

Criterion 1: Consortium Commitment to Latin American Studies

1. Overview: UF and FIU assign top priority to international programs as evidenced in strategic planning documents and in the continuing high levels of financial and other support to LAS (Table 1-1). Since 2002, “internationalization of the campus and the curriculum” has been a top priority in UF’s strategic plan, and LAS is one of eight central themes highlighted in its new capital campaign. “International” is FIU’s top strategic theme and the university specifically encourages students to achieve bilingual competence and acquire study abroad experience. With a joint enrollment of 86,000 students (UF 49,000, FIU 37,000), and 334 Latinamericanists, the consortium has unusual potential for influencing awareness of and educating specialists on the region.

1A. Institutional Support: CLAS reports to the UF Provost and is organized around a core of 18 center-based faculty and professional staff and 8 administrative staff. LACC reports to the FIU Vice Provost for International Studies and is organized around a core staff of 12, as well as 21 positions assigned to eight affiliated centers and institutes (Table 6-1). With over \$23 million in total financial support, the consortium is unusually well funded (Table 1-1). This high level of support is continuing even in the face of declining State budgets. UF committed three new faculty lines to CLAS as part of its 2003-04 external recruitment of a new center director. CLAS is unique in that faculty lines are allocated directly to the center, allowing it to negotiate joint appointments in departments and colleges that best advance center priority activities; six joint appointments have been made since 2001-02. Matching support for a number of initiatives is indicated in the proposed budget. Also worth noting is that FIU is building a state-of-the-art international studies building that LACC should occupy in 2008.

Table 1-1. FC Institutional Support Summary, 2004-05			
	UF	FIU	FC Totals
Financial Support			
FC Operations			
1. Administrative Personnel Salaries (Table 6-1)	\$1,457,191	\$738,000	\$2,195,191
2. Center Operating Funding	\$337,178	\$355,477	\$692,655
3. Contracts, Grants, Gifts, Endowment Income	\$2,130,755	\$2,176,961	\$4,307,716
Teaching Staff Salaries			
1. Area Studies Faculty (Table 3-1) ¹	\$6,829,747	\$3,397,165	\$10,226,912
2. Language Studies Faculty (Table 4-1) ¹	\$1,555,455	\$551,716	2,107,171
3. Visiting Faculty/Lecturers/Adjuncts	\$323,290	\$560,000	\$883,290
Library Resources			
1. Library Acquisitions (Table 5-1)	\$283,000	\$86,000	\$369,000
2. Library Staff Salaries (Table 5-2)	\$560,746	\$156,129	\$716,875
Financial Support to Students			
1. FLAS out-of-state tuition waivers	\$55,560	\$34,200	\$89,760
2. Graduate Student Stipends & Tuition	\$1,092,200	\$330,000	\$1,422,200
3. Undergraduate Stipends & Tuition	\$36,311	\$114,000	\$150,311
Total Institutional Financial Support	\$14,661,433	\$8,499,648	\$23,161,081
Other Key Support Areas			
# International Linkage Agreements	110	76	186
Outreach Activities (Table 7-1)			
1. Total # of outreach events	111	97	208
2. Percent outreach events with NRC funding	20%	23%	22%
Students in LAS-Related Fields (Table 9-1)			
1. # Graduates with at least 15 LAS credits	447	1,069	1,516
2. Total # LAS course enrollments (App. A)	15,587	27,583	43,170
# Graduate Students Receiving Financial Support	150	110	260
# Faculty Receiving Prof. Development Support	27	21	48
¹ Faculty Salary Calculated: SUM (FTE Percent on LAS (see App. B) X (Faculty Salary + Fringe)).			

Teaching Staff Support: With 319 area and language specialists supported by over \$13 million in salary and fringe benefits (Table 1-1), FC teaching staffs offer in-depth regional coverage and high quality instruction (Criterion 2-4; Tables 3-1, 4-1; and Appendix B). Since 2001-02, 82 FC faculty affiliates have been hired in new positions or to replace retired faculty (Appendix B). Both center directors participate in the interview process for all potential Latinamericanist hires and provide recommendations to the departments.

Library Support: With \$1.1 million dedicated to LAS-related library staff and acquisitions annually (Table 1-1), FC libraries are also well supported. UF hosts the sixth largest LAS collection in the United States. FIU continues to build its collection focusing on areas relevant to faculty teaching and research. Both UF and FIU are leaders in the LAS professional library community (see Criterion 5).

International Linkages: With 186 international linkage agreements, FC possesses an impressive array of international partners to support study abroad, international student exchanges, and student and faculty research activities (Table 2-2). Both UF and FIU maintain international program offices that assist in the negotiation, drafting, legal review, and execution of formal international agreements. UF has active research and education collaborations in 20 countries in the region, the majority in Brazil, Mexico and Peru. FIU has agreements with institutions across the region, including the 10 prestigious Latin American Social Science Faculty (FLACSO) academic research and outreach centers. FIU has particular strengths in Argentina, Bolivia, Colombia, Cuba, and the Dominican Republic.

Outreach Activities: FC offers one of the largest LAS-related outreach programs in the US as measured by the number of events and the number of participants (Tables 1-1 and 7-1). A large percentage of each center's operating funding is devoted to outreach activities. In 2004-05, only 22 percent of FC total outreach events were supported with Title VI funds. Both centers employ full-time outreach coordinators (see Criterion 7).

1B. Financial Support to Graduate Students: In 2004-05, 1,516 FC students graduated with 15 or more LAS credits, while thousands more took LAS content courses (Table 1-1, Appendix A). University financial support to LAS students totaled over \$1.6 million (Table 1-1). CLAS receives four and LACC six graduate assistantships, including out-of-state tuition waivers,

annually from their respective administrations. In support of this proposal, the UF Vice President for Research has pledged 2 additional graduate assistants to CLAS. LACC also uses center operating funds to support 3-4 graduate research assistants. At UF, at least 150, and at FIU, 110 graduate teaching assistantships are provided to Latinamericanist students by participating departments. At UF CLAS, an average of 15 students annually receive fellowships or research assistantships funded by external grants or endowment income. Both universities provide out-of-state tuition waivers to all assistantships and fellowships funded with external grant money, including FLAS fellowships. By reducing the cost, the waivers increase the number of fellowships awarded.

Criterion 2: Quality of FC Curriculum Design

2. Overview: The FC curriculum offers diverse, high quality undergraduate and graduate certificate and degree programs and an extensive array of student research and study abroad opportunities. LAS courses (Appendix A) and FC certificates attract students from a broad range of disciplines and professional degree programs.

2A. Undergraduate Instruction: Table 2-1 summarizes each center's undergraduate certificate and minor requirements which combine strong area and language training components. In addition, UF CLAS offers an undergraduate certificate in Translation Studies (25 students enrolled) and FIU offers undergraduate certificates in Cuba and Cuban-American studies (18 students), Translation Studies (35 students), and Interpretation Studies (25 students). A combination of revised undergraduate program requirements and increased on-campus advertising has resulted in a 295 percent increase in enrollments in FC undergraduate programs since 2001-02. Further program improvements, including FIU's addition of a BA major/minor in 2007-08 (see Criterion 8), should significantly increase undergraduate enrollments by 2010.

Table 2-1. FC Minor, Certificate, and Master's Degree Requirements					
		Undergraduate		Graduate	
		Minor	Cert.	MA	Cert.
UF	Credit hours LAS content courses	15	21	30	15
	Gateway or Capstone seminar	Yes	Yes	Yes	Yes
	Methods (2): Basic Methods & LA Data Analysis.			Yes	
	Level of ACTFL language proficiency	Int/Med	Int/Med	Int/High	Int/Med
	Thesis on a LAS topic (3+ add. hours)			Yes	
	Number of 2004-05 Graduates/Recipients	18	21	12	2
	Number of Students Enrolled 2004-05	68	59	34	14
FIU	Credit hours LAS content courses	N/A	18	30	15
	Gateway Course: Survey of LAC			Yes	
	Methods (2): Basic Methods & LAC Data Analysis			Yes	
	Level of ACTFL language proficiency		Int/Med	Adv.	Int/High
	Thesis, Internship, Comprehensive Exam (6 add. Hrs.)			Yes	
	Number of 2004-2005 Graduates/Recipients	N/A	51	15	10
	Number of Students Enrolled 2004-05	N/A	176	57	76

2B. Graduate Instruction: Table 2-1 summarizes the UF and FIU graduate certificate and MA programs. Since 2001-02, FC graduate programs have seen an 18 percent increase in enrollment. The MA curricula are unique in their combination of courses in research methods and interdisciplinary theory, their breadth in terms of disciplinary or topical concentrations, and the strong language requirements which prepare graduates for advanced doctoral studies as well as a broad range of professional careers. As a result of these robust MA requirements, FC graduates are highly sought after in both the public and private sectors (see Table 9-2 for placement data). In addition to the core MA programs, both UF and FIU offer a joint MA/JD. FIU offers a joint MA/MBA degree and UF has several concurrent master's programs with the Warrington College of Business. CLAS also offers a graduate certificate in Tropical Conservation and Development, its flagship program, with a current enrollment of 65, plus a certificate in Translation Studies, with 10 students pursuing Spanish or Portuguese translation studies. FIU offers MA partnership degrees with the U.S. Joint Forces Staff College and U.S. Army Western Hemisphere Institute of Security Cooperation (transfers 15 graduate credits into the FIU MA). Beginning in 2006, FIU

will offer online MA courses to assist completion of partnership degrees and will offer the LACC graduate certificate online. By 2008, FIU also plans to develop two 5-year combined BA/MA programs with the School of Education and the College of Business Administration, and a joint MA/MIB with FIU's top-ranked Master's in International Business program. UF CLAS is exploring a joint Master's degree with the College of Design, Construction and Planning and the College of Fine Arts. Appendix A demonstrates the scope and depth of course offerings on each campus. By permitting graduate students at UF to pursue courses in some 50 departments and at FIU in 27 departments, the curriculum contributes to the attractiveness of both the interdisciplinary graduate certificate programs and masters' programs.

2C. *Academic and Career Advising:* In addition to comprehensive services offered by university advising and career offices, FC faculty and staff dedicate significant time to student academic and career advising (see Table 6-1). Both centers employ Academic Directors and Academic Programs Assistants who provide full-time academic advising and student support services. At UF, the Academic Director coordinates graduate and undergraduate advising and internship and employment opportunities, assisted by the directors of four interdisciplinary directors and their staffs, and 17 faculty who coordinate the MALAS concentrations. In addition, CLAS employs a half-time Skills Development specialist who holds workshops for graduate students on proposal-writing, Institutional Review Board applications, pre-field work preparations, research poster design, and coordinates an annual Field Research Clinic. Graduate-level internships in Latin America are offered through the L.A. Business Environment and the Tropical Conservation and Development programs. The L.A. Business Environment program offers an annual full-day workshop on job opportunities in Latin America, and CLAS has expanded the number of career-related activities.

The LACC Director, Academic Director, and Research Director similarly devote considerable time to students as they teach core MA courses, chair or serve as members of numerous thesis committees, and provide the majority of student academic and career counseling (Table 6-1). Through representatives on the America's Board (Table 6-2) and other local and international contacts, LACC also coordinates numerous internship opportunities for students seeking professional work experience (students may substitute an internship and major research paper project for the thesis requirement). Since 2001, the LACC Research Director has offered an annual 8-week optional research seminar on thesis research design and field research methods for students from across the FIU campus.

