SB in NYC	Various Latin American	General public
Inter-University Doctoral Consortium	NYU, CU, New School, Princeton, Rutgers, Fordham, CUNY, SUNY	Cross-Registrations between doctoral students	All doctoral students
Latin America History Workshop	CU	Recent research on Latin American history	Faculty and graduate students from colleges and universities in New York

7.A.iii. Business, Media, and the General Public - Outreach opportunities to business, media, and the general public assume an unusual dimension by virtue of our location in New York City. Outreach programs at CLACS and ILAS are large and open to the public. Our email lists include more than twenty thousand individuals and organizations in business, media, and the general public. In recent years, our two institutions have sponsored a large number of conferences, talks, lectures, book presentations, and film screenings and have collaborated with government, business, cultural, educational, and non-profit institutions (see Table 7.4). Together, we hosted visits by five current (or former) heads of state in Latin America in 2004-05 alone.

Table 7.4 Outreach to Business, Media, and the General Public, 2004-2005			
Activity	Location	Topic	Participants
Over 200 seminars and distinguished lectures held in 2004-05 alone	KJCC, CLACS, CU, ILAS	Current events, economics and politics, art exhibits, films, poetry readings	More than 2,500 members of the general public attended
ILAS speeches to Council of the Americas	NYC	Political and economic updates on Latin America	U.S. businesses involved in Latin America
ILAS Brazil Seminar	CU, Center for Brazil Studies	Current issues and problems in Brazil	Brazilian government leaders, 600 attendees from the general public
Two conferences sponsored by an NYC bank	NYU	Mexican housing, steel industry	Business and government leaders
Contemporary Art of the Americas student group	NYU	Contemporary art visits or lectures	General public
Media contacts by leading CU and ILAS faculty	CU and NYU	Current developments in Latin America	General public, specialized financial audiences
Latin American Presidential Lectures	CU and NYU	Brazil, Ecuador, Colombia, Bolivia and Dominican Republic	Five chief executives addressed more than 500 members of the public in a single year
Brazil Study Group at Council of the Americas, chaired by ILAS faculty	NYC	The future of U.S.-Brazil Relations	30 representatives of key U.S. businesses involved in Brazil

Finally, ILAS and CLACS publicize activities through a variety of means (see Table 7.5). Title VI funding will be utilized to broaden our outreach efforts, particularly by facilitating the creation of a shared Consortium website (discussed in Criterion 8).

Table 7.5 Means of Disseminating Consortium Information	
Source	# of Recipients/Visitors
CLACS and ILAS websites	CLACS – over 100 daily; ILAS – over 50 daily
CLACS and ILAS email lists	Over 20,000 per announcement
Annual Newsletters (electronic and print)	Print - 500; electronic - over 20,000
CLASP (electronic) listing	41 post-secondary institutions and their own lists
Fulbright Information Sessions at UN	70 brochures per session

Criterion 8. Program Planning and Budget.

8. A. Quality and Purpose of Activities - Our proposal conforms to the purpose of the NRC program: to strengthen nationally recognized centers of excellence in area studies and foreign languages and to assist graduate training in area studies and foreign languages.

1) Faculty Working Groups and Conferences: Faculty at both schools proposed the formation of five working groups and the organizing of conferences in: political economy, history, migration, literature and culture, and cultural industries and public policy (see Table 8.1 for details on the present composition of the five). We envision that (at least) five faculty working groups will remain in place through the grant period--,though the exact themes and composition will certainly evolve--,and that we will be able to sponsor at least one major LAS conference each year with the venue shifting between the two schools. The working groups will spur collaborative work across disciplines, generate publications and new courses, and provide an exciting terrain for training of the graduate students who attend. Consistent with our pledge to be inclusive, we will open participation to faculty from other universities and colleges in the area, especially other graduate centers on Latin America. We are requesting some funding to offset the costs of this outreach to our colleagues at other NYC schools. Small funds will facilitate the participation of faculty from non-research institutions as well. [12% of total NRC request]

