

Our themes : Faculty research, innovations in language instruction, outreach, including K-12, and collaboration with area universities

NYCCLAS Institution: **CU BLUE, NYU RED; SHARED ACTIVITIES GREEN;**

Timeline: new activities: →; continuing activities: ↔; end activities ←; full cycle →↔←; institutional support: ACTIVITY column text in **bold**

ACTIVITY	2006-07	2007-08	2008-09	2009-10	OUTCOMES BY 2010	Budget Ref.
<b>1. Research on Cutting Edge Issues in Latin American Studies</b>						
<b>A. Interdisciplinary Working Groups</b>						
1. Workshop on political economy of Latin America	→	↔	↔	↔	Research and training development for faculty, graduate students, visiting scholars, faculty from other universities in New York City	p. 6
2. Workshop on Latin American History	→	↔	↔	↔		
3. Workshop on Migration Issues	→	↔	↔	↔		
4. Workshop on Literature and Culture	→	↔	↔	↔		
5. Workshop on Cultural Industries and Public Policy	→	↔	↔	↔		
<b>B. Conference Series</b>						
1. Consortium Conference at NYU: Migration Studies (Year 1)	→				Four major conferences resulting in publications, themes for new courses, outreach, and media attention	p. 7
2. Consortium Spring Conference at CU: Political Economy (Year 2)		→				
3. Consortium Conference at NYU: Literature and Culture of Latin America (Year 3)			→			
4. Consortium Spring Conference at CU: History (Years 4)				→		
<b>2. Language Instruction and Development</b>						
<b>A. Quechua Language Program</b>						
1. Recruitment of Level 1 faculty and course development		→	↔	↔	Launching of two levels of instruction in Quechua are achieved and sustained by enrollments	p. 1
3. Development of a Level 2 course		→			Institutionalization of the program	
2. Development and promotion of Language and Culture course			→	↔	Quechua learning is fostered by other courses offered on the Andean region at NYU	
4. Evaluation of Quechua instructional program students, faculty and external reviewers			→	↔	Expansion of capacity boosts student interest and enrollments	
<b>B. Portuguese</b>						
1. Full-time Portuguese Instruction at CU for new courses in content for undergrads and professional schools	→	↔	↔	↔	500 students enrolled in Portuguese instruction	P. 1
2. Full time Portuguese Instruction (upgrading from the Lecturer position which is fully funded by NYU)	→	↔	↔	↔	Capacity for instruction in Portuguese doubled and new content-based approaches to learning benefit professional school students	
<b>C. Spanish</b>						
1. Adjunct Instructor for advanced content-based Spanish language instruction geared toward professional school students	→	↔	↔	↔	Upgrading of the position permits increase in enrollments	p. 2
<b>3. Area and Other Non-Language Instruction</b>						
A. Economics: Financial Crises	→	↔	↔	↔	Priority theme maintained in the curriculum	p. 2
B. Business and Finance	→	↔	↔	↔	Strengthening ties to professional schools	p. 2
C. Urban Studies	→	↔	↔	↔	Disciplinary gap filled	
D. Multidisciplinary	→	↔	↔	↔	Geared to undergraduates and resulting in more entrants to the study of Latin America	p. 3
E. Course Development on doing business in Latin America					Effective collaboration with CIBER unit, resulting in strengthening of ties with professional schools; 80 annual enrollments by 2010	p. 6
<b>4. Library Enhancement</b>						
A. Library acquisitions for non-text, special collections, acquisitions, and cooperative collection development	→	↔	↔	↔	Effective use and leveraging of resources in a coordinated approach to collection development and linkages	p. 5
B. Administrative aide to the Latin American bibliographer	→	↔	↔	↔	Assistance in processing a growing collection	p. 3
C. Support for library staff to travel to Latin America for purposes of acquisitions	→	↔	↔	↔	Linkages with Latin American libraries	p. 4