2D. *Study and Research Abroad:* Facilitated by the many FC international agreements, Table 2-2 summarizes the many options for study abroad and student participation in directed overseas research activities. During 2004-05, 300 (217 undergraduate and 83 graduate) UF students studied in 15 Latin American and Caribbean countries, with Brazil, Mexico, and Chile being the most popular destinations. The great majority participated in programs organized by UF faculty or direct university exchanges, with 7% participating in programs offered by other institutions. UF faculty interest in the offering of regular courses that include a short "foreign enrichment component" of one to two weeks has grown rapidly, with these being offered in Argentina, Chile, Mexico and Peru in 2005-06. During 2004-05, 60 FIU students studied in seven Latin American and Caribbean countries, with Mexico, Jamaica and Brazil being the most frequent destinations. All of these students participated in programs organized by FIU or direct university exchanges.

Table 2-2. FC Study Abroad Enrollments, 2004-05				
	UF	FIU	Non-FC	Totals
FC Center-Sponsored Programs				
1. Rio de Janeiro Language, Culture & Business Summer Programs	33	7	2	42
2. Haitian Summer Institute ¹	1	3	9	13
3. Mérida Anthropology and Ecology Summer Programs	37	0	2	39
4. Cuban Studies Summer Institute ²	0	15	0	15
5. Andean Research Program ³	0	5	1	6
UF and FIU Study Abroad Programs in LAC				
6. UF Bahamas Art Summer Program	12	0	0	12
7. UF Brazil Finance Study Tour	20	0	0	20
8. UF Brazil Forestry Field Courses	16	0	12	28
9. UF Brazil Urban Planning Summer Program	10	0	9	19
10. UF Chile Engineering Summer Program	12	0	0	12
11. UF Costa Rica Law Summer Program	5	0	17	22
12. UF Tobago Anthropology Field School	11	0	0	11
13. UF Guadalajara Architecture Summer Program	20	0	0	20
14. UF Guanajuato Language & Culture Summer Program	18	0	1	19
15. UF Merida Veterinary Medicine Summer Program	10	0	0	10
16. UF Nicaragua Photojournalism Fly-In	13	0	0	13
17. UF Brazil Photojournalism Fly-In	20	0	0	20
18. FIU Grenada Teacher's Institute III ⁴	0	10	20	30
19. FIU Jamaica Honors College Program	0	8	0	8
20. FIU Mexico Marine Protection Program	0	3	17	20
21. FIU Peru Business Spanish Language Immersion	0	3	0	3
22. FIU MERCOSUR Prof. Develop. in Int'l Business	0	16	0	16
23. FIU Panama Prof. Develop. in Int'l Business	0	18	0	18
FC Students in LAC Study Abroad Programs of Other Institutions	22	0	N/A	22
FC Students in LAC Int'l Exchange Programs	18	5	N/A	23
Grad. Student Grants for Individual Research Abroad	21	19	N/A	40
¹ Enrollment for Miami-based program listed as 2005 program in Haiti cancelled due to unrest.				
² Enrollment for 2004 as program cancelled in 2005 due new US licensing requirements; to restart in 2006.				
³ Enrollment for 2004 listed as 2005 program cancelled due political instability in Bolivia.				
⁴ Enrollment for 2004 listed as 2005 program cancelled due hurricane damage in Grenada.				

FC is known for its high quality FLAS-approved Brazilian Studies/Portuguese and Haitian Studies/Haitian Creole area studies and LCTL summer programs. In 2006, FIU will begin a second FC-endorsed Brazilian culture and elementary/intermediate Portuguese study abroad program in Belo Horizonte for students seeking elementary Portuguese instruction and to compliment the highly successful intermediate/advanced Rio program. Through this proposal, FC also intends to substantially upgrade the consortium's Haitian Summer Institute (Criterion 8

and 11) and broaden the six-week Rio program (which currently includes two tracks, one in culture and another in business) to include an optional add-on module in the performing arts. FC intends to expand into Andean Studies by providing Andean area studies courses and LCTL instruction in Bolivian Quechua (Criterion 8). Both centers place great emphasis on facilitating MA and pre-doctoral field research in the region (40 funded in 2004-05) which has been facilitated by Tinker Foundation Field Research grants (UF 2002-04; FIU 2004-06), and other grant funding, endowment income, and private donations.

Criterion 3: Quality of FC Non-Language Instructional Program

3. Overview: FC is a partnership of two exceptionally strong area studies centers that offers a total of 658 different LAC area studies courses taught by 293 LAC area studies specialists with a total enrollment of 43,170 (Table 3-1 and Apps. A & B).

3A. Area Studies Instruction: Table 3-1 summarizes the FC area studies courses by discipline and number of faculty per discipline. FC area studies capabilities are strongest in the Arts and Sciences with 538 courses and 191 faculty. FC professional programs are also strong, with 120 courses and 102 faculty who support the numerous FC collaborative degree programs (Criterion 2) and research and training programs. During 2004-05, 27 new courses were added to FC curriculums. Forty new courses are planned for 2005-2006, principally as a result of new faculty hires. Appendix A provides a detailed list of the FC course offerings. Appendix B provides biographies of the FC area studies faculty, including a listing of each faculty's regional and country specialization.

Specialized Area Studies Instruction: If 20 or more area content courses (25-100%) in a discipline is used to define "depth," besides LAS, UF is especially strong in anthropology, history, political science and food and agricultural sciences. By the same measure, FIU's

Table 3-1. Area Studies Courses & Teaching Faculty by Discipline, 2004-05												
DISCIPLINE	Courses 100%			Courses 25+%			Faculty 100%			Faculty 25+%		
	UF	FIU	Total	UF	FIU	Total	UF	FIU	Total	UF	FIU	Total
Arts & Sciences												
Anthropology	14	14	28	34	12	46	12	6	18	9	4	13
Art/Art History	1	10	11	3	4	7	2	4	6	2	0	2
Botany/Biology/ Ecology/Zoology	0	7	7	12	10	22	0	2	2	6	14	20
Earth Science/Geology	0	9	9	0	6	6	1	3	4	1	7	8
Economics	2	14	16	4	15	19	1	4	5	1	6	7
Environmental Studies	N/A	7	7	N/A	11	11	N/A	1	1	N/A	8	8
Geography	2	2	4	5	10	15	2	1	3	2	3	5
History	15	27	42	5	5	10	3	4	7	1	2	3
Interdisciplinary ¹	0	3	3	2	10	12	N/A	1	1	N/A	3	3
Int'l Relations/Political Science	6	32	39	16	41	57	3	10	13	0	4	4
Latin American Studies	17	9	26	5	0	5	8	2	10	0	0	0
Literature/Film	36	5	41	2	5	7	5	4	9	3	2	5
Music/Theatre/Dance	4	15	19	7	3	10	1	3	4	4	3	7
Philosophy/Religion	2	9	11	1	9	10	2	2	4	0	2	2
Psychology	0	1	1	0	1	1	0	0	0	1	2	3
Sociology	1	5	6	3	16	19	1	7	8	3	1	4
Women's Studies	0	3	3	3	2	5	0	0	0	1	0	1
Other	0	0	0	4	0	4	1	0	1	0	0	0
Subtotal	100	172	272	106	160	266	42	54	96	34	61	95
Professional Schools												
Architecture & Planning	4	2	6	1	0	1	0	1	1	6	0	6
Business Administration	2	4	6	7	21	28	0	4	4	1	13	14
Education	0	0	0	5	8	13	0	1	1	3	5	8
Food & Ag. Sciences ²	4	N/A	4	22	N/A	22	7	N/A	7	24	N/A	24
Journalism & Commun.	1	12	13	5	0	5	0	1	1	4	3	7
Law	3	5	8	7	3	10	0	0	0	9	5	14
Medicine/Health Sciences	0	0	0	2	0	2	0	0	0	2	0	2
Public Policy	N/A	0	0	N/A	0	0	N/A	1	1	N/A	6	6
Other	0	0	0	2	0	0	0	0	0	1	5	6
Subtotal	14	23	37	51	32	83	7	8	15	50	37	87
Total	114	195	309	157	192	349	49	62	111	84	98	182
¹ Courses in African New World Studies, Interdisciplinary Honors Studies, and Labor Studies.												
² At UF, Food and Agricultural Sciences encompasses 20 departments, including Environmental Studies.												

strengths are in anthropology, business, economics, history, international relations, political science and sociology. With respect to regional distribution, 17% of UF area courses focus on Mexico, Central America and the Caribbean, 15% on South America, with 68% being Hemispheric in focus. For FIU, these figures are 20% and 5%, with the remainder being

Hemispheric in scope. CLAS and LACC have taken advantage of their respective area studies strengths to build nationally-recognized specializations. CLAS is a recognized leader in tropical conservation and development, tropical agriculture and forestry, and Brazilian and Amazonian studies; as a result of recent hires, UF is building excellence in the fields of religion in the Americas, indigenous studies, gender and development, and law and policy in the Americas. LACC, with its strategic location in Miami, has developed specializations in regional democratization, security, environment, immigration, international trade, and Caribbean and Andean studies.

Interdisciplinary Instruction: FC is proud of its total 113 undergraduate and 92 graduate interdisciplinary LAC area studies course offerings. In Table 3-1 interdisciplinary courses include those listed under LAS, Women’s Studies, and Interdisciplinary. Many others employ an interdisciplinary framework and multidisciplinary methodologies, as designated in Appendix A. Worth noting are the UF and FIU MA gateway and data analysis courses which provide interdisciplinary theoretical and substantive content to all students in these programs. Additionally, the LACC-affiliated Intercultural Dance and Music Institute (INDAMI) is renowned for its “Dancing Across Disciplines” program which incorporates dance and music components into traditional cultural studies courses.

3B. Area Studies Faculty and Teaching Assistants: FC boasts a talented cadre of area studies specialists with 111 who are devoted full-time to LAS and 182 with 25-99 percent commitments (Table 3-1). Both universities are committed to strengthening their area studies faculty. In 2005-06 UF added 10 new faculty, 6 of whom are tenure-track; FIU added 4 new faculty, 3 of whom

are tenure-track.¹ Both centers expect to benefit from the hiring of at least two to three new area specialists each year.

Teaching assistants (TAs) on each campus who assist FC faculty attend an initial two to three day training seminar. The initial UF TA training is then followed by 15 workshops that stress practical skill-based teaching approaches. After initial training, FIU TAs complete a 1-credit “Teaching Latin American Studies,” a course which combines students obtaining practical experience and attending three additional half-day workshops which lead to a TA Certificate. All FC TAs also receive specialized library collection and Internet/Web training taught by the FC LAS librarians.

Criterion 4: Quality of FC Language Instructional Program

4. Overview: FC offers robust instruction in the region’s predominant Spanish language and is an NRC/FLAS leader in both on-campus and study-abroad LCTL instruction in Portuguese and Haitian Creole. Via this proposal, FC plans to expand LCTL instruction to Garifuna (UF) and Bolivian Quechua (FIU) (see Criterion 8).

