

**INTRODUCTION:** The University of Pittsburgh (Pitt) is a state-related research university with an enrollment of nearly 34,000 students and with approximately 12,000 faculty, research associates, and staff. Pitt is a member of the Association of American Universities and is among the top 10 public universities in total federal science and engineering research and development support attracted by faculty. Pitt also is recognized worldwide for its focus on international studies. Its University Center for International Studies (UCIS) houses five National Resource Centers (NRCs)—Asian Studies, Latin American Studies, Russian and East European Studies, West European Studies, and International Business—as well as the Study Abroad Office, the Global Studies Program, and 12 other component, jointly sponsored, and affiliated units. **Pitt made a firm commitment to Latin American Studies over 40 years ago when it founded the Center for Latin American Studies (CLAS) as its first area studies program.** Since its inception, CLAS has maintained and expanded upon the same three-part mission: (1) to facilitate the creation of new knowledge about Latin America through the support and promotion of scholarship; (2) to educate students about Latin America and train the next generation of Latin Americanist scholars; and (3) to extend knowledge about Latin America to the local, regional, national, and international academic and non-academic communities. In pursuit of this mission, over the past four decades, CLAS has: awarded 1,147 certificates to students specializing in Latin American Studies (LAS) at both the baccalaureate and graduate levels; funded over 270 research projects carried out by affiliated faculty members; coordinated 32 research field trips to 12 Latin American and Caribbean countries for 368 undergraduate students; and increased affiliated faculty from c. 15 to 144, the number of courses per year from 22 to 258, and the number of volumes in the Latin American Library Collection from about 30,000 to over 440,000. Since 1981, CLAS has funded over 370 research projects by graduate students. Over the past five years, the Center supported 56 less- and least-commonly taught language courses and presented **28 teacher-**

**training workshops.** Since 1978, CLAS has been designated and funded as an NRC by the U.S. Department of Education (USDE). USDE support has had a significant multiplier effect and has enabled CLAS to secure support from Pitt to hire and retain a first-rate faculty and staff dedicated to LAS and to support the library—now securely within the top ten largest LA collections in the U.S. In addition, CLAS has been able to leverage USDE support to receive additional funding for its programs from over five foundations and 30 individuals annually and, significantly, to build **endowment funds** currently valued at **over \$6.7 million.** A summary of key CLAS resources in Academic Year (AY) 2004 (9/04-8/05) appears in Table 1.

<b>Category</b>	<b>Nos.</b>	<b>Category</b>	<b>Nos.</b>	<b>Category</b>	<b>Nos.</b>
Total Faculty	144	Course Enrollments	7,212	Lecture Series	12
<i>Language</i>	20	Center Staff	9	Visiting Scholars	29
<i>Non-Language</i>	124	Library Staff	6	Major Cultural Events	6
Library Volumes	445,915				
Enrollment in Certificate/ Concentration Programs	305	Teacher-Training Workshops	5	Persons Impacted by Outreach Activities	42,313
Total Courses	258				
<i>Academic Depts.</i>	157	Pitt Latin American Series Volumes	179	Exchange Agreements w/ Institutions in LA	23
<i>Professional Schools</i>	60	Conferences/ Symposia/ Workshops	9	CLAS Endowment Yield	\$282,638
<i>Languages</i>	41				
<b>University Budget Support: \$5,880,333</b>					

The present proposal requests continuing support for a number of successful programs that allow the Center to achieve its mission to the fullest and to support several new initiatives that move CLAS forward into the 21<sup>st</sup> century. In addition, CLAS is organizing a portion of its support of scholarship and enrichment of our programming through seminars, conferences, and lectures around a core theme, developed by our faculty and students through the CLAS advisory committee. The **theme** over the next four years will be ***Globalization and Diversity/Inequality in Latin America: The Challenges, Opportunities, and Dangers***, which will consider these dimensions of globalization for conventional political movements, new social movements, indigenous communities, women, and ethnic/racial minorities in Latin America and the Caribbean.

**Criterion 1—Commitment to Subject Area**

<b>Type of Support</b>	<b>Amount</b>
1. Operation of the Center a. Administrative Staff Salaries (337,338) b. Staff Research/Travel (19,016) c. Conference Funding (12,000) d. Operating Expenses/Supplies (11,424)	379,778
2. Teaching Staff a. Faculty Salaries (4,238,230) b. Research Support (27,000)	4,265,230
3. Latin American Library Collection a. Acquisitions (270,154) b. Staff Salaries/Librarian and Assistant Librarian only (203,966)	474,120
4. Institutional Linkages	54,719
5. Outreach (Staff salaries and operations)	48,000
6. Student Support (including institutional contribution to FLAS Fellowships)	602,515
7. Other Expenditures: Latin American Studies Association	55,971
<b>TOTAL</b>	<b>5,880,333</b>

**INSTITUTIONAL FINANCIAL SUPPORT:** For over 40 years, Pitt has provided substantial monetary resources (see Table 2 above) and institutional support from all levels of the administration to CLAS. This includes administrative staff salaries and fringe benefits (1a) in the amount of \$337,338—representing nearly 90% of total salaries/fringes—for nine administrative staff. Faculty salaries/fringes (2a) of \$4,238,230 are based on the percentage of time each of the 144 affiliated faculty devotes to LAS. The Latin American Library Collection acquisition budget (3a) for AY 2004 was \$270,154, providing for the continued growth and maintenance of this world-renowned collection. Pitt’s financial contribution to linkages with institutions in Latin America (4) includes \$54,719—the percentage of the Study Abroad Office’s University budget devoted to sending 131 undergraduate students to institutions in the region in AY 2004—as well as a portion of the funds devoted to Student Support (6)—which are used to provide tuition fellowships for graduate students from CLAS’ partner universities in the region. In AY 2004, the Center’s outreach program had an impact on over 42,000 individuals in the local region (see Crit. 7, p. 19). University support for outreach (5) covers the major portion of the salary of the outreach coordinator as well as operating expenses. Financial support for tuition for certificate students

(6) directly administered through CLAS exceeded \$600,000 in AY 2004. **This figure does not include departmental and University support through teaching assistantships/fellowships and research assistantships that support the greater part of CLAS' 145 graduate students.**

On average, CLAS directly supports the training of over 50 graduate and undergraduate students annually with funding from the University and other non-USDE sources. Finally, the University supports the Latin American Studies Association (7), which is hosted by Pitt.

**OTHER INSTITUTIONAL SUPPORT:** One major indication of the high level of non-financial institutional support received by the Center is that both the current Chancellor and Provost of the University have made trips in recent years to Latin America to promote CLAS' programs and to strengthen linkages with institutions in the region. Pitt provides CLAS with a suite of offices in a handicapped accessible building. CLAS has technology support from Pitt's Center for Instructional Design and Distance Education (CIDDE), including multimedia-enabled classrooms, interactive TV suites for remote class delivery and video-conferencing, facilities for packaging video and audio for course materials for delivery on CD or over the internet, and oversight of "course management systems" (such as Blackboard). **Pitt is a member of the Internet2 consortium**, which allows for higher transmission speeds than the current Internet.