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<b>5. Outreach</b>						
<b>A. K-12 Outreach</b>						
1. Consortium K-12 teacher conferences and workshops at NYU (2 Fall, 2 Spring)	→	↔	↔	←	Involving our Schools of Education in new forms of K-12 outreach to respond to the needs of New York City schools	p. 6
2. Consortium K-12 teacher development workshops at Educating Across the Americas Conference	→	↔	↔	←	Eight conferences focused on outreach to New York City teachers and administrators reaching about 800 educators	p. 6
3. School-based follow-up lectures and visits to participating K-12 teachers (two per year) at CU	→	↔	↔	←	200 in-service teachers and administrators benefit from research and improved curriculum discussed at four major conferences	p. 6
4. Cultural and library events for K-12 teachers, including museum trips, film showings, library research workshops, and visits to NYU and Columbia	→	↔	↔	←	Eight follow-up visits bring faculty and researchers into classroom settings for briefings with teachers and administrators	p. 6
5. National Latin American Studies Outreach Collaboration for Curriculum Development	→	↔	↔	←	300 or more teachers experience Latin America in a broader context resulting in new themes for classroom use	p. 6
6. Materials K-12 Teacher Training (curriculum, printing, and marketing to publicize teacher training)	→	↔	↔	←	Improved access to materials which are adapted for use by New York City teachers	p.5
7. Summer professional development program for for K-12 teachers of ELL students (NYU)	→	↔	↔	←	Increased participation in conferences and workshops	p. 2,5
<b>C. Business, Media, Alumni, General Public</b>						
1. Public Programs: Collaborative programs with other Graduate Centers on Latin American Studies in New York City	→	↔	↔	←	Increased relevance of Latin American studies in dual language classrooms	p. 7
2. Grants to teachers at non-research institutions to attend faculty workshops and conferences at NYU and Columbia	→	↔	↔	←	130 Latin American scholars at other area universities benefit from opportunities for training and development through collaboration in workshops and conferences	p. 7
3. Outreach to Alumni, business, media, general public	→	↔	↔	←	Needs of often isolated Latin American scholars in many area colleges and universities are addressed	p. 7
4. CLACS and ILAS Film Series; Contribution to rentals and publicity	→	↔	↔	←	Concept of the Latin American classroom extended beyond our campuses	p.5
<b>D. Academic Initiatives</b>						
1. Support for student led initiatives (e.g., human rights working group, Herencia Latina, ANAMESA journal)	→	↔	↔	←	Increased interest in Latin America and increased enrollments	p. 7
2. Consortium web design project - First Year only	→	↔	↔	←	More students encouraged to carry their studies of the region and to extracurricular activities at NYU	p. 7
3. Production of Consortium Newsletter and Annual Report	→	↔	↔	←	Effective tool for learning and information dissemination of K-12 programs and publications	p. 5
					Effective dissemination of research and news of events to 10,000 recipients	
<b>6. Strengthening Ties with Latin American Partners</b>						
A. Summer travel for center directors to establish linkages with foreign universities for study abroad opportunities, 2 per year per institution	→	↔	↔	←	Strengthened linkages with Latin American institutions	p. 4
B. Two trips to Latin America for faculty and staff to develop linkages, conduct research, and attend workshops; 2 per year per institution	→	↔	↔	←	Strengthened linkages with Latin American institutions, new themes developed for classroom use	p. 4
C. Support for Outreach Coordinator to establish outreach linkages, 1 per year per institution	→	↔	↔	←	8 trips to develop new forms of outreach and learn from experience of other NRC centers	p. 4
D. Support for Director and Outreach Coordinator to NRC Director's Meeting in Washington, DC, 2 per year per institution	→	↔	↔	←	Learning through sharing of experiences	p. 5
<b>7. Program Enhancement</b>						
<b>A. Program Administration</b>						
1. Partial support for staff, students, faculty coordinators, supplies	→	↔	↔	←	Implementation of the strategic plans of the consortium	p.1, 3, 4, 5

New York University and Columbia University  
2006-2010  
TIMELINE  
Appendix I

ACTIVITY	2006-07	2007-08	2008-09	2009-10	OUTCOMES BY 2010	Budget Ref.
2. Teaching Materials for immersion and content-based language instruction (labs, technology, a-v materials) <i>B. Faculty Travel</i>	⇒	⇔	⇔	⇐	Language Resource labs reinforce through technology the content-based approach to learning Portuguese and Spanish	p. 5
1. Summer fellowship competition for junior faculty research/course development in Latin America/Caribbean, 4 per year per institution 2. Partial support for faculty to attend area-related meetings, 4 per year per institution <i>C. Staff Travel</i>	⇒	⇔	⇔	⇐	Faculty development of up to 30 junior faculty by stimulating through travel their interest in Latin America Professional development, linkages, new course development	p. 4 p. 4
5. Partial support for staff travel for professional development, 2 per year per institution	⇒	⇔	⇔	⇐	Improved management of the consortium	p. 5
<b>8. Evaluation</b>						
<i>A. Internal Evaluations</i> 1. Includes creation and implementation of tools for assessment of the NRC and data collection and analysis	⇒	⇔	⇔	⇐	Efficient design of data collection and analysis permits better planning and more efficient use of resources	p. 7
<i>B. External Evaluations</i> 1. Includes review of curriculum (Year 3); impact, assessment, and quantitative analysis (Year 4)			⇒	⇐	Reformulation of strategic plan based upon rigorous academic and quantitative reviews, including reviews of language instructional programs	p. 7
<b>9. Student Support</b>						
A. Academic Year FLAS Fellowships, 3 per year per institution	⇒	⇔	⇔	⇐	24 students provided with support for language and area studies training; preference for M.A. students	p. 10
B. Summer FLAS Fellowships, 4 per year per institution	⇒	⇔	⇔	⇐	32 students move to advanced levels in Portuguese and Spanish or beyond beginning levels in Quechua and other Amerindian languages; preference for M.A. students	p. 10