4A. Languages and Levels of Instruction: Tables 4-1 and 4-2 summarize FC language instruction programs and Table 4-3 provides details of 2004-05 on-campus enrollments. FC offers language programs in Spanish (to Ph.D), Portuguese (to B.A.), and Haitian Creole (to level 3). UF offers an undergraduate and graduate certificate in Translation Studies and FIU offers certificates in Spanish and Portuguese Translation Studies, Interpretation Studies, and Court Reporting, in addition to a number of specialized courses for professionals. Summer study abroad programs are offered in Spanish (UF in Guanajuato (yr. 3), Santander, SP (yr. 2) and Seville, SP (yr. 4); FIU in Salamanca, SP (yr.4) and Buenos Aires (yr. 3, starting 2006);

¹ CVs for new hires are included in Appendix B; they are not, however, included in the numbers reported in Table 3-1 since that table refers to AY 2004-05.

Portuguese (FC in Rio de Janeiro; FIU in Belo Horizonte starting 2006); and Haitian Creole (FC in Miami/Haiti) (Table 2-2, Criterion 8).

Table 4-1. FC Language Instruction Program Summary, 2004-05						
	Language Level (years) Offered		Total Language Courses Offered		Number of Language Instructors ¹	
	UF	FIU	UF	FIU	UF	FIU
Spanish	5	5	55	64	52	28
Portuguese	4	4	10	18	4	3
Haitian Creole	3	3	8	7	3	2

¹Excludes literature professors who may also teach language.

Table 4-2. Additional FC Language Instruction Programs, 2004-05								
	FC Intensive Summer Institutes	FLAC Courses		Language Courses for Professionals		On-Demand Language Courses		
		UF ¹	FIU ²	UF	FIU	UF	FIU	
Spanish	5	8	11	1	8	2	0	
Portuguese	1	1	1	0	5	2	0	
Haitian Creole	1	0	0	0	0	1	4	

¹1-credit courses added-on to existing area studies courses.
²3-credit area studies courses taught completely in the foreign language.
 Note: at UF Business Spanish and Portuguese are often taught as FLAC courses.

Levels of Language Instruction: Table 4-3 details the extent of FC language instruction by language, level (year), and number of sections. Enrollments in LAC languages totaled 7,844 in 2004-05. FC is a leader in Foreign Language Across Curriculums (FLAC) programs in which area studies courses are offered in a foreign language. Since 1991, UF has offered 1-credit add-on FLAC courses to a number of popular LAS courses or as stand-alone conversational courses. A total of 9 FLAC courses were available in 2004-05. Due to the large number of heritage language speakers enrolled at FIU, its FLAC program is unique in that twelve 3-credit courses were offered entirely in Spanish in 2004-05. At UF, the first such 3-credit area studies course in Spanish will be offered in Spring 2006. UF plans to add one, and FIU, two FLAC courses to their curricula each year (see Criterion 8). FIU also offers MA programs taught fully in Spanish in Political Science (with FLACSO) and Journalism. Given the large number of FC Hispanic

students, particularly at FIU, both offer a language track for heritage speakers and specialized language courses for business and medical students, including FLAC courses.

Table 4-3. FC Language Instruction, Students and Sections, 2004-05¹											
Language Sections	Level 1		Level 2		Level 3		Level 4		Level 5		FC Total
	UF	FIU	UF	FIU	UF	FIU	UF	FIU	UF	FIU	
Spanish	98	72	43	33	24	34	12	27	11	25	379
Portuguese	3	3	2	2	6	8	2	2	2	3	33
Haitian Creole	6	1	2	3	2	3	0	0	0	0	17
Language Students											
Spanish	1992	1451	745	673	510	710	187	553	48	332	7,201
Portuguese	67	65	30	25	86	114	0	45	0	0	432
Haitian Creole	110	17	16	28	6	34	0	0	0	0	211
Total											7,844

¹ Each level is equivalent to 1 year (2 semesters) of language instruction. At UF, all Level 1 courses are intensive, 5-credit courses.

4B. Language Faculty: FC employs an impressive group of LAS language specialists (see Appendix B). In 2004-05, UF language instructors included 12 full-time faculty, 3 adjunct lecturers, and 44 TAs. FIU fielded 10 full-time faculty, 3 adjunct lecturers, and 20 TAs. The UF Department of Romance Languages and Literatures employs two full-time, tenure-track language acquisition/pedagogy specialists for Spanish and Portuguese who direct the levels 1 and 2 courses and train and supervise the graduate TAs. Two other full-time instructors are in charge of student language proficiency testing and administer the FLAC program. The FIU Department of Modern Languages assigns LACC a language pedagogy specialist to coordinate language offerings and student language proficiency testing, direct the FLAC program, and provide guidance on language issues. Through yearly orientations and workshops, the FC language instruction faculty, adjunct lecturers and TAs are trained in practice-based, proficiency-oriented, pedagogy. At UF, incoming TAs are required to take a three-credit class on Teaching Methods before or during their first semester in the classroom. In addition, all TAs must attend a one-week language pedagogy training session at the beginning of each academic year. TAs and

faculty may also participate in the Teaching Support Group which offers monthly talks by experts in pedagogy and workshops on the use of technology. At both universities, language TAs also attend the basic TA training described in section 3D.

4C. *Quality of Language Programs:* FC's practiced-based, proficiency-oriented instruction strives to achieve ACTFL standards through employment of the four-skills integrated instructional approach with an emphasis at elementary and intermediate levels on the "5Cs" (communication, connections, cultures, comparisons, community). ACTFL proficiency standards required in FC minor, certificate and MA programs are detailed in Table 2-1 and are similar to other US programs. The one exception is the FIU MA proficiency standard of ACTFL Advanced-Medium which exceeds most MA program requirements in the US and was established to complement the high levels of language proficiency students bring to the FIU program (70-80% are heritage speakers) and to encourage them to achieve greater competence. ACTFL-trained examiners at FIU assess student listening and speaking proficiencies to ACTFL standards, and students pass language proficiency testing at regularly scheduled sessions. UF employs ACTFL-trained examiners on demand. At both institutions newly admitted students are tested orally soon after enrollment and then counseled on the programs available for them to meet proficiency standards, including taking the appropriate level undergraduate language and FLAC courses, and study abroad programs.

To assist in language instruction, the UF Language Learning Center includes two computer classrooms and a Tandberg computer language lab. FIU has two computer language labs with local area network containing up-dated CD-ROM and DVD capabilities. Both universities' language labs and libraries possess a variety of audio and video language instructional materials and workstations and offer large library collections of print materials in

the LAC languages. Both universities also advance their language instruction through on-campus language clubs. FC is also an active member of the Consortium for Latin American Studies Programs (CLASP) eLCTL project and works with the Title VI Language Resource Centers (LRCs) at San Diego State and Michigan State to address LCTL online course development, language proficiency training, and consolidation of teaching materials (see Criterion 11 for LCTL proficiency assessment plans).

Criterion 5: Strength of FC Libraries

5. Overview: FC LAS collections and their staffs are major consortium strengths. The UF George A. Smathers Libraries field the sixth largest LAS collection in the US, including the largest collection of Caribbean materials held anywhere in the world. The FIU Libraries are focused on building comprehensive collections in targeted areas that enhance faculty teaching and research interests. LAS librarians and staffs work closely with the centers and are active leaders and participants in local, regional, national and international library projects.

5A. Strength of Library Holdings: Tables 5-1 and 5-2 summarize the respective print and non-print holdings of the FC libraries. The UF collection includes over 470,000 volumes, 50,000 reels of microfilm, and subscriptions to over 1,200 journals. Sixty-two percent of the titles are in languages other than English. In addition to expanding its superb Caribbean collection, recent acquisitions emphasize Brazil and the Andean region. UF has a number of important special collections including manuscript records from Cuba and Haiti, numerous rare Cuban books, and archival materials of Spanish Florida. Some 20 smaller archival collections from the Caribbean have recently been acquired and will soon be available to the public (see section 7A). Further, the UF Map Library houses 55,000 maps and atlases related to Latin America and the Caribbean. The FIU collection includes over 65,000 titles, a 22% growth since 2001, with 50% in languages

other than English. Regionally, it is strongest in the Caribbean and Central America, with recent gains registered in Argentine, Brazilian and Andean materials. FIU holds several special collections, the most significant being the Díaz-Ayala Cuban and Latin American Popular Music Collection, the largest collection of pre-revolutionary Cuban music in the world.

Book Language	Caribbean		Mexico/Central America		South America	
	UF	FIU	UF	FIU	UF	FIU
English	102,000	13,000	42,000	9,000	37,000	10,500
Spanish	77,000	8,500	52,000	5,500	47,000	13,375
Portuguese	N/A	N/A	N/A	N/A	71,500	4,700
Haitian Creole	2,250	80	N/A	N/A	N/A	N/A
Mayan	N/A	N/A	1,200	20	N/A	N/A
Other	31,000	800	5,100	N/A	7,100	25
Total	212,250	22,380	100,300	14,520	162,600	28,600

	UF	FIU	FC Totals
Journals/Periodicals	1,200	450	1650
Audio-Visual	500	475	975
Microforms	50,000	5,000	55,000
Electronic Databases ¹	240	40	280
Special Collections	42	10	52
Digital Collections	8	4	12

¹ Includes LAS-specific databases only.

Both UF and FIU are magnets for placement of scholarly materials via gifts. An example of this good fortune are donations to UF of hundreds of scarce books, journals and microfilms on the life and works of Padre Cícero, legendary Brazilian priest and political figure from the northeastern region of Brazil. Cristobal Díaz-Ayala, author of the definitive book on Cuban music, gifted the Díaz-Ayala Cuban and Latin American Popular Music Collection, a major international resource, to the FIU Libraries.

5B. Institutional Library Support: Table 5-3 summarizes the financial and staffing support provided FC libraries. UF's collection is one of a small number of area studies collections in the US where the collection is maintained in its own space, with dedicated reading rooms and

reference services. Recently renovated, the collection features state-of-the-art electronic information access and optimum book conservation storage climate and controls. This impressive collection is managed and reference services provided by 4 full-time librarian specialists with the support of 3 part-time student assistants and 7 FTE staff members from other library units (eg., map reference room, cataloguing, etc.). UF is also widely noted and respected for its preservation and conservation work, being one of a very few academic libraries that routinely microfilms current Caribbean newspapers and brittle books. With LACC financial assistance, the FIU libraries provide a separate research center, the Latin American and Caribbean Information Center (LACIC), which serves as a gateway for library services and resources on the LAC region. LACIC provides quality research services, promotes information literacy and spearheads collection development initiatives.

Both UF and FIU LAS collection directors are members of CLAS and LACC’s respective governance structures (Table 6-1) and participate in all planning activities. FC librarians regularly provide information literacy classes as regular components of the research methods and gateway theory courses that compose the CLAS and LACC academic certificate and degree programs.