### **Criterion 2—Quality of Curriculum Design**

**INSTRUCTIONAL PROGRAM:** With the goals of supporting both breadth and depth of study of Latin America for students from a number of disciplines/professions, CLAS' curriculum is designed to provide a range of basic to more advanced courses. In AY 2004, 144 faculty taught 258 Latin American-content courses (7,212 total enrollment) across 18 academic disciplines and professional schools, illustrating CLAS' exceptional instructional resources (see Table 3 below). CLAS has taken the position that multi- and interdisciplinary training in Latin American and Caribbean Studies is best accomplished by combining area and language training with study in a

<b>School of Arts &amp; Sciences:</b>	<b>No. of Core Faculty</b>	<b>No. of Related Faculty</b>	<b>No. of Courses</b>		<b>No. of Core Faculty</b>	<b>No. of Related Faculty</b>	<b>No. of Courses</b>
Africana Studies	2		4	Religious Studies		1	
Anthropology	15	2	31	Sociology	4	2	5
Biological Science		2		Statistics		1	
Computer Science		2		Theater Arts		1	
College of Arts & Sciences			21	<b>Professional Schools:</b>			
Economics	2	2	4	Business	2	3	1
English		2	7	Dental Medicine		1	
Geology & Planetary Science	2	3		Education	7	3	19
Hispanic Language & Literatures	19		73	Engineering		5	6
History of Art & Architecture			2	Law	1		8
History	5	5	25	Medicine		9	
Linguistics	4	1	13	Pharmacy		1	
Mathematics		3		Public & Intern'l Affairs	6	6	22
Music	2	1	3	Public Health	2	3	4
Natural Science & Engineering		1		University Library System	2		
Political Science	4	5	10	<b>Totals</b>	<b>79</b>	<b>65</b>	<b>258</b>

degree-granting discipline or profession. CLAS offers graduate and undergraduate multidisciplinary certificates, an undergraduate related concentration, and more specialized certificates (in Latin American Social & Public Policy and in the professional schools) in conjunction with the degree in the student's major field—an approach that provides students with dual expertise (see Table 4, next page). This approach also facilitates supportive relationships between CLAS and academic departments and professional schools; they complement each other and work together to recruit the best students and to enrich students' academic experience.

**UNDERGRADUATE TRAINING:** Undergraduates are encouraged to incorporate Latin American Studies in their academic plan upon enrolling in Pitt. Introductory courses through advanced seminars enable undergraduates to accrue knowledge and build on their understanding of the area. Courses in Portuguese, Quechua, Aymara, and Spanish are offered at all levels each year so that new students who test into intermediate or advanced levels can begin in a relevant class.

<b>Table 4: CLAS' Academic Programs and Requirements</b>			
<b>Academic Program</b>	<b>Language Proficiency</b>	<b>Area Courses</b>	<b>Research</b>
<b>Undergraduate Concentration</b>	2 years college-level instruction or equivalent competency	15 credits in Latin American area courses in at least 3 disciplines	None
<b>Undergraduate Certificate</b>	3 years college-level instruction or equivalent competency	21 credits in Latin American area courses in at least 3 disciplines	Multidisciplinary preparatory seminar & 6-credit research trip to Latin America or equivalent study abroad program
<b>Undergraduate (UG) and Graduate (G) Certificates in the Professional Schools</b>	3 years college-level instruction or equivalent competency	UG: 21 credits in CLAS area courses in at least 3 disciplines incl. prof. school G: 6 CLAS area courses in at least 3 disciplines incl. the professional school	UG: Study at ITESM, in Monterrey, Mexico or Univ. del Pacifico in Lima, Peru or equivalent G: Research paper that reflects multidisciplinary competence incl. the profession
<b>Graduate Certificate</b>	3 years college-level instruction or equivalent competency	6 Latin American studies courses in at least 3 disciplines	Research paper that reflects multidisciplinary competence
<b>Graduate Certificate in Social and Public Policy</b>	3 years college-level instruction or equivalent competency	6 courses focusing on Latin American Social and Public Policy in at least 3 disciplines	Research paper that reflects multidisciplinary competence
<b>MBA/MA Degree</b>	3 years college-level instruction or equivalent competency	81 credit hours = 51 MBA, 30 MA (MA=24 credits of Latin American courses in at least 3 disciplines plus 6-credit research paper)	6-credit research paper— multidisciplinary, focus on a country of the region incorporating source materials in language of the area

**Interdisciplinary undergraduate** Latin American courses (the Honors College course, “Exploring Latin America and the Caribbean,” and the introductory seminar of the CLAS Seminar/Field Trip) **provide an introduction to the wide variety of disciplines and perspectives that apply to the region.** To complement this full array of campus-based area studies and language courses, undergraduates are **encouraged to study and carry out research in the region** (see Study Abroad, p. 8). In AY 2004, **160 undergraduate students pursued CLAS certificates/related concentrations.**

**GRADUATE TRAINING:** In addition to outstanding faculty, course, and library resources, graduate students have access to a significant array of scholarships and fellowships, research grants, travel support, and scholarly contacts in Latin America and the Caribbean. **In AY 2004, CLAS funded over 80 awards for study, research, and travel to graduate students in its program.**

**Students in any graduate program at Pitt can complete a CLAS certificate.** CLAS regularly offers area studies courses in 12 departments and 6 professional schools (see Table 3, p. 5). **In AY 2004, 145 graduate students pursued a multidisciplinary certificate in CLAS** while completing complementary studies in graduate degree programs in 11 departments of the arts and sciences and in 6 professional schools. **Sixty courses with Latin American content were offered in the professional schools.** Specialized programs include the Graduate Certificate in Latin American Social & Public Policy and an MBA/MA offered by the Graduate School of Business and Faculty of Arts and Sciences (see Table 4, p. 6).

**ACADEMIC AND CAREER ADVISING:** Undergraduates in CLAS work with their major departmental advisor. Graduate students are mentored by faculty members affiliated with CLAS who provide guidance in course selection, serve on the committees for the student's master's thesis or doctoral dissertation, and provide job placement networking. Each student also has an advisor for academics/study abroad/career planning and placement within CLAS. Faculty and staff participate in training workshops and group meetings for advisors at the departmental and school level. Individual advising sessions begin upon admission to CLAS with a discussion of the program requirements and goals of the student; continue with course selections, progress reviews, study abroad/research options, and guidance towards career goals throughout the academic life of the student. Courses on grant/dissertation proposal writing are offered by CLAS faculty in various disciplines (e.g., in Anthropology, Political Science). Career advising has always been part of the role of CLAS' advisors. First published by CLAS in 1983, the most recent edition of *After Latin American Studies: A Guide to Graduate Study and Employment for Latin Americanists* is now available on CLAS' website. Announcements of job opportunities are sent to students weekly via e-mail. Individuals are notified of job opportunities sent to CLAS by alumni and others at organizations that have employed CLAS students (e.g., Inter-American Dialogue, IAF,

LASPAU, World Bank, other universities). CLAS students/alumni also are encouraged to utilize the full range of on-line and hard copy resources of Pitt's Career Services.

**STUDY ABROAD:** Pitt's Study Abroad Office maintains formal arrangements with eight institutions in the region for research/study abroad. Specialized arrangements exist with the Universidad del Pacífico in Peru (**business and economics**) and the Instituto Tecnológico y de Estudios Superiores de Monterrey in Mexico (**engineering**). Freshmen **engineering and business school** students can participate in the 2005 IIE Heiskell Award-winning Plus3 Program—a 3-credit optional addition to courses required in each school in which students spend two weeks in Brazil or Chile. In AY 2004, 118 undergraduates studied or conducted research in LA through these programs. CLAS also offers a unique annual seminar/field trip for undergraduates to conduct research while experiencing Latin American culture through a fifteen-week interdisciplinary preparatory seminar, followed by six weeks in a Latin American country. **Heavily subsidized by donors and thus affordable to nearly all students**, the AY 2004 program required students to have at least intermediate-level **Portuguese language skills to conduct research in Fortaleza, Brazil**. Thirteen students from six different disciplines participated in the seminar/field trip. Since 1972, **368 undergraduate students** have participated in the program in **12 different countries of Latin America**. Since 2001, the Research Abroad Program (RAP) administered by UCIS has supported field research by faculty-undergraduate student teams. CLAS faculty have been awarded five RAPs and have taken nine students to conduct research projects in Costa Rica, Peru, and Uruguay. The Mascaro Sustainability Initiative of the School of Engineering has just been awarded an NSF IGERT (Integrative Graduate Education and Research Traineeship) Program grant that will send engineering graduate students to the University of Campinas (UNICAMP) in São Paulo, Brazil for eight-month research rotations. CLAS will provide training in Portuguese and an orientation to Brazil for the IGERT students. CLAS also provides students

doing field research with contacts through its **23 formal institutional exchange partners** in 14 LA countries. In AY 2004, CLAS provided funding (from non-USDE sources) for **18 graduate students** to carry out research projects in the region. Pitt’s study abroad “contract” assures acceptance towards the degree of credits earned by **students participating in other institutions’ study abroad and summer language programs**. CLAS and the Study Abroad Office (SAO) collaborate to provide students with academic program options throughout Latin America. Students are strongly encouraged to participate in study abroad programs offered by other NRCs and through affiliates (e.g., Council on International Education Exchange, International Studies Abroad, Organization of Tropical Studies, American Institute for Foreign Study).