2) Non-language instructional program - NYU and CU seek funding for the development of new professional school courses and for partial payment for adjuncts to fill in curricular and disciplinary gaps. Our current adjunct needs (for which no permanent funding is available) are in the fields of media studies, economics, business and finance, urban studies, and sociology. In addition, modest funding is requested for ILAS to develop a new course(s) on doing business in Latin America (a collaboration with the CIBER at CU Business School). Funding will help ILAS to develop an entirely new course offering – multidisciplinary approaches to Latin America – aimed at CU undergraduate students and intended to boost the numbers of LAS majors. Funding is also requested for a payment to a consortium curriculum coordinator to be based at CU. The coordinator will be selected after consultation between the two center directors and the joint NRC executive committee. [7% of total NRC request]

3) Language Instruction: Our emphasis is on extending instruction in Brazilian Portuguese, at both CU and NYU, and in developing instruction in Quechua, particularly at NYU. Specifically, funding is requested to: (a) strengthen training in Brazilian Portuguese by contracting a senior-level instructor at CU to develop content-based intermediate and advanced courses for professional school students and for advanced undergraduates (the actual content to be provided and overseen by the CU Center for Brazilian Studies); (b) share the methodology for these new content courses in Portuguese with other schools and universities through summer training sessions for teachers coordinated by the LRC at Columbia; (c) upgrade the Portuguese language instructor at NYU to Lecturer; (d) introduce the study of Quechua in the Consortium by hiring an adjunct instructor at NYU (during Fall and Spring), where faculty across several disciplines specialize in Andean Studies, pending institutional approval at NYU; (e) provide support to the Language Resource Centers at CU and NYU for supplementary materials and tutorials in

Portuguese and Quechua; (f) supplement Fall and Spring Quechua instruction with summer courses and research in Bolivia, if a new center there is approved by the institution; (g) boost consortium enrollments in LCTLs by expanding the existing CU-NYU Language Exchange Program to include Portuguese and Quechua; (h) provide assistance to Spanish instructors in developing new content-based courses at NYU and share methodologies with other teachers (including K-12 teachers) through summer training institutes. [20% of total NRC request]

4) Library Development: Funding is requested for (a) library acquisitions; (b) joint teaching by faculty and librarians on LAS; (c) partial salary support for library assistants; (d) travel to book fairs, book dealers, and other libraries in Latin America; and (e) attendance at annual meetings. [10% of total NRC request]

5) Travel for non-language faculty: Modest travel funds are requested for faculty travel to Latin America to develop new courses, conduct research, and to strengthen scholarly ties. Funding is also requested to permit attendance at professional meetings. Summer funds for travel by junior faculty to Latin America are also requested. Travel funds will permit center directors to attend NRC meetings and visit study abroad venues and the outreach coordinator to establish linkages. [11% of total NRC request]

6) K-12 Outreach: Partial funding is requested for (a) annual teacher training conferences and workshops at both CU and NYU; (b) staff assistants (one at each school) to the Outreach Coordinator for the specific purpose of planning K-12 activities and liaising with educators in the NYCDOE and our two Schools of Education; (c) funds to plan the K-12 workshops and to prepare teaching materials on the key regions of Latin America; (d) two school-based follow-up lectures and panel sessions per year to update K-12 teachers who have participated in the annual conferences with funds to provide for speaker honoraria and travel costs for staff; (e)

organization of cultural and library events for K-12 teachers, including museum tours, film showings, library research workshops conducted by Pamela Graham and Angela Carreño, and visits by K-12 teachers to attend events at NYU and CU; (f) summer seminars at NYU for K-12 history and social science teachers of English Language Learner (ELL) students; the seminar would facilitate a content-based approach to teaching in Spanish; and (f) funds for collaboration with NRC centers to develop curricular materials for K-12. [7% of total NRC request]

7) Other Outreach Expenses Funding is requested for (a) support for various student-led initiatives, including publications and working groups; (b) administrative and conference costs associated with outreach to other graduate centers in LAS in New York City; c) publications intended to divulge information about Consortium events; (d) outreach to key alumni groups; (e) grants to teachers at non-research universities to attend faculty workshops and conferences at CU and NYU. [1% of total NRC request]