Table 5-3. FC Library Support and Activities, 2004-05			
	UF	FIU	FC Total
Library Staff—Full Time on LAC Activities	4	2	6
Library Staff—Part Time on LAC Activities	7 FTEs	2	9
Library Acquisition Budget for LAC Materials	\$283,000	\$86,000	\$369,000
Number of LAC Inter-Library Loans	3,000	700	3,700
Number Travel Awards to Use UF Collection	10	n/a	10

5C. Library Access and Collaborative Activities: FC librarians are recognized leaders in the LAC library community in facilitating access to their collections. Due to a combination of their large size, special collections, excellent electronic database access, and energetic library staffs, the FC libraries are favorite destinations for students and faculty from throughout the US and

internationally. FC Libraries are a major national supplier of LAC research materials, and, in 2004-05, supplied at least 3700 items to outside scholars through InterLibrary Loan. With Title VI support, FC offers library travel grants to scholars from across the US to conduct research in the UF collections. In 2005, 50 applications were received. Ten scholars were awarded travel grants to use the collection, including scholars from Bucknell, Florida Atlantic, and Tulane universities. With this proposal, FC plans to increase the number of library travel grants to UF and expand the program to include FIU's Díaz-Ayala Popular Music Collection.

To further facilitate library access, FC libraries are members of a number of consortia, cooperative agreements and professional organizations. FC libraries are members of the Florida State University System, the statewide system of eleven institutions of higher education that facilitates the sharing of resources and the collaborative acquisition of electronic resources. FIU is also a member of the Southeast Florida Information Network (SEFLIN), a consortium of regional academic and public libraries that provides access to library materials to Southeast Florida's 8 million inhabitants. Additionally, FIU LACC has a partnership agreement and bases its Andean Studies program at Fundación Inca, Cochabamba, Bolivia, which provides students and faculty access to a private library of 150,000 volumes and over 1,000 periodicals specializing in the Andean region, the largest such private collection in the region.

In addition to membership in several US national library associations, FC librarians are active members and often fill leadership roles in the Latin American Studies Association Scholarly Research and Resources Section, American Research Libraries Latin Americanist Research Resources Project (LARRP), Latin American Southeast Regional Libraries (LASER), and the Seminar on the Acquisition of Latin American Library Materials (SALALM). FC hosted the 2005 SALALM 50th anniversary annual conference at UF, celebrating the organization's

founding in Gainesville. The event drew librarians and book sellers from some 20 different countries and 30 US states. The UF CLAS director is one of two faculty representatives on the LARRP Advisory Committee.

FC, through the UF and FIU libraries, and in consortium with the University of Central Florida, the University of the Virgin Islands and 5 Caribbean partners, was awarded a US Department of Education *Technological Innovation and Cooperation for Foreign Information Access* (TICFIA) grant to build the Digital Library of the Caribbean (dLOC). dLOC is a multifaceted and collaborative international digital library project that will preserve and increase access to valuable resources for the study of the Caribbean. dLOC will be an umbrella for digital projects and collections from and about the Caribbean that might exist in isolation at a single institution, thus providing a critical mass of resources in a single space.

Criterion 6: Quality of FC Faculty and Staff Resources

6. Overview: FC is noted for the high number of well-known graduate research faculty and those in key center directorial positions, and for the size of each center's professional and administrative support staffs. Both centers have campus-wide reach and excellent coordination with university professional schools and libraries.

6A. Quality of Teaching Faculty and Professional Staff: FC LAS faculty are highly productive and at the vanguard of their fields, having produced 129 book titles and hundreds of scholarly articles since 2001-02. Three FC Latinamericanists are members of the National Academy of Sciences and many have received Fulbright, Fulbright-Hays, Guggenheim, and NEH fellowships in recent years; numerous others have received research grants from NIH, NSF and prestigious foundations such as Ford, MacArthur, Mellon, and Rockefeller (see Appendix B). Of the 319 FC area studies and language teaching faculty, 123 spend 100% of their time teaching,

conducting research, and advising students. An additional 196 spend 25% or more of their time on LAS. Of the total Latinamericanist faculty 40% are full professors, 29% are associate professors, 15% are assistant professors, and 16% are adjuncts/instructors. The two centers boast 15 professional staff (including the librarians), all Latinamericanists, and 28 administrative staff.

Table 6-1 details the key personnel of each center. CLAS's program is administered by 18 center-based faculty and professional staff and 8 administrative staff. Its research and training programs are run by well-known senior scholars, complemented by a number of joint faculty appointments and full-time professional staff. CLAS Director Carmen Diana Deere, a development economist, is a past president of the Latin American Studies Association (LASA) and the recipient of LASA's 2003 Bryce Wood best book award. LACC maintains a core staff of 12 and an additional 21 positions in eight affiliated institutes and centers. LACC and its affiliated directors are well-known senior scholars. LACC's director of 10 years, Eduardo A. Gamarra, is a political scientist who is a leading regional specialist in comparative politics and security studies, a sought after political consultant by the US and regional governments, and a frequent guest and commentator in the national and international media.

FC centers regularly fund faculty research and conference participation through competitions for Title VI or other funding. In 2004-05, 48 FC faculty were awarded travel grants, with 35 of these grants for international research or conference travel. Both institutions encourage professional and administrative staff to engage in continuing training. The centers facilitate this by including professional staff in foreign travel opportunities and through support of other training (see Appendix B for details on professional development).

Table 6-1. FC Administrative Staff & Key Personnel, 2004-05

Name	Bio. Pg.	Position	NRC Responsibilities	% Time¹
UF-CLAS				
Dr. C.D. Deere	B1-1	CLAS Director, Prof. of Food & Resource Economics	NRC Co-Director	100/25
Ms. H. Covert	B1-17	CLAS Executive Director; Assoc. Dir., Tropical Conservation & Development	Budget, Personnel, Programming, FLAS, FLAC	100/25
Dr. C. Espinosa	B1-24	CLAS Assoc. Director for Academic Programs; Adj. Prof. of Anthropology	Certificates, MALAS, Teaching, Advising	100/100
Ms. M. Risner	B1-61	CLAS Outreach Coordinator; Asst. Dir. L.A. Business Environment Program	Outreach, Business Language, Study Abroad	100/25
Ms. V. Gómez	B1-28	CLAS Program Coordinator	Data collection, Programming	100/5
Dr. M. Schmink	B1-65	Director, Tropical Conservation & Development Program, Prof. of Anthropology	Research, Teaching, Outreach	100/50
Dr. T. McCoy	B1-46	Director, L.A. Business Environment Program, Prof. of Political Science	Research, Teaching, Outreach	100/50
Dr. M. Vásquez	B1-78	Co-Director, Religion and Immigration in the Americas Program, Prof. of Religion	Research, Teaching, Outreach	100/50
Dr. P. Williams	B1-77	Co-Director, Religion and Immigration, Prof. & Chair of Political Science	Research, Teaching, Outreach	50/25
Dr. E. Lowe	B1-42	Director of Program in Global Learning; Title VI Aymara e-line Project; Translation Studies	Research, Teaching, Outreach	100/50
Mr. R. Phillips	B1-58	Director of the L.A. Library Collection	All LAS Library Activities	100/50
Other Employees		Other faculty: 7; Part-time prof. staff: 3 Full-time administrative staff: 8 Part-time staff./student assistants: 11		
FIU-LACC				
Dr. E. Gamarra	B2-1	LACC Director, Prof. of Pol. Science	NRC Co-Director	100/50
Ms. J. Castellanos	B2-14	LACC Associate Director	Budget and Personnel, FLAS	100/25
Dr. A. Arrarás	B2-6	LACC Director of Academic Programs; Assist. Prof. of Political Science	Certificates, MA, Study Abroad, FLAC	100/100
Dr. M. Collier	B2-18	LACC Director of Research; Adj. Prof. of International Relations	Faculty and Staff Prof. Develop., Student Research	100/50
Ms. L. Picard	B2-67	LACC Assistant Director of Outreach	Outreach, Data Collection	100/25
Dr. D. Fernandez	B2-28	Director, Cuban Research Institute; Prof. of International Relations	Teaching, Outreach, Research	100/25
Dr. A. Seidel	B2-55	Director, Intercultural Dance and Music Institute; Assoc. Prof. of Dance	Teaching, Outreach, Research	100/50
Dr. C. Cira	B2-16	Director, Summit of the Americas Center	Outreach, Research	100/25
Dr. U. de Aragón	B2-22	Associate Director, Cuban Research Institute, Adj. Prof of Humanities	Teaching, Outreach, Research	100/50
Dr. V. Uribe	B2-82	Director, Colombian Studies Institute; Prof. of History	Teaching, Outreach, Research	100/50
Dr. D. Bray	B2-11	Director, Institute for Sustainability Sciences; Prof. of Environmental Studies	Teaching, Outreach, Research	100/50
Dr. M. McClain	B2-59	Associate Director, Institute for Sustainable Sciences; Assoc. Prof. of Env. Studies	Teaching, Outreach, Research	75/25
Ms. C. Marsicek	B2-56	Director, Latin American and Caribbean Information Center (FIU Libraries)	All LAS-related Library Activities	100/50
Other Employees		Full-time administrative staff: 20 Part-time staff/student assistants: 26		
¹ Time dedicated to center activities/time dedicated to student instruction & advising.				

Both centers, with Title VI support, provide travel funding to facilitate their librarian's active involvement in LAS activities. Table 6-1 details the considerable time FC directors dedicate to LAS in general and to student instruction and advising in particular (see section 2C).

6B. Program Oversight: Table 6-2 summarizes the FC governing and oversight structures which provide effective channels for faculty involvement in FC planning. Overall planning and coordination is the responsibility of the FC Executive Committee made up of CLAS and LACC core directors who meet twice a year and during FC-sponsored conferences and other professional venues, and who consult frequently via email and telephone. CLAS has a new governance structure which enhances participation of its faculty while maintaining optimal coordination among its center-based faculty and professional staff who direct the research and training programs. The CLAS Faculty Advisory Council, responsible for advising the Director on academic programs and policy matters, is composed of 8 elected faculty who represent 4 colleges, plus the LAS librarian, Executive Director, and Academic Director as ex-officio members. In addition, center-based faculty and professional staff meet 2-3 times a semester to coordinate the over-all activities of the center and the research and training programs. All LAS faculty were invited to participate in a CLAS retreat in Fall 04 to develop the center's strategic plan which was approved at an all-faculty meeting in the Spring.

LACC relies on a 14 member Faculty Advisory Board from multiple academic disciplines and professional schools to advise the director on all center activities, including outreach events and conference themes. Detailed LACC planning and program execution is coordinated through its Director's Board made up of the 13 directors identified in Table 6-1. LACC is unique in its employment of the America's Board, a group of Miami-based business and government leaders who interact with LACC on key hemispheric issues. The America's

board is also responsible for raising thousands of dollars for student travel support and for providing the majority of internships for students.