### Criterion 3—Quality of Non-Language Instructional Program

**NON-LANGUAGE FACULTY:** In AY 2004, **124 non-language faculty taught 217 area studies courses with enrollments of 4,417**. Country course coverage for Latin America is comprehensive and in depth as reflected by the geographical expertise of the faculty (see Table 5).

Country	Faculty	Country	Faculty	Country	Faculty	Country	Faculty
Amazonia	2	Caribbean	4	Guadeloupe	2	Panama	6
Anguilla	1	Central America	3	Guatemala	15	Paraguay	3
Antigua	2	Chile	21	Guyana	1	Peru	36
Argentina	31	Colombia	26	Haiti	1	Puerto Rico	12
Bahamas	1	Costa Rica	15	Honduras	6	St. Croix	1
Barbados	4	Cuba	18	Jamaica	11	St. Lucia	2
Barbuda	2	Dominica	1	Martinique	1	St. Vincent	1
Belize	2	Dominican Republic	6	Mexico	61	Trinidad & Tobago	4
Bolivia	16	Ecuador	28	Monteserrat	2	Uruguay	7
Brazil	42	El Salvador	6	Nicaragua	11	Venezuela	23

Note: The total number of faculty with country expertise exceeds the total number of CLAS faculty (144). Most faculty members have expertise in multiple countries.

**PROFESSIONAL SCHOOLS:** CLAS offers 60 area studies courses with LA content in the professional schools. To facilitate students in the professional schools to complete certificates in Latin American Studies, CLAS has designed specialized programs (see Table 4, p. 6).

**DEPTH OF SPECIALIZED COURSE COVERAGE:** CLAS offers in-depth course coverage in a number of disciplines. In AY 2004, 32 Latin American area studies courses (non-language only) were offered in Hispanic languages and literatures, 31 in anthropology, 24 in history, 22 in public and international affairs, 19 in the school of education, and 10 in political science (see Table 3, p. 5 for AY 2004 course coverage in other disciplines.)

**INTERDISCIPLINARY COURSES:** The majority of Latin American area studies courses are comparative in nature and cover a variety of countries/regions. Many are cross-disciplinary and are cross-listed in two or more departments (see Appendix B). CLAS offers two explicitly interdisciplinary courses at the undergraduate level: “Exploring Latin America & the Caribbean” (3 credits) and the Seminar/Field Trip (9 credits). Each course is taught by a minimum of 3 faculty members from different disciplines/professions, with the faculty member identified as the instructor on the course list being the course coordinator as well as an additional lecturer. CLAS certificates and concentration are by their nature multidisciplinary, requiring students to take a minimum of 15 area studies credits from at least three disciplines or professional fields in addition to an appropriate language (see Table 3, p. 5). **CLAS’ approach is to provide a multidisciplinary experience in order to train interdisciplinary scholars.**

**PEDAGOGICAL TRAINING FOR NON-LANGUAGE INSTRUCTIONAL ASSISTANTS:** Pedagogical training is provided through departmental training programs, courses, and workshops. All teaching assistants/fellows (TAs/TFs) must complete the 3-credit, semester-long course on teaching practicum before they are permitted to teach their own courses. English-language proficiency standards are assessed via an oral examination. CIDDE offers graduate teaching development workshops that emphasize classroom authority, electronic classrooms, teacher morale, time management, cognitive styles, and creative visuals. CIDDE also provides publications such as “Teaching at Pitt Handbook” and a resource room with specific materials regarding university

teaching. Evaluations of teaching methods of TAs/TFs are conducted throughout the semester by faculty supervisors within the departments and by staff in the Office of Measurement and Evaluation. International TAs/TFs must receive training in cross-cultural dynamics and teaching as well as pass a screening test prior to being given a teaching assignment.

#### **Criterion 4—Language Instruction Program**

**LANGUAGE INSTRUCTION, LANGUAGE LEVELS, AND ENROLLMENT:** In AY 2004, **20 language faculty** offered **41 language, 13 linguistics, and 36 literature courses**. Enrollments in language courses were: **2,601 in Spanish, 183 in Portuguese, 9 in Quechua, and 2 in Aymara**. An additional 665 students enrolled in literature and linguistics courses, some of which were taught in Spanish and Portuguese. A full-range of language courses—including beginning, intermediate, and advanced levels of Spanish, Portuguese, Quechua, and Aymara—are offered each academic year and are supported by advanced courses in linguistics and language acquisition (see course list, Appendix B). CLAS also offers intensive summer Portuguese in the U.S. (in consortium with Wisconsin and Illinois) and Quichua in Ecuador with Arizona State University.

**SPANISH:** Approximately 30 Spanish language-training courses are taught each year. Many literature and linguistics courses also are taught in Spanish. The seminar/field trip requires students to conduct original research projects, primarily in Spanish, in a country of Latin America (**every four years the seminar/field trip focuses on Portuguese and Brazil**). In order to meet the needs of professional school students, Spanish courses are offered in business, law, medicine, and engineering. Professional translation, accelerated Spanish, and specialized education courses prepare Spanish-language majors for state teaching certification. Language **enrollment in the professional schools averages 85 students per academic year**.

**LEAST- AND LESS-COMMONLY TAUGHT LANGUAGES:** In AY 2004, CLAS offered 5 courses in Portuguese (LessCTLJ) with enrollments of 183, and 6 courses in Quechua (4) and Aymara (2)

(LeastCTLs) with enrollments of 11. A full range of instructional levels is offered in LCTLs. Summer intensive language-training programs in Portuguese and Quechua/ Quichua also are offered for students from Pitt and across the U.S. Pitt requires undergraduate Spanish majors to complete, at least, elementary Portuguese and, in 2005-06, instituted a Portuguese minor.

**INTENSIVE SUMMER INSTITUTES:** To avoid duplication of efforts and to insure that **Portuguese** is offered in the Midwestern/Eastern U.S. annually, the universities of Pittsburgh, Wisconsin, and Illinois coordinate the rotation of summer intensive Portuguese language-training programs. These programs are advertised nationally by all three universities and have significant participation by students with Summer FLASFs. In order to strengthen its offerings of LeastCTLs, Pitt is collaborating with Arizona State University (ASU) in the latter's *Amazon and the Andes Field School*, held each summer in the upper Napo River region of Ecuador. The collaboration began in 2004 with a Pitt faculty member teaching a course in the field school. **The program focuses on language training in Quechua/Quichua** (see Crti. 8, p. 25).

**LANGUAGE ACROSS THE CURRICULUM:** CLAS also offers foreign language across the curriculum. In AY 2004, two non-language LAS courses and one recitation were taught (see Table 6). Students also benefit from content-based language courses taught in Spanish and Portuguese.

<b>Course</b>	<b>Department/School</b>	<b>Language</b>
Latin American Civilization	Languages & Literatures	Spanish
Latin America Today	Languages & Literatures	Spanish
Recitation Section in Modern Latin America	History	Spanish

**LANGUAGE FACULTY :** The 20 language instructors include 5 full professors with tenure, 5 associate professors with tenure, 5 assistant professors in the tenure stream, and 5 lecturers/instructors (2 with PhDs and 1 a native speaker of Quechua). They are assisted by a corps of TAs/TFs who are required to have pedagogical training. Portuguese language-training courses are taught by a tenured faculty member, a non-tenured faculty member who is a native speaker of Brazilian

Portuguese, and a TA. Quechua and Aymara language-training courses are taught by a native Quechua speaker who has teaching certifications in both languages.

**LANGUAGE PEDAGOGY TRAINING:** The majority of CLAS's language-training faculty have a primary or secondary academic interest in teaching methods or in applied or theoretical linguistics. Both faculty and graduate students have an atypically strong exposure to issues of classroom teaching methods. TAs/TFs are required to: participate in a four-day intensive orientation; take teaching methodology courses; be supervised by faculty (including classroom observation and evaluation); and attend bi-weekly meetings (see also Crit. 3, p. 10).