8) Program Enrichment and Administrative Salaries: We request funding for a modest salary supplement for the Consortium Administrator at CU (Eliza Kwon-Ahn) to take on new consortium grant administration duties; (b) other administrative expenses including graduate student assistance to assist the Consortium Outreach Director in K-12 activities, the planning of conferences and events, and general administrative duties; (c) a contribution for supplies and communication costs; and (d) staff professional development travel and related expenses. [17% of total NRC request]

9) Program Operation: Funding is requested to (a) provide a one-time payment for professional service fees for design of the Consortium website; (b) improve and maintain Web sites, including ILAS & CLACS linkages, links to databases on Latin America, and to other LAS graduate centers in New York; (c) upgrade data collection on NYCCLAS activities as a useful tool in

periodic evaluation of the NRC; (d) maintain an online NYCCLAS newsletter as an outreach tool; (e) subscriptions for reading rooms and funds for a film series on Latin America. [4% of total NRC request]

10) Program Evaluation: We request funding for two separate external evaluations by outside academic and quantitative evaluation experts to assess the quality and impact of our curriculum and outreach efforts. Internal evaluation funds are also sought to develop methodologies for defining, collecting, and analyzing quantifiable, outcome-measure-oriented data on activities of the Consortium. Funds will also be earmarked for assistance to the DSPs of both schools in developing objective measures of student performance in language proficiency. [2% of total NRC request]

11) Student Support (FLAS): We request funding each year for 6 academic year FLAS fellowships (3 at CU and 3 at NYU) and 8 summer FLAS Fellowships (4 at CU and 4 at NYU), with priority given to students pursuing training in LCTLs, especially Portuguese and Quechua, and a focus on M.A. students pursuing careers in government or business. [45% of total federal request]

Table 8.1 NYCCLAS Proposed Faculty Working Groups, 2006-2007				
Working Group	Faculty Organizers	Themes 2006-07	Approach	Plans
Political Economy in Latin America	M.V. Murillo (CU) P. Pinto (CU) J. Corradi (NYU)	Argentina: Making and Breaking Promises	Interdisciplinary (law, business, economics, sociology, Pol. Sci.)	Periodic meetings Major conference Fall 2006 and annually thereafter
Latin American Political History	P. Piccato (CU) S. Thomson (NYU)	Hegemony, public sphere and civil society, U.S.-Latin America scholarly relationships	Disciplinary with use of outside specialists, including from Latin America	Periodic meetings, Major conferences Spring 2007 and follow-up conference in 2008
Literature and Culture of Latin America	C. Alonso (CU) G. Montaldo (CU) S. Molloy (NYU)	Modern Culture in L.A. and the Idea of the World	Disciplinary-based with outside speakers	Monthly lectures, Two conferences per year to review papers and plan
Latin American Immigration and the	R. de la Garza (CU) C. Suárez Orozco	Impact on Sending Communities of	Interdisciplinary with participants	Periodic meetings, Major conference in

United States	(NYU) M. Suárez Orozco (NYU)	U.S.-Bound Immigration	from Latin America, especially Mexico and Central America	Summer 2007, Conference in Latin America 2007
Culture Industries & Public Policy in Latin America	A.M. Ochoa (NYU) G Yúdice (NYU) C Washburn (CU) R. Peña (CU)	Culture Policy for audiovisual and music for trade agreement negotiations	Interdisciplinary participants, including visitors from Latin America	Monthly lectures, major conference at date to be scheduled

8. B. i. Development Plan and Timeline: The NYCCLAS Project Timeline (Appendix I)

outlines our goals for the four years. The accomplishments will include: (a) launching of the five faculty working groups; (b) an annual conference on Latin America; (c) at least four new courses (subject to committee approval) in the non-language instructional program, including one for undergraduates; (d) new courses in Portuguese content-based instruction; a new course in Spanish content-based instruction at NYU; (e) launching Quechua instruction in the context of Andean region area studies; (f) a compilation of language instructional materials in Portuguese and Quechua in our LRCs; (g) well-coordinated acquisition strategies by our two libraries, which will have stimulated greater sharing of materials on Latin America in the New York City area; (h) numerous trips to Latin America by faculty and staff as detailed in the attached budget. Our K-12 outreach goals will accomplish the following objectives: (a) four major teacher-training conferences; (b) 8 follow-up lectures, workshops, and such activities to benefit at least 400 (100 per year) in-service K-12 teachers; (c) closer integration between our centers and Schools of Education to reach out to K-12 teachers; and (d) development of a strong working relationship between our Latin American Centers and the NYCDOE. .