Table 6-2. FC Governing and Oversight Structure, 2004-05			
Board/Committee/Council	Purpose	Meeting Schedule	Representation
FC Executive Committee	Coordinate planning, activities, & budgets	Bi-annually	CLAS/LACC core directors
UF-CLAS			
CLAS Faculty Advisory Council	Advises on center academic policies & operations, MA admissions, faculty & students competitions	Monthly	8 elected faculty representatives + 4 ex officio (5 Arts and Sciences, 3 from IFAS, Fine Arts, and Architecture)
CLAS Center-based Faculty Meeting	Coordinates center activities and research & training programs	Twice each semester	18 Center-based faculty & professional staff
FIU-LACC			
LACC America's Board	Identifies important issues, assists fundraising, internships	Bi-annually, with special event participation more often	25 business & government leaders from US & Latin America/Caribbean
LACC Faculty Advisory Board	Advises on center policies & operations	Bi-annually	14 Faculty (10 Arts & Sciences, 4 Prof. Schools)
LACC Directors Board	Coordinates policy, planning & activities	Quarterly	13 FIU-LACC directors
LACC Academic Advisory Board	Academic policy, MA admissions, student competitions	Quarterly, with additional meetings as necessary	5 Faculty & LACC Assoc., Research, & Academic directors

6C. Diversity and Non-Discrimination: UF and FIU are Equal Opportunity institutions committed to diversity among faculty, staff and students, and the equitable access to and participation in all programs by those with special needs. All FC programs are held in facilities that are wheel-chair accessible, and many outreach events include simultaneous translation to make them accessible to all community members. Personnel recruiting efforts and staffing at both centers reflect the make-up of their diverse university and community populations. Of the 60 faculty and staff employees of CLAS and LACC (2004-05), 63% are female, 55% Hispanic, 7% Black, 5% disabled and 15% are over 55 years of age.

Criterion 7: FC Outreach Activities

7. Overview: Table 7-1 summarizes FC 2004-05 outreach activities, which constitute some of the most innovative and influential outreach programs in the Title VI community. In 2004-05,

FC directed 208 total outreach events, a 60% increase over 2001-02. In 2004-05, 82,050 participants took part in FC outreach events, demonstrating their impact.

Table 7-1. FC Outreach Activity Summary, 2004-05¹						
Outreach Event Primary Audience	Number of Events			Number of Participants		
	UF	FIU	FC	UF	FIU	FC
Elem./Secondary Schools (K-12)	5	27	32	204	2,167	2,371
Postsecondary Institutions	89	17	106	3,194	4,280	7,474
Business/Private Sector	0	10	10	0	1,115	1,115
Media ²	1	8	9	155	1,555	1,710
General Public	14	38	51	55,958 ³	11,912	67,870
Government ⁴	2	17	19	415	1,095	1,510
Total	111	97	208	59,926	22,124	82,050

¹ Includes outreach activities with Title VI and other financial support.
² Does not include media interviews (approximately 1,000 annually) with FC faculty (primarily at FIU).
³ Includes attendance at two major Florida Museum of Natural History exhibitions, *Maya Lives* with 10,452 attendees and *Chocolate: The Drink of the Gods* with 17,561 attendees, and the Harn Museum of Art exhibition, *For the Next Life: Pre-Columbian Grave Objects*, with 24,000 attendees.
⁴ Consultations with government policymakers by FC faculty not included.

7A. Elementary and Secondary Schools: FC offers a dynamic teacher training and K-12 outreach program. In addition to on-campus programs, the FC outreach strategy reaches a large number of teachers through statewide professional meetings (such as the Florida Council for Social Studies and for Foreign Language) and its Resource Lending Library. UF focuses mainly on north-central Florida, while FIU concentrates its efforts in the three-county South Florida region where nearly 800,000 students are enrolled and 34,000 K-12 teachers reside within a 90 minute drive of FIU.

There is a continued strong demand for materials held by UF's Resource Lending Library which provides prepared curriculum kits (lesson plans, support materials, cultural items, etc.) to teachers planning LAS classroom topics.. In 2004-05, 21 teachers requested these curriculum kits which benefited an estimated 2,050 Florida students. This collection has traditionally been strongest in language and culture materials; recent additions focus on economic issues crucial to Florida's position as a gateway state to LAC. To reach an ever-growing audience of K-12 teachers and students, CLAS has been able to take advantage of two first-class museums located

in Gainesville, the Florida Museum of Natural History (FLMNH) and the Samuel P. Harn Museum of Art.. The FLMNH exhibition on the history of chocolate in the New World drew 17,561 visitors in 2004-05; provided the opportunity for eight K-12 classroom visits (492 students); and was supported by two workshops by CLAS faculty aimed at teachers and the general public. The Harn currently features its renowned collection of Pre-Columbian grave objects this year (curated by a CLAS affiliate in Art History), and CLAS will co-sponsor a workshop for regional high school teachers in the spring along with school tours. This workshop complements the annual UF Workshop for K-12 art teachers, co-sponsored with the other UF NRCs (Africa, Europe, Global Studies). An extremely successful K-12 outreach program has resulted from CLAS' joint faculty appointment with the UF School of Music who directs Jacaré Brazil, a student musical ensemble, which has performed to K-12 audiences throughout north-central Florida, raising awareness of Brazil's rich cultural tradition and promoting an interest in Portuguese language study.

In 2004-05, FIU conducted 4 teacher training workshops across South Florida during teacher workdays. One of the most successful was the Global Studies Teacher Training program on Women in the Americas which was co-sponsored by the UF/FIU Global Studies NRC consortium and included faculty from both institutions. High participation at teacher workshops is partly due to LACC's agreement with South Florida school boards to award teachers in-service points for workshop attendance. FIU's INDAMI is also extremely active in its "Dancing Across Curriculums" and "Arts in Education" programs that bring dance, music, art, and cultural studies to K-12 students. Other innovative Title VI-supported FC K-12 outreach programs include supporting teacher attendance at professional conferences (LASA 2001, 2003, 2004), awarding scholarships for teachers to attend the FC Haitian Summer Institute (2001-04), providing online

lesson plans in LAS topics, and creating a Florida Comprehensive Assessment Test (FCAT) study guide based on LAS content (in process).

The Historical Museum of Southern Florida in Miami and UF Libraries will present a special exhibition in Spring 2006, *Caribbean Collage: Archival Collections and the Construction of History*. Highlighting the history of Haiti, the Dominican Republic, Cuba and the English-speaking Caribbean from the 18th to 20th centuries, the exhibition presents unique sources that document people's lives (letters, diaries, business entries, photographs) and rare books and maps from the Special Collections of the UF Libraries. It will be accompanied by a special children's section to introduce them to the process of historical research; Thursday evening programs of lectures by FC faculty; and a state-wide teacher's workshop organized by CLAS and LACC. An online version of the exhibition is planned which will offer worldwide access to this unique array of historical resources.

7B. Postsecondary Institutions: FC takes its responsibility as the *Florida Consortium* seriously and attempts to provide LAS outreach to colleges and universities across the state. The flagships of these postsecondary outreach events are two annual conferences. UF hosts an annual FC conference (now in its 55th year) that provides a venue for US and Latin American scholars to present cutting-edge research and to establish scholarly networks. The 2005 conference was dedicated to supporting SALALM's 50th anniversary meeting on Latin American library studies. The 2006 conference will focus on Latin America's rural social movements and their alternative visions of development. CLAS also co-sponsors, with Santa Fe Community College, the Brazilian Summer Music Institute which attracts students and faculty from throughout the state. In 2004-05, CLAS also sponsored two major symposia, one on Indigenous Language and Education and another on the Crisis in Haiti, and a conference on Working Forests in the

Tropics. In 2005-06, CLAS will co-sponsor a state-wide graduate student symposium on Hispanic Literatures and Cultures and an international conference on Science Fiction Writing in Latin America. Since 2001, LACC has co-sponsored with the University of Miami (UM) the Florida Student's Conference in Latin American and Caribbean Studies with regular participation from students enrolled in postsecondary institutions across the state. The FC lecture series also brings a number of distinguished speakers to university and local audiences. In 2004-05, FC sponsored 74 distinguished speakers with an overall attendance of 2,247 participants. UF works closely with the LAS programs at Santa Fe Community College, Stetson University, University of Central Florida, and University of South Florida to coordinate outreach events and faculty exchanges. Through its Miami Security Roundtable program, FIU has also organized an informal LAS consortium of colleges and universities in South Florida. LACC coordinates the roundtable listserv used by UM, Florida Gulf Coast University, Florida Atlantic University, Nova-Southeastern University, and several smaller colleges and community colleges to advertise each institution's LAS outreach events. In addition, LACC provides outreach services to postsecondary institutions by hosting major academic conferences in Miami, including LASA (2000), Haitian Studies Association (2003), Bolivian Studies Association (2005), Cuban and Cuban-American Studies (annually), and co-sponsorship of the Caribbean Studies Association meetings (2003, 2005).

7C. Business, Media, Government and the General Public: Taking advantage of its strategic location in Florida, FC directs an energetic outreach program to business, media, government and the general public. Much of FIU's business outreach is coordinated by LACC's Summit of the America's Center (SOAC). Founded in 1995, after the first Miami Summit of the Americas, SOAC has become the State of Florida's executive agent for matters dealing with the original

Summit agenda and in facilitating Florida's participation in the Free Trade Area of the Americas (FTAA) and other regional trade agreement processes. To benefit the Florida business community, SOAC coordinates a number of distinguished speakers, maintains membership on important boards and councils (e.g., Greater Miami Chamber of Commerce, Miami Beacon Council, etc.), provides workshops and training sessions on important international trade issues, sponsors South Florida and in-country conferences, and broadly disseminates its publications. For example, in 2003 SOAC co-sponsored the America's Business Forum in Miami with over 3,000 participants as part of a Summit of the Americas Trade Ministerial. In 2005 SOAC co-sponsored the Inter-American Academic Dialogue as part of the OAS General Assembly in Fort Lauderdale. SOAC coordinates its many programs with FIU's CIBER. CLAS's L.A. Business Environment program, one of its flagship programs, and the UF CIBER together produce the *Latin American Business Assessment*, an annual report with mid-year updates of LAC business activities and trends. CLAS also sponsors a Latin American Business Career Workshop which has drawn up to 100 students, dozens of alumni as well as representatives of firms operating in the region.

The center-piece of FC media outreach is a 3-day annual LAC Journalist and Editors Workshop co-sponsored with the *Miami Herald*, now in its 25th year. This conference brings together US and international journalists and editors to interact among themselves and with US and LAC policy-makers and scholars. Major media organizations, including the *New York Times*, *Washington Post*, *Newsweek*, CNN, and BBC, among others, regularly attend this event which includes participation by the UF and FIU journalism programs. FIU has also assigned a full-time media representative to its Media Relations office to screen the thousands of media inquiries the university receives annually for expert comment on LAC news topics. LACC

directors (Table 6-1) are quoted in major media outlets hundreds of times each year and are regular guests on local South Florida, national, and international radio and television programs.

FC boasts an outstanding government outreach program specializing in issues that concern judicial and legal reform and security. CLAS and the UF Law School co-sponsor an annual international conference (now in its sixth year) on The Rule of Law in the Americas, which rotates between Florida and Latin America. Focusing primarily on judicial and legal reform initiatives, it has drawn an ever-growing number of current and former legislative and judicial leaders from both the US and the region, in addition to legal scholars and social scientists. LACC, in partnership with the UM North-South Center and U.S. Southern Command, created the Miami Security Roundtable (MSR) program in 1998 to coordinate outreach events focusing on security in the Americas. With LACC as the secretariat, the MSR program has expanded to include regular participation by most South Florida-based military, law enforcement, and intelligence agencies with responsibilities in the Americas, along with a number of South Florida academics. The roundtable coordinates monthly distinguished speaker events and hosts several day-long conferences on topics such as Violent Youth Gangs in the Americas. Since 2004, LACC has partnered with the U.S. Army War College and U.S. Southern Command to hold an annual 3-day Hemispheric Security Conference—the largest event of its kind in the Americas. Hundreds of personnel from US and regional defense ministries, militaries, and law enforcement agencies come together with policy-makers and scholars to discuss regional security issues.