**PERFORMANCE-BASED INSTRUCTION AND LANGUAGE PROFICIENCY:** CLAS has supported the participation, on average, of three of its language faculty in American Council on the Teaching of Foreign Languages (ACTFL) training activities and/or meetings each year. Based on ACTFL standards, certificate students' language proficiency is **assessed via entering and exiting oral proficiency exams**. All CLAS students of Spanish or Portuguese must be functional, advanced-level language speakers, as measured by ACTFL, in order to obtain the certificate/concentration in Latin American Studies. Beginning in 2006-07, CLAS will implement the Simulated Oral Proficiency Interview (SOPI) system to evaluate language proficiency for undergraduate certificate students (see Crit. 9, p. 34). Both the Department of Hispanic Languages & Literatures and the School of Education (based on PA Department of Education Standards) require at least an advanced foreign language proficiency level for Spanish majors and pre-service language teachers. Graduate students are currently assessed by oral interviews administered by Dr. Beatrice DeAngelis (Coordinator of the Spanish Language Program, Hispanic Languages & Literatures).

#### **Criterion 5—Strength of Library**

**HOLDINGS:** The Pitt Library System is the 26th-largest academic research library in North America and the 16th-largest among the public libraries of the AAU. It is a regional depository

for the U.S. Government Printing Office, the United Nations, the Commonwealth of Pennsylvania, and the Foundation Center. Its collection of electronic resources now includes thousands of databases, more than 5,500 electronic journals, and more than 147,000 electronic books. The Latin American collection consists of **445,915 volumes** and 9,706 periodical titles as well as newspapers, microforms, maps, and electronic resources (see Table 7).

<b>Total Number of Volumes</b>	<b>445,915</b>	Number of Daily Newspapers Received	32
In Spanish	346,425	Microforms	103,870
In Portuguese	37,102	Maps	2,235
In English & other languages	62,388	Videotapes and Films	1,468
<b>Total Number of Periodical Titles</b>	<b>9,706</b>	Audio Tapes & Records	285
In Spanish	7,541	Exchange Agreements	480
In Portuguese	1,070		
In English & other languages	1,095	<b>Acquisitions Budget</b>	<b>\$270,154</b>

**SPECIAL COLLECTIONS:** Pitt's Latin American holdings include several special collections; notable among these are the Bolivia, Cuba, and Southern Cone and Brazil collections. *The Bolivian collection* is considered to be one of the most comprehensive in the world. The collection consists of approximately: 9,300 volumes; 148 periodical titles; and 1,200 pamphlets. In 1999, the library system received a \$219,000 grant from the National Endowment for the Humanities to preserve over 2,300 of these endangered documents on microfilm. These are available via the World Cat™ OCLC database. *The Cuban collection* is exceptional in books, periodicals, newspapers, microforms, films, and recordings. The basic collection consists of approximately: 8,340 volumes; 520 periodical titles; and 3 newspapers (complete runs and currently received). *The Southern Cone and Brazil collection* has developed into a complete and valuable research source. It consists of c. 48,600 books (over 37,000 in Portuguese) and 2,069 serial titles. Exchanges are maintained with 154 institutions in Argentina, Brazil, Uruguay and Chile.

**COLLECTION STAFF AND FINANCIAL SUPPORT:** The LA library collection staff consists of the librarian (founder of the collection) and assistant librarian, four cataloguers (three full-time and

one part-time), a library technical assistant in the order services section, and part-time personnel in the gift and exchange section and the book services section as well as three work-study students in the collection development unit. A significant amount of time of other Hillman Library staff members is spent serving the Latin American collection, given that it accounts for approximately 10% of all University Library hard copy volumes. In 1990, Pitt designated the Eduardo Lozano Latin American Library Collection as the premier collection in its library system and made the maintenance and strength of this collection its number one priority. The Latin American Library Collection acquisition budget for AY 2004 was **\$270,154**. On average, this and other funding enables the size of the collection to increase at the rate of about 10% a year.

**COLLECTION ACCESS/RECIPROCAL AGREEMENTS:** Pitt's Latin American library collection is not only extensive but renowned for the quality of its resources. It attracts researchers from around the globe. The library collection is accessible worldwide through the online catalog PittCat. In addition, the University Library System now offers Zoom!, which allows users to search many different databases at the same time, including PittCat. The library system maintains numerous reciprocal arrangements that enable researchers to acquire materials from other libraries. In the local area, Pitt has reciprocal borrowing agreements with eleven colleges and universities. By obtaining a Reciprocal Borrower's Card, students within this exchange network can borrow books from any of the libraries at no cost. Students and faculty also can utilize PALCI (Pennsylvania Academic Library Consortium, Inc.) E-Z Borrow, which provides access to the catalogs of more than 50 academic libraries in Pennsylvania, New Jersey, and West Virginia. Items can be requested directly from the owning libraries and will be sent to the library of the requester. Requests for interlibrary loan documents (including books and articles, microfilm reels, dissertations, and other materials) can be submitted electronically by Pitt students and faculty. Students and faculty from other institutions have access to the Latin American collection

through the reciprocal agreements described above and through Interlibrary Loan. CLAS annually awards two library research grants to faculty from two- and four-year institutions who do not have extensive libraries to utilize the collection for their research as well as to develop curriculum with Latin American content for use at their home institutions (see Crit. 7, p 21).

### **Criterion 6—Quality of Staff Resources**

**FACULTY:** CLAS' faculty exhibits both depth and breadth in the disciplines covered (see Table 3, p. 5). Of the 144 faculty, 59 are full professors, 38 are associate professors, 30 are assistant professors, and 15 are lecturers or instructors; 4 are departmental chairpersons, 3 hold endowed chairs, 2 are university professors, 2 are UCIS research professors, and 1 is a member of the National Academy of Sciences (see Appendix C for brief bios/qualifications of the faculty).

**FACULTY AND STAFF PROFESSIONAL DEVELOPMENT:** CLAS provides funding (both non-USDE and USDE) to faculty for: research projects and travel to meetings; curriculum development/course enhancement; special courses; conferences/symposia; and hosting lecturers/visiting scholars (in AY 2004, over \$82,000). CLAS faculty are eligible for funding from their departments/schools, UCIS, and the Office of the Provost for similar professional development opportunities. CLAS lends staff support to faculty in the organization of conferences/workshops/symposia and assistance in preparing proposals for outside funding and support for publications. UCIS provides over \$19,000 per year to fund professional development by Center staff.

**FACULTY TIME DEVOTED TO LATIN AMERICAN STUDIES:** Table 8 illustrates the significant time commitment faculty make to LAS. **Of the 79 Core faculty, 42 spend 75-100% time teaching, advising students, and conducting research on Latin America.**

	<b>25-49%</b>	<b>50-74%</b>	<b>75-100%</b>	<b>Totals</b>
<b>No. of Core Faculty</b>	20	17	42	79
<b>No. of Related Faculty</b>	63	2	0	65

**FACULTY OVERSIGHT:** CLAS' Advisory Committee is the main policy-making body of the Center. The Committee consists of six faculty members drawn from the Center's Core Faculty, an undergraduate student, a graduate student, plus the Director of CLAS and the Librarian of the Latin American Studies Collection *ex officio*. Four of the faculty members on the Committee are elected at large by the Center's Core and Related faculty. The two remaining members are appointed by the Director, so as to assure representation of the three main divisions in the faculty (humanities, social sciences, and professional schools) as well as to maintain, as nearly as possible, a balance of faculty ranks and gender. The student representatives are appointed by the Associate Director for Academic Affairs. Selection committees for all major grant and fellowship competitions administered by CLAS (e.g., FLASFs, Latin American Social and Public Policy Fellowships, Graduate Student Field Research Grants, and Faculty Research Grants) are composed solely of Center faculty members who evaluate the applications and make the final funding decisions. Each selection committee has at least three members—one from each of the major disciplinary divisions of the Center (social sciences, humanities, and professions). The chairs of the selection committees are members of the Advisory Committee.