8. B.ii. Effective Use of Resources and Personnel: As we have done successfully in the past, we will leverage all resources through cooperation with our campus schools and departments and across the two universities, as well as seeking additional Consortium funding from private foundations and alumni donors. We will take maximum advantage of the long tradition of cooperation between CU and NYU to cross-list graduate courses, to share new course

methodologies, to stimulate intermediate and advanced learning of LCTLs, and to coordinate our K-12 activities. Selection and provision of resources for Portuguese and Quechua instructors will be the shared responsibility of our Centers, the respective Departments of Spanish and Portuguese, and the Language Resource Centers. Teacher-training outreach, including K-12, will involve direct collaboration between our Centers and our Schools of Education. Key personnel at CU and NYU (e.g., Deans, Department Heads, others) were consulted to ensure that adequate resources and support staff will be directed toward the proposed activities, including long-term institutional support for new hires, including the new, Senior Instructor in Brazilian Portuguese at CU and the upgrading of the lecturer position at NYU..

8. C. Cost Effectiveness: Total funding requested for the NRC is in line with the administrative recommendations. As both universities have already hired and committed staff in anticipation of a consortium, incremental administrative costs to set up and run an NRC consortium are quite modest. The principal cost-effective factor is a well-conceived pooling of resources by the two partner centers in close geographic proximity who know each other well and agree upon consortium governance procedures and outreach strategy. Curriculum coordination will be improved with respect to LAS course offerings, permitting cost savings. Collaboration will occur with the CIBER unit at CU and with Title VI centers in other geographic areas on our campuses, including joint sponsorship of events. Finally, we will leverage NRC funding through our joint campaign to raise support from foundations and other private sources.

8. D. Long-term Impact on Undergraduate and Graduate Programs: The CU-NYU partnership allows for new forms of faculty collaboration resulting in faster dissemination of research and new courses all of which will prepare our students at all levels (undergraduate, graduate, and professional) to engage Latin America in the future. By building upon people and

resources in place, the NRC funds will make NYCCLAS activities sustainable over time, rather than one-time offerings or events. By strengthening the undergraduate curriculum in LAS and the LCTL instructional programs, our Consortium strategy will boost numbers of majors and provide more opportunities, such as events, conferences, and study abroad, at which undergraduates can learn about Latin America. At the graduate level, we believe that our curriculum enhancements and our faculty working groups, among other NRC-supported activities, will strengthen the importance of Latin America in our graduate departments and professional schools. In particular, we expect to see an increased demand for E.D., Ph.D., M.A., and M.P.A. degrees with concentrations in Latin America and more course offerings about Latin America in our business and other professional schools. Finally, we expect the combined effect of our NRC-supported activities (as detailed in the budget) will profoundly effect the training and preparation of Ph.D. students and that these benefits will reach beyond the borders of our two campuses. Already at significant levels, graduate cross-registrations through the IUDC will increase as graduate students in the New York area become more aware of the enhanced curriculum in LAS at CU and NYU.

Criterion 9. Impact and Evaluation

9. A.i. Impact of ILAS/CLACS - Our LAS programs are strong and growing. Enrollments are significant, as are numbers of core and affiliated faculty. Our two centers play an important role in gathering information and financial resources that benefit our departments and professional schools. We bring visitors to the campuses from Latin America and promote scholarly exchanges. ILAS and CLACS provide a natural point of encounter between LA faculty widely scattered by disciplines and locations but united in their interest in the furthering of LAS on our campuses.

Taken together over the last five years (2000-2005), CU and NYU have awarded doctoral degrees to approximately 177 students in about fifteen academic departments and professional schools whose dissertations have dealt primarily with Latin America. (The numbers are 99 at CU and 78 at NYU; see Table 9.1.) The overwhelming majority of new Ph.Ds. (80% at CU) enter and remain in teaching careers in colleges throughout the United States. Recent CU graduates with specializations in LAS have found teaching positions in U.S. institutions ranging from Amherst and Boston College, to Northwestern and Princeton, and to the Universities of Minnesota and Wisconsin. Thus, CU is carrying on an honored tradition as a seedbed for teachers and this same tradition is building at NYU .