In general, all FC outreach events are open to the public, including the annual conferences. In an effort to reach the general community, CLAS and the UF Center for the World Arts co-sponsor a number of on and off-campus performance-based events, including concerts by the ensemble Jacaré Brazil,. Particularly successful in reaching a large regional

audience in 2004-05 was the FLMNH Chocolate exhibit mentioned earlier. The Harn Museum exhibition of Pre-Columbian grave objects has drawn an average 6,000 attendees monthly since it opened in May 2005. In 2005-06, CLAS is moving its film series (always introduced by faculty members) into the community rather than holding it on campus in order to reach a larger and more diverse audience. FIU also offers a number of public events directed by INDAMI and the FIU Cuban Research Institute.

Criterion 8: FC Program Planning and Budget

8. Overview: FC is an established consortium with strong instructional, outreach, and research components that support its long-term goal of providing cutting-edge language and area studies programs to support Florida's and the nations' growing relationships with Latin America and the Caribbean. These goals are consistent with Title VI objectives to establish and strengthen comprehensive foreign language and area studies and programs. The plan presented in this section and in the proposed budget justifies the Florida Consortium's request for Title VI funding to augment and strengthen existing programs and support promising new initiatives.

8A. Quality and Purpose of NRC/FLAS Requests: The proposed activities are of high quality and conform to Title VI NRC and FLAS objectives. The 4-year program and budget rest on a firm foundation of FC institutional support (Table 1-1). Without Title VI support, however, the initiatives below would not be possible at the proposed levels.

Improving Area Studies Instruction: Major goals for this planning period include CLAS expanding its interdisciplinary graduate programs with the professional schools and LACC initiating a BA major and minor in LAS. Both CLAS and LACC propose supporting the development of 2 to 3 new courses annually (Budget D.2.a.). This requires providing faculty opportunities for professional travel for course development, conference participation, and the

establishment of international linkages—activities which contribute to the overall quality of area studies instruction (Budget B.1.f, g. and B.2.a.).

CLAS proposes to develop new research and training programs with the College of Law and the colleges of Medicine and Public Health and to expand its activities with the Center for the World Arts (College of Fine Arts). In collaboration with two other UF NRCs (CIBER and Global Studies) and the Center for Governmental Responsibility in the College of Law, CLAS seeks to develop a new interdisciplinary program in Law and Policy in the Americas. Drawing on the collaboration fostered by the co-sponsorship of six annual conferences, the centers are prepared to launch a formal research and training program, initially focused on judicial and legal reform in Latin America. The center-piece of the program will be an interdisciplinary graduate seminar in the semester preceding the annual conference. The seminar will prepare students from law, business and the social sciences to engage actively with Latin American judges, legal scholars and policy makers. The country focus of the seminar and conference will vary annually, beginning with Peru (2006), followed by Brazil, Mexico and Chile, as will the specific focus of legal reform, ranging from commercial law and free trade agreements, to civil and criminal law. Partial funding is requested to support the program director (Budget A.3.a).

Another proposed CLAS initiative is the development of a new research and training program with the colleges of Medicine and Public Health on Latin American Health Problems. The initial activity will be an interdisciplinary graduate seminar, co-taught by faculty in these colleges with the participation of UF medical anthropologists on infectious diseases in Latin America. Partial funding is sought to bring Latin American physicians and public health experts as guest lecturers for the course. The occasion will serve as an opportunity for participants to consult on the development of potential collaborative research projects and in-service learning

opportunities. Partial travel funding is sought for this activity (Budget B.2.g.). In Year 4 of the grant, CLAS will seek to strengthen the Ph.D. program in Ethnomusicology and assist in the creation of a new MFA in Dance in the College of Fine Arts by providing partial support for a semester-long residency of a Latin American artist at the Center for World Arts (Budget A.3.b).

FIU intends to expand its undergraduate area studies options by initiating a BA major and minor in LAS and requests partial administrative support for the initial three year start-up for this activity (Budget A.1.c.). The proposed BA program is in direct response to the increased interest in LAS at the undergraduate level. LACC aims to build the BA program on its traditional strengths and also to infuse new elements to undergraduate studies such as by requiring study abroad and LCTL training. To increase the probability that LAS graduates will pursue careers in government service (NRC Competitive Preference Priority 2), UF CLAS will expand its Latin American Business Career Workshop to include sessions on careers in government service and requests partial travel funding to bring government officials to the workshop (Budget B.1.m). FIU job fairs and career workshop programs already include representatives from the US intelligence community, State Department, and military services, plus numerous IGOs and NGOs involved in international affairs (**21% of NRC request in year one.**)

Improving Language Studies Instruction: FC plans to expand its FLAC and LCTL offerings and strengthen its signature study abroad programs in Portuguese and Haitian Creole. UF plans to develop one, and FIU two, new FLAC courses annually in Spanish and Portuguese. Funding is requested for a nominal professional service fee for the FLAC coordinators and for new faculty participants and teaching assistants (Budget A.2.d, & D.2.b, c, d). UF plans to hire a Garifuna instructor to develop a Summer Institute in Garifuna, the first of its kind in the LAS LCTL community. Summer salary is requested to support this LCTL position (Budget A.2.a.). In fall

2006, FIU plans to begin offering Bolivian Quechua through distance learning (online) delivery (Budget A.2.f & B.2.i.). Students completing the first two Quechua online courses will be eligible for intermediate and advanced Quechua instruction offered as part of the FC Andean Research study abroad program (Budget A.2.g).

FIU also plans to strengthen its Haitian Creole AY and summer institute instruction by requesting partial support for a full-time Haitian Creole instructor (Budget A.2.e). UF has just inaugurated a Haitian Creole culture course, initially taught in English. By the third year of the grant, the course will be taught in Creole, as demand for level 4 instruction in Creole grows. Funds are requested for an instructor to teach elementary Haitian Creole to free up the director of the Haitian Creole program for this activity (Budget A.2.b). In addition, in years 3 & 4, the UF and FIU Haitian Creole directors will work on producing a Haitian Creole proficiency exam. CLAS requests partial summer salary for its director to participate in this effort (See Criterion 11; Budget A.2.c and B.1.i). CLAS also requests support to develop and coordinate a 2 week add-on course to the Rio Portuguese language summer program in the performing arts, to complement the current tracks in culture and business (Budget A.3.c), and travel funds to coordinate the LCTL testing initiative in Portuguese (Criterion 11; Budget B.1.h & B.2.h). Finally, FC supports the CLASP and Title VI LRC eLCTL initiatives in instructor training, language proficiency evaluation, online course delivery, and instructional material development, and requests funding for LCTL instructors from both institutions to attend annual workshops (Budget B.1.a). **(24% of NRC request.)**

Increasing Library Access and Cooperation: FC proposes to continue the highly successful library travel grant program which provides awards for scholars to conduct research in the UF LAS library collection, and to begin a similar program for the FIU Díaz-Ayala Collection of

Cuban Music (Budget B.1.k). To enhance the quantity and quality of the collections, funding is sought for FC librarians to attend professional conferences and meetings (Budget B.1.b. & B.2.b). Funding is also requested for focused acquisitions by the FIU collection to enhance materials of priority to faculty teaching and research interests (Budget C.1.a). UF requests partial support (matched by the UF VP for Research) for a graduate student assistant to assist in library digitalization projects (in collaboration with the LARRP/NRC initiative) and collection development (Budget A.5.a). **(14% of NRC request.)**

Expanding Outreach Programs:

K-12/Teacher Training Outreach: FC plans to conduct eight dedicated teacher training workshops annually, either on teacher workdays or in conjunction with state-wide teacher meetings. Funding is requested for travel by outreach coordinators and teachers and for professional service fees for workshop presenters (Budget B.1.c. & D.1.a). Given the high level of outreach activities, both UF and FIU request partial funding support for outreach assistants. UF requests partial funding (matched by the VP for Research) of one graduate student assistant to work with the Center for the World Arts to coordinate the outreach activities of the Jacaré Brazilian music ensemble; to assist in the organization of the Brazil Summer Music Institute with Santa Fe Community College; and to produce and distribute the outreach materials generated by the Distinguished Lecturers and Guest Artists, and (in Year 4) the work of the Artist-in-residence (Budget A.4.a & C.2.c). Travel funds are also requested for Jacaré Brazil to perform to K-12 audiences (Budget B.1.l). CLAS plans a new K-12 outreach initiative in the natural sciences, focused on workshops and the production of outreach materials on the *Butterfly Rainforest*, the FMNH's newest permanent exhibit of predominantly LAC Lepidoptera and tropical trees and plants. Funds are requested for new natural science materials for the Resource Lending Library,

as well as for the further dissemination of the LAS FCAT study guide (Budget C.2.a, b). Funds are also requested for bus scholarships to support the cost of field trips by K-12 students from underprivileged school districts to the *Butterfly Rainforest* (Budget D.1.g).

Partial funding is requested for a LACC outreach assistant to assist in coordinating the INDAMI Arts-in-Education K-12 workshops in South Florida (Budget A.4.c). As a new teacher training and outreach initiative, FIU plans to increase the breadth of its outreach programs by partnering with Miami institutions that already conduct teacher training and K-12 outreach (Miami Art Museum, Historical Museum of South Florida, and Fairchild Tropical Gardens) and will assist in the planning and execution of programs with LAC content at these South Florida sites (Budget D.1.h). FIU also plans to expand K-12 teacher training outreach through a partnership with the highly successful annual Miami International Film Festival which, in 2005, hosted 1,760 K-12 teachers at LAC film showings. As co-sponsor of the film festival, LACC will provide guest speakers and coordinate the K-12 teacher training showings (Budget D.1.i). In collaboration with the FIU College of Education, African New World Studies Program, and Global Studies NRC, plus the Miami Dade County Public Schools, LACC plans to assist in the development of an African Diaspora Summer Institute for Teachers. The aim is to immerse teachers in the diverse cultural climate and community environment of their students, and provide them with training and coaching in preparation for effective urban school, area studies teaching. Teachers will develop their own curricula during the Institute and implement it in each of their respective schools. LACC's website will serve as a repository of all curricula developed (D.1.j). FC also requests funds in Year 1 to support the expansion and maintenance the Outreach World Website hosted by the UCLA NRC (Budget D.1.b). **(17% of NRC request.)**

Postsecondary Outreach: FC plans to coordinate a distinguished speaker series where speakers from LAC will be scheduled for events on both campuses (Budget B.2.c & D.1.c). CLAS will continue to host the annual FC conference (Budget B.1.d & B.2.e), focusing on Indigenous Language and Culture in 2007, and on Changing Patterns of LA Emigration and US Immigration Issues in 2008 . UF plans to continue supporting the UF Center for World Arts and Santa Fe Community College Brazilian Summer Music Institute by providing stipends for guest musician instructors (Budget D.1.f). FIU will continue supporting INDAMI's efforts to implement its ground-breaking "Dancing Across Disciplines" program in postsecondary curriculums by providing summer salary for the INDAMI director to visit other NRCs and provide instruction on this curriculum model (Budget A.4.b). FIU will also host two meetings of professional associations in Year 4 of the grant (Budget D.1.e). The FC guest artist series will provide an array of professional performances to postsecondary (and general public) audiences in southern and north-central Florida, beginning in 2006-07 by hosting the producer and director of the feature film, "Women in Brazil" (Budget B.2.d & D.1.d). **(13% of NRC request.)**