**STAFF:** CLAS' administrative and outreach activities are managed by **nine full-time staff members** (director, associate director for research, associate director for academic affairs/FLASF coordinator, outreach coordinator/Title VI grant administrator, fellowship/international linkages coordinator, financial administrator, assistant to the director, assistant to the outreach coordinator, and secretary/receptionist), with a percentage of time of two UCIS technology support staff. The Latin American Library Collection is managed by two full-time librarians (see Crit. 5, p. 14). CLAS Director Kathleen Musante DeWalt is a tenured professor of Anthropology and Public Health. Of the other staff members, one holds a PhD and is an adjunct associate professor of Anthropology, one holds a master's, two are in master's training programs, two hold bachelor's,

and two working on bachelor's degrees. Seven of the members of the professional staff utilize Spanish in their work; one is a native Spanish speaker; one is a native Portuguese speaker who is also fluent in Spanish; and two have some knowledge of Quechua.

**EMPLOYMENT PRACTICES:** Of CLAS' 9 staff members, one is an African-American female, one a Latino female, one a Latino male, five are Caucasian females, and one is a Caucasian male.

Pitt, as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran or a veteran of the Vietnam era. Further, the University will continue to take affirmative steps to support and advance these values consistent with the University's mission.

This policy applies to admissions, employment, access to and treatment in University programs and activities. This is a commitment made by the University and is in accordance with federal, state, and/or local laws and regulations. In hiring faculty members, the chairperson or dean assures that recruitment, selection, and advancement procedures are in compliance with affirmative action mandates. Before an offer is made, the Provost considers whether sufficient attempts have been undertaken to identify qualified historically underrepresented individuals. The fact that over **50% of CLAS's 79 core faculty** are members of groups that have been historically underrepresented attests to Pitt's compliance with its commitment.

#### **Criterion 7—Outreach Activities**

CLAS conducts an innovative outreach program for elementary, secondary, and postsecondary educators, business professionals, and the general public. Outreach activities are designed and directed by a full-time coordinator with input from a K-12 teacher advisory committee. The outreach coordinator is a member of several regional and national education advisory boards, has

served as outreach program evaluator for other U.S. universities, and has presented at regional and national conferences. Table 9 demonstrates the impact of AY 2004 outreach activities.

	<b>Direct Impact</b>	<b>Indirect Impact*</b>	<b>Total Outreach Impact</b>
Elementary, Middle, and High School Students	1,760	18,780	20,540
K-12 Teachers and Administrators	513		513
University Students (Pitt and Other)	2,341		2,341
Faculty (Pitt and Other)	277		277
Faculty, Students, Business Professionals, & General Public**	6,892		6,892
Newsletter Distribution (CLASicos, Las Noticias)	2,750		2,750
Cuban Installation Art exhibit, film and lecture series	9,000		9,000
<b>TOTALS</b>	<b>23,553</b>	<b>18,780</b>	<b>42,313</b>
*Of the 513 K-12 teachers/administrators below, approximately 200 attended multiple programs. Therefore, indirect student impact is based on 313 teacher participants in teacher-training workshops with each participant teaching at least 60 different students during the school year (313 x 60 = 18,780).			
**The total includes university faculty, students, business professionals, and the general public who participate in workshops and attend the festival, film and lecture series, and conferences that are open to the public, etc.			
Note: The above totals do not include the 80,000 hits to the CLAS website during AY 2004.			

CLAS' outreach activities focus on: (1) sharing expertise with faculty and students from K-12 schools and other colleges/universities and with business professionals and the general public; (2) enhancing educators' ability to incorporate Latin American content into their curricula; and (3) providing opportunities for educators to design curriculum with Latin American content. This is accomplished through teacher-training/professional development workshops, curriculum development internships, research/curriculum development programs in Latin America, teacher-training/library research fellowships, lending libraries of Latin American instructional materials, a school visit program, and through the CLAS internet website where K-12 lesson plans are provided for use nationwide. During AY 2004, **15 faculty members** (from nine departments/schools—including **four from business, education, and public health**) and 17 graduate and undergraduate students participated in CLAS' teacher-training programs as topical or regional specialists, program advisors, country group leaders, and program facilitators.

**ELEMENTARY/SECONDARY:** In AY 2004, Title VI funds were used to: support 5 K-12 teacher-training workshops; sponsor a School Visit Program (SVP) and Model United Nations Simula-

tion (MUNS); and enable the Pennsylvania Governor's School for International Studies (PGSIS) to offer Brazilian Portuguese language training and classes on Brazilian culture. Pennsylvania's Department of Education has designated CLAS as an **Act 48 continuing educational provider**. This status allows K-12 teachers in Pennsylvania to receive continuing education credit for attending CLAS-sponsored teacher-training/professional development workshops.

The five AY 2004 teacher-training workshops dealt with Cuban art, the history and culture of the Caribbean, Nicaragua, cultural stereotyping in Latin America, and African-Latin American music; **15 CLAS faculty** assisted in the workshops; and **513 teachers** were enrolled. While the majority of the K-12 outreach activities focus on teacher training, CLAS has been exceptionally effective in directly educating K-12 students about Latin America. Programs that have a direct impact on students include the SVP, MUNS, and PGSIS. Pitt's School of Arts and Sciences approved the **SVP** for undergraduate internships in 1999, and interns earn 1 to 3 credits by designing lessons on Latin America and presenting them (in Spanish and English) in area K-12 classrooms. During AY 2004, interns visited 18 different schools (with repeat visits to various Spanish magnet elementary/middle schools) and reached over 500 students (approximately 35 % of the students were underrepresented populations—primarily African-American). Pitt's **MUNS** is a collaboration of its five NRCs. During AY 2004, 519 students from 35 Western Pennsylvania high schools participated in MUNS. Pitt is the site for the only international governor's school in PA. **PGSIS** is funded by the PA Department of Education and administered by UCIS at Pitt. It provides a select group of academically talented and highly motivated high school students from throughout PA with a challenging introduction to the study of international affairs and global issues. Beginning six years ago, CLAS began supporting Brazilian Portuguese culture and language training (including electronic correspondence with students in Brazil) in PGSIS. Since then, 180 students have enrolled in the Brazilian Portuguese/culture component.

The Center also offers K-12 educators an opportunity to conduct research overseas for course development and enhancement. Over the past three years, CLAS has sponsored professional development projects in Nicaragua (funded by a Fulbright-Hays Group Project Abroad grant) and Cuba, with **total enrollments of 44**. The programs include interdisciplinary pre-trip orientation seminars, language training, in-country research, and post-trip curriculum development and dissemination. The curriculum developed by the teachers in the Nicaraguan program is available for use via the website: [www.ucis.pitt.edu/clas/nicaragua\\_proj](http://www.ucis.pitt.edu/clas/nicaragua_proj).

**POSTSECONDARY:** Every other year, CLAS cosponsors (with Pitt's other area studies centers) a faculty development/teacher-training program for local two- and four-year colleges. These programs are **interdisciplinary and interregional**. Recent programs covered topics such as comparing the EU and MERCOSUR, societies in transition, and individuals and their global communities and had **average enrollments of 45**. Over the next four years, CLAS plans to focus its postsecondary outreach on teacher-training for local community college faculty (see Crit. 8, p. 27). Other postsecondary outreach includes widely disseminating information (through e-mails, flyers, a monthly calendar, and on the web) to local colleges and universities about CLAS' conferences, seminars, lectures, and cultural activities—which are free and open to the public. In addition, **library research grants are awarded annually** to faculty members from two- and four-year institutions in the U.S. who do not have access to extensive Latin American resources. These awards are designed to support awardees in Pittsburgh for one month to utilize the library and computerized resources as well as establish contacts with CLAS faculty and staff.

**BUSINESS/MEDIA PROFESSIONALS AND GENERAL PUBLIC:** As part of its mission, CLAS organizes policy conferences on issues critical to the U.S. and Latin America, with a recent focus on Brazil. Beginning in 2003, CLAS, Pitt's International Business Center (IBC), and the World Affairs Council of Pittsburgh instituted an annual "Brazil Business Briefing"—designed for com-

panies in Western Pennsylvania interested in doing business in Brazil. The briefings consist of panels of experts (U.S. and Brazilian corporate executives as well as university **business school faculty**) who discuss the current political, economic, and business environments and business experiences in Brazil. CLAS and the IBC often regularly cosponsor business briefings on other Latin American countries with the Chrysler Corporation Small Business Development Center at Duquesne University—such as the July 2005 briefing on the Peruvian mining industry. CLAS serves as a consultant for a local radio program that presents broadcasts in Spanish (and once a month in Portuguese) on Latin American issues/topics—including information about the Center’s activities and events. These conferences, seminars, lectures, films, concerts, and exhibits are important complements to the instructional program and also serve as key components of the outreach program in that they are widely advertised to all of CLAS’ constituencies and are free and open to the public. Approximately **7,000 persons attended such events** in AY 2004.