Table 9.1 Placement of Ph.D.s 2000-2005		
	NYU (78 graduates in LAS)	Columbia (99 graduates)
Academic employment	42	84
Non-academic (incl. govt.)	18	8
No information	18	7

Table 9.2 Placement of CLACS MA graduates 2000-2005	
	102 graduates
Academic employment	21
Non-academic	62
Doctoral Programs	9
Unknown	10

As for M.A. degrees, NYU's CLACS also produces leaders in the field of LAS, as evidenced by the placement responses received during a recent survey of alumni (Table 9.2). Meanwhile, Columbia's SIPA graduates as many or more Master's recipients in international affairs and public administration (a total of 548 in

2005, for example) than any school in the nation, many of whom are exposed to Latin America via ILAS courses. In the international affairs program, 25% of the graduates enter the public service and 50% find positions in the for-profit private sector. The cumulative impact of our outreach activities on the regional academic community is substantial (see Table 9.3 below).

Table 9.3: ILAS and CLACS: Selected Impacts on Community, Region and the Nation 2004-2005		
Activity	Impact	Output/Outcome
Increasing Admissions applications (CLACS-NYU)	Center has better prepared student body on a par with advanced MA/Ph.D. students	Upgraded admissions criteria: 225 applications, 102 admissions
Total Enrollments in LAS increasing	More funding for visiting and	7,649 enrollments from

at NYU and at CU	adjunct faculty, support for new positions and expansion of curriculum in LAS	various schools at NYU, more than 6,000 enrollments at both schools in area studies.
Enhanced linkages with Latin America	Allowing for two-way flow of scholarship, e.g. via the recent agreement between CU and Conacyt in Mexico	More Mexican students in residence at CU and more CU faculty and students visiting Mexico
Public lectures, conferences, symposia, including lectures by present and former Latin American presidents	Provide information on Latin America and the Caribbean at national level	Sponsored by CLACS/ILAS with other depts; Over 3,000 attendees in 2004-05
Impact on educators: K-12 Outreach Conferences (three in total)	Provide information on current Latin American student education and cultural trends	1 conference each year with approx. 300 educators per conference
Contacts with media and speeches and presentations to business groups, e.g., Council of the Americas, Council on Foreign Relations, Brazil-American Chamber of Commerce	Informing public opinion in the United States about developments in Latin America.	Frequent quotes and television interviews with faculty at ILAS and CLACS. Requests for follow-up meetings

9. A. ii. Section 427 GEPA - While much of the Consortium’s efforts have been devoted to making our programs accessible to groups outside our institutions, we strive to be attentive to issues of “inclusiveness” within our own communities. NYU and Columbia have policies and procedures designed to ensure equal access for members of traditionally under-represented groups. At NYU, the Office of African American, Latino, and Asian American Student Services is a university-wide service for undergraduate, graduate, and professional school students that both recruits minority students and offers an array of services, including tutorial assistance, mentorship, career internship and individual counseling. This office plays a vital role for Asian, Black, and Latino students at NYU, who together comprise almost 26% of the undergraduate student body. Columbia has also instituted strong measures to identify and enroll minority students who were 37.4% of the undergraduate student body in 2004. The Columbia Office of Minority Affairs and Special Programs coordinates student recruitment at the graduate level, and actively recruits potential graduate students through the McNair program, which includes historically Black colleges, the Hispanic Association of Colleges and tri-state colleges where

enrollment of minorities is high. At both of our institutions, women represent at least fifty percent of all students, and are on average 45% of the enrollment even in the traditionally male-dominated professional schools. (Columbia data for 2004). Both institutions comply with federal requirements pertaining to the disabled and the elderly, and sponsor educational programs to improve staff awareness about making events accessible to the disabled.