Outreach to Business, Media, and the General Public: FC outreach to business will continue to be coordinated with the respective UF and FIU Title VI CIBERs in conjunction with LACC's Summit of the Americas Center (funded by the State of Florida)—thus no NRC funding is requested for business outreach. FC will continue to field the number one LAC media outreach program by offering the annual FC Journalists and Editors Workshop (Budget B.1.e & B.2.f). Almost all FC outreach events are open to the general public. **(3% of NRC request.)**

Consortium Administrative Support: FC requests support for director's travel to meetings of the FC Executive Committee, usually held in conjunction with the annual FC conferences and workshops, and other meetings (Budget B.1.g). Funding is also required to support the FC

external evaluation process (B.1.j & D.3.a). CLAS also requests partial salary support for a full-time fiscal assistant for grant management and for a graduate student evaluation assistant, cost shared with the UF VP for Research (Budget A.1.a, b). **(8% of NRC request.)**

Increasing FLAS Awards: FLAS awards have been central to the consolidation of excellence in both graduate programs and FC's ability to produce a growing number of LAS professionals and scholars. The consortium requests an increase to 12 academic year FLAS fellowships (6 at UF and 6 at FIU) for our highly successful Portuguese and Haitian Creole language programs (FLAS Budget A). Additionally, the consortium requests 16 summer FLAS scholarships (8 at UF and 8 at FIU) (FLAS Budget B). Demand by highly qualified students for FLAS support at both institutions far exceeds these numbers (see Criterion 10). This increase in FLAS fellowships will also assist in institutionalizing LCTL initiatives in Garifuna and Bolivian Quechua. **(62% of total Title VI request.)**

8B. Program Timeline. At the end of 4 years, these requests will have allowed major improvements to FC programs. Appendix C provides the detailed timeline to implement the proposed projects. Table 9-3 details the FC objectives and evaluation targets for significant FC programs. The funding of this proposal will allow FC to: 1) improve elementary and secondary school teacher training while increasing overall outreach program participation, 2) strengthen Portuguese and Haitian Creole instruction and assessment while expanding LCTL offerings to Garifuna and Bolivian Quechua, 3) increase undergraduate and graduate program enrollments, 4) increase the number of area studies, language and FLAC courses, 5) expand interdisciplinary course offerings and research and training programs and strengthen joint degree programs with FC professional schools, and 6) continue the highly successful annual FC journalist and editors workshops and academic conferences. FC effectiveness is enhanced through the pooling of

resources by UF and FIU, partnerships with other Florida-based public and private institutions, and via the large number of international agreements (Table 1-1) that facilitate center activities.

8C. Cost Effectiveness: The proposed activities and budget are cost effective and realistic, and consistent with the consortium's and Title VI goals and objectives. Both UF and FIU are state-assisted institutions who are experienced in "doing more with less" by mobilizing limited operating resources for the maximum gain. Whenever possible, FC activities are designed to draw on matching or complementary support from other centers, departments, or organizations in order to stretch available resources. For example, while the FC Journalist & Editors Workshop is partially Title VI funded, the vast majority of the funding comes from corporate sponsors such as the Andean Development Corporation, *The Miami Herald*, Fort Lauderdale *Sun-Sentinel*, American Airlines, and other donors. Overall, the significant FC institutional commitment (Table 1-1) enhances the efficiency of Title VI funding by absorbing the vast majority of project administrative costs, while cost-minded management by the CLAS and LACC staffs ensure that resources are effectively used.

8D. Long-term Impact: Criterion 9 reveals the short-term impact of FC activities. The longer term (strategic) impact of FC Title VI funding has allowed CLAS and LACC to grow into two of the preeminent LAC area and language studies centers in the US. Title VI and its associated activities contribute greatly to the strong national reputation of the FC. Being Title VI NRCs gives the centers greater leverage when negotiating on behalf of the consortium with university administrators. FC Latinamericanists benefit from Title VI support that keeps them on the cutting-edge in their fields and helps them communicate the knowledge gained and enthusiasm for the region through their teaching and mentoring of students. Students benefit from having

stronger area and language studies opportunities, thus preparing more and better qualified specialists in LAS area studies and languages for the public and private sectors.

Criterion 9: FC Impact and Evaluation

9. Overview: Attesting to the impact FC has in the LAS field, according to the most recent FC external review, “While there may be other Latin American programs in the United States that are as central to the operation of their universities as those at UF and FIU, in my experience (which includes all the major programs in the country), none are more central, and very few can even approach the level found at UF/FIU.” Through this proposal FC intends to further strengthen its LAS legacy and significantly improve the overall evaluation process.

9A. Impact on the University, Community, Region and Nation: One indicator of the impact of Title VI funding on FC universities is the steady growth of financial support to our centers, which reached over \$23 million in FY 2004-05. Table 9-1 summarizes the numbers of students and faculty who directly benefit from FC activities. The 34,444 undergraduates and 8,726 graduate students enrolled in FC courses attest to the robust academic programs that contribute greatly to each university’s national reputation. This is furthered by the large number of FC graduate students who have won prestigious national dissertation research fellowships. In the past three years, FC graduate students have been awarded dissertation fellowships from Fulbright (6), Fulbright-Hays (2); NSF (5); Environmental Protection Agency STAR (3), and NASA Earth System Science (2). Others have been awarded dissertation fellowships from the Compton Foundation, the Lindbergh Foundation, the Ford Foundation, Mellon Foundation, the American

Association of University
Women International, the
International Foundation for
Science, and the National
Security Education Program,
among others.

Table 9-1. FC Students & Faculty Directly Benefiting from Consortium, 2004-05			
	UF	FIU	FC
Undergraduate enrollments in LAS courses	13,393	21,051	34,444
Undergrad's with 15+ LAS graduation credits	410	993	1,403
Undergraduates receiving funding for prizes, research, lang. training, conferences	5	76	81
Graduate students enrolled in LAS courses	2,194	6,532	8,726
Graduate students with 15+ LAS graduation credits	37	25	62
Graduate students completing theses or dissertations on LAS theme	41	20	61
Graduate students receiving funding for prizes, research, lang. training, & conf.	34	35	69
Faculty receiving funding for research & professional conferences	27	21	48

Another indicator of the
significant impact of FC

activities on the university includes the high levels of external funding garnered by our Centers (over \$ 4 million in 2004-05, see Table 1-1). With a total of FC 208 outreach events and 82,050 participants, the impact of FC extends well outside the university (Table 7-1). Also of national impact is the large publication output of FC faculty, 129 book titles and hundreds of scholarly journal articles since 2001-02 (see Appendix B). The 186 FC international agreements provide an indicator of the impact FC has both nationally and beyond the US.

The impact of our programs on the national supply of LAS specialists is evident by the large number of students completing thesis and dissertations on LAS themes, 61 in 2004-05. Recent UF Ph.D. recipients are now teaching at the University of Texas, the University of Kentucky and Florida State University. FIU is just now graduating Ph.D.s; several Latinamericanists have already been placed in academe. Table 9-2 provides data on the employment of FC graduates. For masters and doctoral graduates for whom data is available, 47% took jobs in the private sector, 33% in education or the public/nonprofit sector, and 20% continued their education.

Equal Access and Treatment of Students:

UF and FIU have strong diversity and non-discrimination programs, supported by offices for minority and first generation students as well as students with learning disabilities. The diversity in the FC student

	BA/S	MA/S	Ph.D.	FLAS²
K-12 Education	2	2	1	1
Post-sec. Education	1	9	15	0
Advanced Grad. Ed.	94	18	1	5
Private Sector	22	44	0	1
Media	0	2	0	1
Public Sector	18	2	3	0
Unknown	1269	74	3	0

¹FC graduates with 15+ LAS credit hours
²Annual FLAS Fellowships

population can be seen in the make-up of the two centers' 91 MA students who are 64% female, 43% Hispanic, 7% African American, 1% disabled, and 3% over 55 years of age. Those with special needs are accommodated by allowing those with learning disabilities extensions on the maximum time allowable to complete exams and MA degree requirements. The FC is a national leader in the graduation of minority students. According to analyses based on 2002-03 USDE IPEDS data, FIU ranked #1 in undergraduate degrees awarded to Hispanics and #3 to all minorities, #1 in masters awarded to Hispanics, and #17 in total degrees granted to Blacks. According to these same data, among the 65 American Association of Universities members in 2003-04, UF ranked #5 in the number of masters awarded to Hispanics and #11 for Blacks; and #6 in the number of PhDs awarded to Hispanics and #3 for Blacks.

9B. Evaluation Plan: FC activities and outcomes are continuously under internal review by center directors and program managers, faculty, and administrators through such means as course evaluations, annual faculty and staff performance evaluations, and periodic university-mandated self-studies of centers and programs. In addition, in the year prior to the writing of the next Title VI proposal, the FC has employed external evaluators who are experts in LAS area and language studies.. FC outreach events include participant evaluations used to revise and plan future events.

Beginning in AY 2005-06, FC is implementing a more in-depth and continuous evaluation process that combines both internal and external assessments. This revised evaluation process complements the required Title VI reporting responsibilities (EELIAS) and respective UF and FIU center annual accountability reports and academic program reviews. The upgraded evaluation process involves five coordinated activities. First, activities will remain under continual review by center directors and program managers, including assessing progress toward achieving the FC objectives and evaluation targets in Table 9-3. Data will be collected through university Institutional Research Offices (IRO), as part of the EELIAS semi-annual data collection, as part of annual accountability report preparation, and from other sources.

Table 9-3. FC Objectives & Evaluation Targets, 2009-10			
Planned FC Program Activity Improvements	Final Targets		
	UF	FIU	FC
Undergrad LAS major/minor enrollments (UF+32%, FIU new)	90	250	340
Undergrad LAS certificate enrollments (UF+53%, FIU +50%)	90	265	355
MA degree 1 st year enrollments (UF+65%, FIU +15%)	18	20	38
Graduate LAS certificate enrollments (UF+100%, FIU +50%)	28	115	143
FLAS AY applications (UF+55%, FIU+ 50%)	20	30	50
FLAS summer applications (UF+100%, FIU+ 50%)	30	30	60
Faculty professional development support (+50%)	41	30	71
NRC funded LAS area studies courses created (2006-10)	12	12	24
NRC funded LAS FLAC courses created (2006-10)	4	8	12
Library collections travel applications (UF sustain, FIU new)	50	5	55
Haitian Creole annual enrollment (UF+20%, FIU+50%)	158	150	308
Garifuna Summer Institute enrollment (UF+100%)	12	N/A	12
Quechua enrollment, Bolivia (FIU+100%)	N/A	10	10
Total number of outreach events (+25%)	139	125	264
Total numbers of K-12 outreach participants (+30%)	265	2820	3,085
Total number of participants in all FC outreach events, excluding exhibitions (UF+75%; FIU+20%)	6,944	18,000	24,944
Participation in FC Journalist/Editor Workshop (FIU+25%)	N/A	200	200

Second, working with the respective UF and FIU IROs and College of Education evaluation specialists, an aggressive survey program will capture data for improving academic programs. Two surveys will be conducted of all degree and certificate recipients: one on initial award of the degree or certificate and a second one a year later. The purpose of these surveys is to collect data on job placement, professional impact of LAS instruction and to solicit

information for program improvement. Third, teacher training events, study abroad programs, and language programs will be critically assessed by participants, including a follow-up survey a year later to determine the professional use being made of FC programs. Fourth, in-depth assessments of specific FC programs will be commissioned on a rotating basis. These will be holistic reviews to include target goals and qualitative appraisals from primary stakeholders of the given program, led by a selected FC faculty or staff member, and will be a major source of input for the FC Executive Committee’s decision-making on program improvements. Table 9.4 provides the 2005-10 schedule for these assessments.