#### **Criterion 8—Program Planning and Budget**

Title VI funds have been used to build, maintain, and enhance the excellence of CLAS. The present plan requests Title VI funds to support activities and programs that have substantially contributed to the overall excellence of CLAS (and specifically its student training programs) over the long term (section on Excellence-Maintaining Activities and Programs) and to support several new initiatives that will move CLAS forward into the 21<sup>st</sup> century and further enhance its excellence (section on Excellence-Enhancing Activities and Programs). (To avoid confusion, individual budget figures in the plan are only for the first year that the activity occurs.)

#### **EXCELLENCE-MAINTAINING ACTIVITIES AND PROGRAMS :**

- Least/Less Commonly Taught Languages (Least/LessCTLs)* (**Invitational Priority 1**). CLAS coordinates efforts with other NRCs to offer a summer intensive **Portuguese** language institute (6 credits) each year. For the upcoming grant period, the institute will alternate among three

NRCs as follows: Wisconsin/Madison (2007 and 2009), Pittsburgh (2008), and Illinois (2010). This collaboration is cost-effective and enhances the opportunities for students to utilize FLASFs for the study of LCTLs—**\$9,906**. CLAS offers four levels of **Quechua** and **Aymara** (LeastCTLs) each academic year; levels 2 and 3 with Title VI funding (**\$4,998**) and levels 1 and 4 with Pitt funding.

•*Foreign Language Across the Curriculum*. CLAS offers a Spanish-language recitation section for one of several popular LAS history courses per year. Funding of **\$3,950** will support a TA as instructor. The TA will be supervised by a full-time, tenured faculty member.

•*Area Studies Courses*. “Introduction to Latin America and the Caribbean” (3 credits) is CLAS’ **interdisciplinary** undergraduate core course (offered through Pitt’s Honors College). A majority of the students in this course go on to complete a certificate in Latin American Studies—**\$4,176**. The “Seminar: Latin America” (6 credits) is an **interdisciplinary** course designed to prepare students with a broad knowledge of a selected country/region of Latin America and to aid students in designing research projects on that country/region—**\$6,851**. “People and the Environment in Amazonia” (3 credits) is offered during Pitt’s summer session, when there are few courses with LA content for students. Every other year, the Department of Anthropology covers the costs of the course—**\$4,568**. “Music of Latin America” (3 credits) and “Latin American Art” (3 credits) are offered to fill gaps in LA content courses in these department—**\$3,758** and **\$4,194**. Costs for these courses are shared with the Honors College and the applicable departments.

•*Teacher-Training/Faculty Development (Absolute Priority)*. Teacher-training workshops focus on a specific audience—K-12 teachers, college faculty, or university faculty. Experts on the topics make presentations, engage the participants in discussion, and assist with lesson design. CLAS plans to offer five K-12 teacher-training workshops each year—**\$7,500**. To ensure that language faculty keep up-to-date on ACTFL standards, CLAS requests **\$1,500** to defray the ex-

penses of language faculty attending ACTFL workshops and meetings.

•*Other Outreach.* CLAS requests **\$3,000** to continue to help supporting the Brazilian Portuguese language/culture component in PGSIS (see Crit. 7, p. 20), **\$3,750** to cosponsor a Latin American film series with the Latin American Cultural Union of Pittsburgh—a local organization dedicated to promoting the understanding of LA cultures/societies in the community, and **\$10,000** for partial support of CLAS' lecture series.

•*Library.* To support the continued development of LA library resources and to share these resources, CLAS requests funds for: library acquisitions (**\$4,000**), acquisition travel to the region (**\$5,000**), student bibliographic assistance (**\$3,010**), and three teacher-training/library research fellowships (**\$7,500**) (see Crit. 7, p. 21).

•*Travel.* CLAS will provide funding for its faculty to travel to professional meetings where they disseminate the results of their research to national and international audiences—**\$12,000**. To support staff/faculty travel to Title VI meetings/workshops, CLAS requests **\$4,000**.

•*External Evaluation.* CLAS requests **\$2,500** to cover the expenses of an external evaluator in the final year of the grant.

•*Program/Administrative Support.* For personnel directly working on the administration of the NRC grant, CLAS requests **partial** salary/fringe benefit support for the grant administrator/outreach coordinator (**\$5,787/\$8,681**), the program/technology administrator (**\$19,290**), the outreach/administrative assistant (**\$16,075**), and two graduate student assistants—for the teacher training/School Visit Program (**\$15,981**) and for academic affairs (to assist in the design, implementation, and analysis of the evaluation of student learning) (**\$15,981**).

•*Office Supplies/Operating Expenses.* CLAS requests **\$20,000** as a contribution toward supplies and operating expenses for NRC/FLAS programs primarily related to costs for new technology projects, networking fees, use of telephone and fax, postage, and printing, and **\$4,000** to pur-

chase digital media materials for the **outreach resource lending library**.

•*Foreign Language and Area Studies Fellowships (FLASFs)*. FLASFs enable CLAS to recruit the best graduate students for its outstanding training programs. The Center has consistently adhered to FLASF priorities in awarding the fellowships (see Crit. 10, p. 37). CLAS requests funding for 8 academic year (**\$216,000**) and 5 summer (**\$32,500**) FLAS Fellowships.

#### **EXCELLENCE-ENHANCING ACTIVITIES AND PROGRAMS :**

•*Least/Less Commonly Taught Languages (Least/LessCTLs) (Invitational Priority 1)*. In order to increase the study of Portuguese (LessCTL) by students who already speak or are studying Spanish, CLAS will offer “**Portuguese for Spanish Speakers**” (3 credits)—**\$4,176**. Under a signed Memorandum of Understanding, Pitt and Arizona State University’s (ASU) Latin American Studies programs will officially collaborate to offer language and culture training in Ecuadorian **Quichua** (LeastCTL). Quechua/Quichua is spoken by 11 million people in five Andean countries. It is increasingly the language of political movements in these countries. The Ecuadorian Quichua intensive summer language-training program will take place as part of ASU’s well-established *Amazon and the Andes Field School*, located in Napo Province, Ecuador. Students attend classes daily and live within the Quichuan-speaking communities. Courses include Quichua language-training from elementary to advanced levels. During the grant period, courses on Quichua ethnobotany, ethnomedicine, and issues in health-care delivery will be offered. Pitt will take responsibility for the course “Health, Nutrition, and Population of the Indigenous People of the Upper Napo,” designed for medical, nursing, public health, public policy, and social science students. The Pitt/ASU collaboration enhances the opportunities for students to utilize FLASFs for the study of a least-commonly taught language and will increase the number of Quechua/Quichua language specialists with first-hand community experience and a better understanding of the political and economic impact indigenous communities are making within their

countries and globally—**\$10,000** is requested to support the participation of Pitt faculty as instructors in language and culture courses. CLAS also proposes to host a national conference for instructors of LeastCTLs (Quechua, Aymara, Nahuatl, etc.) to evaluate and enhance teaching materials and oral proficiency testing in these languages—**\$5,000**.

•*Language Proficiency Evaluation (NRC Competitive Preference Priority)*. CLAS requests **\$4,000** to train faculty and graduate students as examiners and for the evaluation of **undergraduate students' oral proficiency** in Spanish and **Portuguese** using Simulated Oral Proficiency Interviews (SOPI). CLAS will consult with the Center for Applied Linguistics (a **Language Resource Center**) in Washington DC on this project. For assessing students' proficiency in Quechua and Aymara, CLAS requests **\$1,500** to hire a consultant qualified for such assessment. (See Crit. 9, p. 35.)