9. B.i and ii. Evaluation Plan - The Consortium will implement a multifaceted internal and external evaluation program. CU will conduct a rigorous review of ILAS in early 2006 using its Academic Review Committee (ARC). The recommendations of the ARC will be extremely timely and help to assure a more effective use of Title VI funding in the next cycle. In preparation for this ARC review, ILAS has already prepared one self-study in December 2004; key elements of this self-study, including greater outreach to undergraduate students and professional schools other than SIPA, are already being implemented in 2005. A second self-study for use by outside evaluators in 2006 is now being prepared for February and will incorporate our Consortium's academic goals. At NYU, CLACS is regularly reviewed by the Faculty Policy and Planning Committee for faculty quality and productivity, student quality and performance, as well as the national standing of the program. It was last subjected to a rigorous academic review in 2002 which was followed by a thorough revamping and updating of the academic program and the provision of new faculty lines and other resources. Another review of CLACS is scheduled for Spring 2006.

Apart from these internal reviews, the new Consortium will attribute an extremely high priority to systematic data collection for purposes of ongoing internal evaluation and will also set aside funding for rigorous outside evaluations. Our own ongoing internal evaluations will stress the design of tools to measure our impact in quantitative terms using the latest methodologies.

We are proposing an outside evaluation by several evaluators drawn from different disciplinary strengths to gauge the quality of our area studies and language instructional programs.

Evaluators will be asked to investigate: 1) the effectiveness and improvement of our LAS curriculum, as measured partially by enrollments, majors, graduate degrees, and placement data; 2) the changes to and quality of our faculty and staff during the grant period; 3) the local, regional, and national impact of our outreach activities, e.g., effectiveness of teacher-training, numbers and distributions of participants in Consortium events, and media attention; 4) the extent and quality of our outreach to K-12 educators and to post-secondary institutions in New York; and 5) the extent to which our two universities are working harmoniously and efficiently as consortium partners. The timetable for these evaluations is included in the budget attached to this narrative.

As input to internal and external evaluations, we will survey students regularly and log attendance at meetings and conferences. We are proposing to use NRC funds to design and implement tools to measure our performance as rigorously as possible. While exact measurement criteria will be worked out in consultation with the external evaluators, it is expected that a thorough review will encompass factors that will generate quantifiable, outcome-measure-oriented data (see Table 9.4).

Table 9.4: Sample Evaluation Goals and Measures	
Administrative strengthening of both centers and of the consortium itself	Language pedagogy, both courses and materials
Increasing admissions applications and concentrators, increasing number of majors in LAS.	Working groups of faculty and effective integration of the two faculties
Increasing applications for FLAS academic and summer fellowships;	Integration into faculty working groups of faculty from other New York City graduate centers on Latin America
Increase in course offerings and enrollments in LAS across both campuses	Public lectures, conferences, and symposia, including attendance and estimated impact
Ease of cross-registration for all graduate students, including professional school students	K-12 Outreach Conferences, including assessments done by participating New York City teachers
Creation and enhancement of the consortium website	Faculty research grants obtained

Alumni outreach and outreach to private donors	Student research grants provided
Library collections and acquisitions policies	Job placement of graduates, especially Ph.Ds
Quality of the Ph.D. programs, including data on degrees granted and placements	Progress in designing new courses in content-based approaches to instruction in Portuguese and Spanish
Growth of the LCTL program, measured by enrollments and course offerings in Portuguese and Amerindian languages, in particular	Major academic conferences on LAS held, number of faculty and graduate students in attendance, and assessment of intellectual quality

Criterion 10. FLAS Awardee Selection Procedure

10 (i-vi) Selection Plan. The FLAS Fellowships will be awarded to graduate students who are committed to the advanced study of the region’s languages and cultures, with a particular emphasis on Brazilian Portuguese and less commonly taught languages. We will particularly encourage applications from Master’s degree students from our professional schools, including SIPA at CU and the Master’s Program at CLACS, to permit these students to move to advanced levels in the mastery of LCTLs. (At CU, large numbers of Master’s degree students, mainly from SIPA, already apply; several were funded for AY FLAS in 2005-06.) Incoming students to CU and NYU’s graduate programs will also be eligible and encouraged to apply for FLAS funding. Information will be sent to them along with other admission materials. We will post information on FLAS procedures on websites, distribute flyers to academic advisors in all social science departments and professional schools, and enlist our faculty committees to canvass their students, provide brochures, and hold informational sessions at the start of each semester. Early in the Spring semester, the graduate financial aid office will notify students of deadlines for the submission of applications for financial aid, due in the respective graduate financial aid offices by mid-March.