Fifth, external reviewers will continue to be an important component of the FC evaluation process. With the new 4-year Title VI cycle, the external review will take place at the end of year two of the grant period (2007-08). The

Academic Year	FC
2005-06 (ongoing)	Rio Study Abroad; Journalist & Editors’ Workshop
2006-07	Haitian Summer Institute; FC Annual Conference
2007-08	Teacher Training; K-12 Outreach
2008-09	New LCTL programs (Garifuna, Quechua); Postsecondary Outreach
2009-10	Rio Study Abroad; Journalist & Editors’ Workshop

reviewers will include a LAC area and/or language studies specialist and a Title VI-experienced administrative specialist. They will be provided data on progress toward the objectives in Table 9-3, EELIAS reports, center accountability reports, survey and in-depth assessment summaries, and program reviews to assist in their evaluation. With preparation of the Title VI proposal itself constituting a major program review, and with this external review 2 years into the grant’s life, we are assured a comprehensive FC program review every 2 years.

Use of Recent Evaluations: The previous two Title VI external evaluations prompted a number of changes to FC activities. As a result of the 2001-02 evaluation, for example, FIU upgraded its language labs, expanded its FLAC offerings, improved its MA graduation rates, developed a non-thesis option for the MA program, and improved the MA research methods curriculum. The

2005 FC external evaluation, conducted by Mitchell A. Seligson (Centennial Professor of Political Science, Vanderbilt University) resulted in a reorganization of the UF CLAS governance structure and the current review (during 2005-06) of the MALAS concentrations, thesis requirement and graduate certificate structures.

FLAS Impact: FLAS annual and summer fellowships have had a major impact on the qualifications of FC MA and Ph.D. graduates who become area studies specialists with advanced bi- and tri-lingual language capabilities. Table 9-2 details the employment destinations of 2003-04 FLAS fellowship recipients in Portuguese and Haitian Creole. At UF, of the 4 fellowship recipients, 3 are currently conducting dissertation field research in Brazil (2 with Fulbright and Fulbright-Hayes fellowships) and the fourth, in Haiti. At FIU one student has entered the FIU Ph.D. program in Political Science, one obtained an international business position geared to Brazil, one is teaching high school Spanish, and another has a full-time position in FIU Media Relations. Haitian Studies specialists report that many of the Ph.D. students who attended the late-1990s and early-2000s FC Haitian Summer Institute on FLAS scholarships are now entering the Haitian Studies academic community as assistant professors, with immediate impacts in teaching and research. FIU students, including FLAS recipients, are heavily recruited by both the public and private sectors, in particular by US government agencies. Several now work in the US intelligence community, while others were recruited by the Department of State and an array of IGOs and NGOs with a LAC focus (FLAS Competitive Preference Priority 2).

Criterion 10: FC FLAS Selection Procedures

Overview: FC award procedures are highly competitive. In AY 2004-05, 316 students at UF and 150 at FIU were pursuing graduate work concentrating in LAS. At both schools, there are 3-4 times more qualified FLAS applicants than there are available fellowships. Moreover, we are

in the process of expanding our LCTL offerings, justifying an increase in the total number of FLAS awards. UF and FIU FLAS selection procedures are virtually identical.

FLAS Advertisement: FLAS awards are advertised through email lists, and in newsletters, center informational brochures, and university-wide newspapers and publications. Affiliate faculty and graduate program directors are encouraged to publicize the competition in their classes and to post the announcement in their departments. Special promotional brochures are produced and disseminated nationally for the FC-sponsored summer institutes. Other promotional means include web sites and e-mail listservs that reach members of under-represented minorities and students in the humanities, social sciences, natural sciences, and professional schools. These promotional efforts generate nationwide inquiries and applications.

FLAS Application and Selection Process: Students submit an application form, transcripts, statement of purpose, letters of recommendations, and curriculum vitas directly to CLAS or LACC. Graduate program directors are encouraged to nominate outstanding candidates. At UF, applications are evaluated by a sub-committee of the CLAS Faculty Advisory Council that includes at least one Portuguese and/or Haitian Creole language instructor. At FIU, applications are evaluated by LACC's Academic Advisory Board (Table 6-2). FC directors ensure that members of the selection committee are diverse, representing different disciplines, genders, and ethnic/racial groups.

In evaluating applications, the committee considers the candidate's entire application package with particular attention to the applicant's previous language training, relevant experience, field of study, and career intentions. Of utmost importance is how the student proposes to integrate language study into his or her graduate program, and the degree to which the FLAS award furthers the candidate's academic and career goals. All else equal, to meet the

FLAS Competitive Preference Priorities as set out by the US Department of Education, top priority will be given to master's degree students seeking advanced language proficiency and who are planning to pursue careers in US government service or in a professional field. The same non-discriminatory policy which governs the admissions processes is applied to the selection of FLAS candidates. Academic year awards may be renewed for a second year, contingent on satisfactory academic progress, including enhanced language proficiency.

FLAS advertisement begins in August each year with the start of fall semester and continues until applications are due in February of the following spring semester. FC selection committee/boards will meet in mid-February or early March, and will announce both the annual fellowships and upcoming summer awards as soon as the results of the Title VI FLAS competition are known. The goal is to make FLAS award announcement early in order to recruit top students to FC academic programs and to provide those not selected time to make alternate plans for academic year or summer funding.

Criterion 11. NRC Competitive Preference Priority

11. Overview. FC seeks to become a national leader in the measurement of student proficiency in the consortium's traditional LCTLs of Portuguese and Haitian Creole. Additionally, as new LCTL programs in Garifuna and Bolivian Quechua are begun, measurement of student proficiency will be an integral part of program development.

11A. Haitian Creole Measurement. FC has distinguished itself by developing the largest Haitian Creole language program in the country, in addition to hosting the only Haitian Creole Summer Institute. Through this proposal FC is preparing to upgrade Haitian Creole instruction to the advanced level (level 4), by FIU hiring a full-time Haitian Creole instructor, and by the two FC Haitian Creole instructors developing the first-ever proficiency exam in this language

(Budget A.2.b, c, & e). In years 3 and 4 of the grant the two instructors will develop a testing package that provides the means to measure speaking, listening, reading and writing in Haitian Creole. The creation of guidelines for the measurement of proficiency in speaking and listening to Haitian Creole will draw upon the *ACTFL Proficiency Guidelines*. The measurement of proficiency in reading and writing Haitian Creole requires the development of tests similar to the SAT II for Spanish, which is widely used as a college placement exam. The reading and writing proficiency test will be developed to evaluate individuals at the introductory/intermediate levels and at advanced proficiency. Student preparation guidelines and materials will also be produced.

This project is feasible because of the qualifications of UF lecturer Ben Hebblethwaite (see App. B-32 and FIU's plans to hire a new full-time Haitian Creole instructor. Mr. Hebblethwaite has been contracted by the Foreign Service Institute (FSI) in Washington, D.C. as the primary content contributor to the FSI's Haitian Creole instructional CD-Rom. The CD-ROMs are used by the State Department to provide US government employees with the tools necessary to acquire the fundamentals of strategically important languages. FC will request that the FSI make the Haitian Creole CD-Rom publicly available as preparation material for the proposed introductory/intermediate exam; appropriate advanced materials will need to be prepared. The proficiency exams will be tested and refined at the Haitian Creole Summer Institute at FIU.

This project will allow the consistent testing of the proficiency level of students of Haitian Creole at our respective institutions, particularly AY and summer FLAS fellows, and potentially, those from other NRCs. It will also be useful for the placement of Haitian Creole-English bilinguals who need to be assessed for appropriate college courses. If successful, the project could also potentially benefit the US government by making the FC Haitian Creole Summer Institute the potential testing site for officials who need to be assessed prior to service abroad.

11B. Portuguese Measurement. UF CLAS has been in discussions with the Brazilian Ministry of Education (BMOE) regarding the possibility of UF becoming the second US site (along with Harvard University) of the Brazilian Certificate in Portuguese Proficiency as a Foreign Language exam (known as CELPE-Bras, Certificado de Proficiência em Língua Portuguesa para Estrangeiros). CELPE-Bras is the official Brazilian proficiency exam required by Brazilian universities for foreign students and is used by language schools world-wide. It is a more comprehensive language proficiency exam than the Oral Proficiency Interview (OPI) certification given by ACTFL-trained testers since it assesses reading, writing, speaking and listening skills. Testing centers around the world are carefully selected and trained language faculty administer and score the exams, which are developed by the BMOE. At the proposed UF testing site, professors and lecturers of Portuguese from the Department of Romance Languages and Literatures (RLL) would be responsible for the oral interviews and teaching assistants would proctor the written exams. Tapes of the oral interviews and the written exams are then sent to the BMOE for review and verification of the consistency of the scoring.

A primary objective of UF becoming a testing site is to provide a standardized platform to assess student language levels before and after participation in the FC Rio Language, Culture and Business Summer Program. FC FLAS summer and AY fellows in Portuguese would be required to take the exam at the beginning and end of their fellowship period. As FC outreach efforts to promote the study of Portuguese bear fruit, students and teachers from throughout Florida and the southeast will also be encouraged to take the exam at UF to assess their language proficiency level without the prerequisite of being enrolled in one of our programs.

The BMOE accreditation visit to UF, which will include a two-day training workshop with RLL faculty, is scheduled for April 2006. UF CLAS and the College of Liberal Arts and

Sciences will jointly assume the costs associated with the training workshop. The administration of the exam is expected to be self-financing through student fees. Travel funds are requested for one RLL faculty member annually to attend the Portuguese as a Foreign Language Conference held yearly in São Paulo for coordination and professional development and for a UF faculty member to travel to Miami to administer the exams to FIU FLAS fellows (Budget B.2.h & B.1.i).

11C. Garifuna and Bolivian Quechua Measurement. FC is an active participant in the CLASP eLCTL initiative with the Title VI LRCs at San Diego State and Michigan State to address LCTL online course development, language proficiency training, and consolidation of teaching materials. FC plans to take a leadership role in the Portuguese and Haitian Creole sections of the eLCTL initiative and share the expertise gained in the measurement activities detailed above. Additionally, as FC begins its new LCTL programs in Garifuna and Bolivian Quechua, FC will include these primary instructors in the eLCTL activities, so that they acquire or develop the appropriate measurement tools to assess student language proficiencies before and after LCTL instruction. (Budget B.1.a).