•*Teacher-Training/Faculty Development (Absolute Priority)*. CLAS plans to implement two new projects **in collaboration with educational institutes throughout the U.S.** The first project involves **a network of seven NRCs** (Pittsburgh, Wisconsin/Milwaukee, Texas, Yale, Tulane, Georgetown, and Harvard) that will collaborate with the Consortium on Latin American Studies Programs (CLASP) to support participation by educators in summer teacher institutes organized by Latin American Studies centers nationwide. This project will expand the professional development opportunities available to local educators, increase participant numbers for individual institutes, and enrich workshop dynamics by geographically diversifying participation—**\$3,000**. The second project (which addresses **Invitational Priority 4**) is a collaboration of three **Centers for International Business Education and Research (CIBERs)** to develop and deliver **international business and language content learning modules** (including modules on Latin America) via **Internet 2** to K-12 schools throughout PA (meeting both federal and state educational goals). The project builds on the expertise and experience of the MAGPI- Gigapop

project at the University of Pennsylvania. Pitt's CIBER, in partnership with the Penn and Temple CIBERs, will support this project and disseminate content developed at Pitt—**\$2,500**. To meet the increasing number of school districts offering programs in foreign language instruction in elementary schools, CLAS will cosponsor a workshop for teachers of *Foreign Language in Elementary Schools (FLES)*. While the majority of interest is in Spanish language, there are several other world area languages being offered at the elementary level. Dr. Rick Donato (Instruction and Learning, Pitt's School of Education) is an expert in this area and will work with Pitt's area studies centers in organizing the program. The workshop will offer elementary foreign language teachers an opportunity to learn about the latest methods for teaching language—**\$2,000**. CLAS has initiated a **special effort to more actively incorporate community college faculty into outreach** in order to assist in the preparation of their students for the global market place. CLAS will conduct a series of workshops for community college faculty designed to add Latin American expertise in topics such as comparative regionalism, indigenous political and social movements, public health, environmental and political issues, and doing business in other countries/cultures. Workshops will be cosponsored with other UCIS area studies centers—**\$9,000**.

•*Outreach: Thematic Activities*. Over the next four years, CLAS will focus the majority of its seminars, conferences, and lectures around the Center's core **theme** of *Globalization and Diversity/Inequality in Latin America: The Challenges, Opportunities, and Dangers*. Activities will consider these dimensions of globalization for conventional political movements, new social movements, indigenous communities, women, and ethnic/racial minorities in Latin America and the Caribbean. These activities will supplement both the academic and outreach programs by providing faculty and students (locally, nationally, and internationally) with continuously updated information on this crucial global issue—**\$20,000**.

•*Curriculum Development.* To encourage Pitt faculty to add LA content to courses and to develop new courses, CLAS will award two curriculum development grants annually—**\$3,000**. In order to maintain and enhance the quality of language training in **Quechua** and **Aymara (LeastCTLs)**, CLAS requests **\$4,300** to enable the instructor of these languages to collect and design teaching materials. CLAS also will format Latin American lessons developed in **teacher-training workshops** for inclusion on CLAS’ website, enabling these lessons to be widely used for curriculum development in K-12 schools and colleges/universities nationwide—**\$2,500**.

•*Assessment of Student Learning.* CLAS requests **\$5,000** to contribute (with other UCIS programs) to hiring an outside consultant to design student assessment surveys (see Crit. 9, p. 35).

**COST EFFECTIVENESS:** The costs for Least/LessCTL and area studies courses will be **shared with the departments/schools—which will provide between 50 and 85% of the costs**. The staff salaries/fringe benefits requested from USDE will account for approximately **10%** of the total salaries/fringes for the nine staff members and represent **less than 18% of the requested NRC funding**. The FLAS coordinator and financial administrator for the NRC are supported solely by Pitt funds. Rotating the summer intensive Portuguese institutes also enhances cost effectiveness (see Crit. 4, p. 12). Overall, as the impact data show (see Crit. 9, p.29), CLAS effectively uses Title VI funding to further its mission and is extremely careful in expending these funds according to USDE guidelines.

**DEVELOPMENT PLAN—EFFECTIVE USE OF RESOURCES AND LONG-TERM IMPACT ON TRAIN-**

**ING PROGRAMS:** At the completion of the requested NRC grant, CLAS expects to have: (1) increased opportunities to study Least/LessCTLs (through the program in Quichua with ASU and support of Portuguese language training at Pitt) and enrollments in these languages; (2) enriched LA course content and increased the number of LA courses (by subsidizing faculty travel and research and offering curriculum development grants); (3) continued to provide teacher-training/

**Comment [J1]:** Move right before Impact and Eval section

faculty development and curriculum development for K-12 public/private schools, community colleges, and college/university educators and enhanced teacher-training through new cooperative arrangements; (4) increased the quantity and quality of the Latin American Library Collection; (5) increased resource sharing through Latin American library collection research fellowships, internet access to lesson plans, easy access to growing amounts of materials in the outreach lending library, and the effective use of technology; (6) instituted new language proficiency evaluation procedures; (8) contributed to new knowledge on the region by supporting scholarly endeavors on its core theme; (9) implemented new evaluation/assessment tools; and (10) continued to make the best use of FLAS Fellowship funding by adhering to USDE priorities and cooperating with Latin American programs across the nation. As documented throughout this proposal, the fundamental long-term impact of the proposed activities on all students in the academic disciplines and professions at Pitt will be to improve substantially CLAS' ability to provide high quality Latin American-focused language and area studies training programs in order to produce Americans with advanced proficiency in the least- and less-commonly taught languages (and Spanish), along with a profound interdisciplinary understanding of the societies in which the languages are spoken.

### **Criterion 9—Impact and Evaluation**

**IMPACT:** The activities that CLAS has carried out as a result of its designation and funding as an NRC have had measurable impacts in its three target areas: (1) the University of Pittsburgh (Pitt); (2) institutions and the communities of the Tri-State Area (TSA); and (3) the national and international academic and policy arena.

Over the 28 years that USDE has funded CLAS, **Pitt** has dramatically increased its commitment to Latin American Studies. Since 1978, the faculty affiliated with CLAS has grown from 49 to 144; courses with Latin American content, from 147 to 258; enrollments in LAS

courses, from 2,294 to 7,212; students enrolled in certificate programs, from 110 to over 300; and volumes in the library, from 140,000 to over 445,000 (see Table 10 for the past 4 years). Pitt has acknowledged the impact of the NRC and FLASFs on Portuguese language training by adding a second full-time faculty member in Portuguese and creating a minor in Portuguese. There is no doubt that NRC funding has allowed CLAS to grow and has been leveraged into increasing commitments by the University. CLAS' impact on the University is broad as well as deep. Current examples include the recent Brazil-focused IGERT grant in the school of engineering and the new and proposed programming involving the schools of medicine, public health, and nursing (see Crit. 8, p. 25). Participation in events and usage of CLAS' resources has shown a general increase as indicated in the Outreach Impact statistics in Table 10.

**Comment [jf2]:** Have these all been mentioned previously????

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
Number of faculty	138	144	147	144
No. of Departments & Schools	18	18	20	20
No. of Courses Offered	224	236	261	258
Student Enrollment in Courses	6,883	6,803	6,638	7,212
Volumes in Library Collections	406,525	430,883	430,883	445,915
U. of Pittsburgh Financial Support	5,438,307	5,640,062	5,809,908	5,880,333
FLAS Fellowships Awarded*	8	7	11	10
Outreach (no. of individuals impacted)	15,780	37,123	23,251	42,313

\*Careful use of funding enabled CLAS to award additional summer FLASFs—more fellowships than would have been possible with available funds. **Of the 36 FLASFs awarded, 32 (89%) were for Least- and LessCTLs.**

Teacher-training workshops and the School Visit Program have increased to the extent that, in 2004-2005, these programs had direct or indirect impact on over 20,000 K-12 teachers and students in the **Tri-State Area** (TSA—Western PA, Eastern Ohio, and Northwestern WVA). In the past three years, the Center has partnered with the Latin American Cultural Union, the World Affairs Council of Pittsburgh, the U.S. Department of Commerce, the Carnegie Museum of Natural History, Carnegie Mellon University, Chatham College, Duquesne University, the Mattress Factory Museum, Pittsburgh Filmmakers, the Pittsburgh Cultural Trust, the Art Institute of Pittsburgh, the PA Department of Education, the PA State Modern Language Association, Citi-

zens for Global Solutions – Pittsburgh, the Model United Nations Association, and local school districts on programs that present information about Latin America. Many of these organizations have increased the number of Latin American-focused programs that they offer as a result of their association with CLAS.