The FLAS competition is open to all graduate students from the Graduate School of Arts and Sciences and professional schools. The selection of FLAS fellows will be based upon compliance with Department of Education priorities, personal statement and commitment,

academic transcripts, and letters of recommendation. The selection committee members will give priority to applicants who wish to study Brazilian Portuguese or Quechua.

During the early phase of the selection process and once applications are received, comparative rankings for both FLAS and non-FLAS candidates for financial aid will be determined. Under a cost-sharing requirement, the universities will be required to provide matching funds for their awardees. Between late March and early April, each respective committee will meet for the selection process. The FLAS selection committee will consist of interdepartmental faculty members in both ILAS and CLACS, drawn from the core and affiliated faculty of the Centers and including representatives of the GSAS, professional schools, and language and culture departments. (The names of faculty invited to the selection committee appear in Table 6.1 of the narrative.) Following review by members of the fellowship committees, applicants will be ranked for both Academic Year FLAS and Summer FLAS on the basis of overall academic achievement in Latin American Studies. The ranked lists will be transmitted to the respective financial-aid offices for administrative follow-up. In mid-April, all applicants will receive written notification of the committee's decisions. The FLAS recipients are required either to accept or decline their awards in writing within two weeks of the notice of award. Award letters will specify that FLAS fellowships are contingent upon authorization of funding from the Department of Education. Since the academic year ends in early May, students will be notified regarding Academic Year FLAS and Summer FLAS awards before classes end.

ILAS has been a FLAS recipient for the last three years. As a result of CU's preference for students seeking to move to advanced levels in LCTLs, grants for Portuguese instruction for the AY 2005-2006 and Summer 2005 periods were given in a 2:1 ratio with respect to grants for Spanish instruction. This outcome was facilitated by an increased interest in FLAS applications

at CU for instruction in Portuguese. ILAS and CLACS may seek to use fellowship funds as appropriate to send qualified students for summer training in LCTLs at other NRC institutions.

Criterion 11. Competitive Priorities

The Consortium’s plan of operation addresses all five of the NRC Program Invitational Priorities and both FLAS Competitive Preference Priorities as follows:

NRC Priority 1	CU and NYU seek Title VI funds to provide content-based instruction in Brazilian Portuguese for intermediate and advanced undergraduates, and funds to introduce instruction through the intermediate level in Quechua for students interested in the study of the Andean region and its societies. Funds will facilitate the preparation of tutorials and language maintenance programs at the LRCs of both schools and the expansion of the CU-NYU Language Exchange Program to include Content-based Portuguese and Quechua.
NRC Priority 2	CU and NYU seek funds to train specialists in Latin America with special emphasis on Brazil and the Andean region.
NRC Priority 3	CU and NYU seek funds to foster an alliance with Teachers College at CU and the Steinhardt School at NYU to improve teacher training on Latin America through conferences on education in Latin America organized by these Schools, incorporation of their educators on our planning committees, and by organizing summer teacher training on content-based Brazilian Portuguese and also content-based Spanish.
NRC Priority 4	CU and NYU seek funding to engage the Title VI CIBER at Columbia Business School for the purpose of training future American business leaders to understand the societies of Latin America through development of an entirely new course on business and economy in Latin America and also through opening more Latin American courses to business school students.
NRC Priority 5	CU and NYU seek funding to expand K-12 through major conferences at each university, smaller seminars, and school-based follow-up lectures and visits. We expect to work annually with 300-400 K-12 educators and to collaborate with other NRC centers.
FLAS Priority 1	CU and NYU seek funds primarily for the purpose of allowing students to reach advanced level proficiency in Portuguese and the Amerindian languages, and will send qualifying students to summer programs at other NRC centers for LCTLs not offered at CU or NYU.
FLAS Priority 2	CU and NYU seek Title VI funds to support M.A. students more likely to enter government service or a professional field.