From 2000-01 to 2004-05, Pitt awarded 2,001 undergraduate and 1,034 graduate degrees to students who took 15 or more credits in Latin American courses (excluding credits for elementary and intermediate Spanish) toward their degrees. These graduates have been widely placed in academic, government, and military careers and have a substantial impact on the **national and international academic and policy arena** (see Table 11 for placements for the past 5 years).

<b>Table 11: Impact through Placement of Degree Recipients 2000-2005</b>			
	<b>Bachelors</b>	<b>Masters</b>	<b>Doctoral</b>
Continuing Study	159	113	52
Employed by U.S. Organizations			
Postsecondary Education	13	68	78
Elementary/Secondary Education	22	27	18
Government	17	17	20
Private Sector/Non Profit	13	9	17
Private Sector/For Profit	60	35	111
Employed by International or Foreign Organizations:			
In the United States	9	6	0
Outside the United States	19	65	159
Unemployed	38	42	5
Unknown/Out of Labor Market	1,651	87	105
<b>TOTALS</b>	<b>2,001</b>	<b>469</b>	<b>565</b>

Over the past three academic years, CLAS sponsored or cosponsored 7 international conferences on a wide range of topics—Andean archaeology; disaster response in super-metropolitan areas; Cuban slavery and law; Latin America cultural studies; Afro-Colombians; training and scholarship in Latin American studies; and music and cultural rights. The results of most of these conferences have been, or will be, published. A good deal of the scholarly and policy impact is the result of the activities of CLAS faculty through publications and conference/professional meeting presentations (see Appendix C

for brief bios/qualifications of the faculty). Center activities and training programs have contributed to an improved supply of experts in the field as illustrated by graduate enrollments, quality of FLAS applicants, and the placement of degree recipients.

**EQUAL ACCESS FOR STUDENTS FROM UNDERREPRESENTED GROUPS:** Pitt has a policy of blind student admission which ensures that students are admitted on the basis of academic abilities and not on their ability to pay, or on gender, race, national origin, color, disability, or age. Pitt is committed to efforts to increase enrollment of members of underrepresented groups through emphasized recruitment of minority undergraduate students. The five NRCs at Pitt conduct an annual outreach program that introduces African-American high school students to the benefits of international/global studies. Of this group, approximately, 5% matriculate to Pitt upon completion of high school. CLAS attracts and enrolls a somewhat higher percentage of students from groups historically underrepresented in the academy than Pitt as a whole; **13.5% of students enrolled in CLAS undergraduate programs in AY 2004 were from underrepresented groups (African American, 7.4% and Hispanic, 6.1%) as compared with University enrollment of 10.6%. Over the past three years, 17% of students participating in the Seminar/Field Trip (CLAS' select study abroad program) have been African-American.** Disability Resources and Services individually design and recommend services to enhance the skills and personal development of students with special needs (e.g., exam accommodations, taped textbooks, sign language interpreter/real-time reporting, instructional strategy assistance, adaptive computing and training labs [Braille keyboards and printers, synthesizing computers that vocalize written data], and disability parking and transportation).

**COMPREHENSIVE EVALUATION PLAN:** In order to maintain the excellent quality of its programs, CLAS has implemented a comprehensive evaluation plan that provides measurable data.

The overall plan and indicators are summarized in Table 12 (p. 36). Currently, CLAS collects an array of data, and in the next project period proposes to augment this data.

•*Internal Evaluation—Basic Data.* CLAS collects information at least once a year on numbers of: faculty, students in programs, holdings in library collections, courses offered, student enrollment in courses, certificates/degrees awarded, outreach activities, attendance at events, use of special collections of teaching materials, etc. These data are analyzed in comparison to past years and used to gauge the long-term development and improvement of the individual programs as well as the Center overall.

•*Internal Evaluation—Faculty/Student Opinion Surveys.* Periodically, CLAS surveys faculty and student opinion on: the range, quality, and accessibility of language and non-language LAS courses and library resources; the level, appropriateness, fairness, and accessibility of the small research grant, fellowship, and travel grant programs; and the effectiveness of information dissemination. The next survey will be carried out in Spring 2006.

•*Internal Evaluation—Student Evaluation of Teaching.* Pitt requires student evaluations of teaching (SET) for the majority of courses, including LAS courses. Faculty undergo periodic peer evaluation of teaching (PET). Departments/schools monitor the overall quality of teaching.

•*Internal Evaluation—Outreach.* Participant evaluation of all teacher-training programs and the school visit program are conducted at the end of each activity.

•*External Evaluation.* Approximately once per grant cycle, CLAS contracts with an external evaluator to review programs and program outcomes. The evaluator is a knowledgeable scholar with experience in LAS, but not currently at a Title VI-funded institution. During AY 2004, an external evaluation was carried out by Professor Thomas Holloway, PhD (Director of Hemispheric Institute on the Americas and Professor of Latin American History, University of California, Davis). His report outlines the strengths and comments upon the overall quality of the

program and presents specific recommendations for the future. Dr. Holloway's summary comments are: "...Taken as a whole CLAS, along with related programs and associated faculty at the University of Pittsburgh, constitutes one of the major centers of Latin American Studies in the U.S., and thus in the world...its true whether measured in terms of financial operations, in size and scope of faculty resources, or in the quality of its teaching and training programs...One of the most impressive ways CLAS spreads the results of the study of Latin America beyond the University is through the Outreach Program...[outreach activities are] an important example of educational public service, and do much to bridge the gap between basic research and advanced training in Latin American studies, and the wider public." Dr. Holloway recommended that CLAS look to the future regarding its library collection. Librarian Eduardo Lozano, the architect of the Latin American collection, is nearing retirement age. The CLAS Director obtained a letter from the Director of Hillman Library assuring CLAS that when Mr. Lozano does retire, the library system is committed to searching internationally for an equally distinguished librarian of Latin America. CLAS is also evaluated by an external board of advisors (BoA: composed of members of the local community, alumni, and businesspersons) and by the UCIS board of visitors. The CLAS BoA reports to the UCIS BoA and the UCIS BoA reports to the Provost.

**NEW EVALUATION TOOLS TO BE IMPLEMENTED IN THE NEXT GRANT PERIOD:** In addition to ongoing programs of evaluation, CLAS proposes several new evaluation programs.

•*Language Proficiency Evaluation.* To improve language proficiency evaluation (see Crit. 4, p. 13), beginning in 2006-07 and continuing over the next four years, CLAS will implement new procedures to evaluate language proficiency in Spanish, Portuguese, Quechua, and Aymara for both undergraduate and graduate certificate students. For Spanish and Portuguese, **CLAS will adopt the Simulated Oral Proficiency Interview (SOPI)** to test all certificate students. CLAS will train faculty and advanced graduate students to administer SOPI. SOPI has been chosen be-

cause: it is approved by the Center for Applied Linguistics and based on the speaking proficiency guidelines of ACTFL; it tests for proficiency in functional language competency at the novice, intermediate, advanced, and superior levels; and it is more efficient for training testers and more cost effective to administer than ACTFL/OPI. No standardized proficiency evaluation tool is available for Quechua and Aymara. CLAS will hire a consultant to assess all students enrolled in these languages every year (including students attending the Quichua field school in Ecuador).

•*Assessment of Student Learning.* CLAS and the other UCIS area studies programs will develop and implement a survey instrument to query certificate students' knowledge about and attitude towards international issues/foreign cultures (with specific sections designed for each world region) before, during, and at the end of their course of study. The survey will be administered online through the Pitt Portal system. Data from the survey will be stored in an on-line database and analyzed on an annual basis. Analysis results will allow CLAS to evaluate how its academic offerings are achieving targeted learning outcomes and used to adjust curricular programming and to review certificate requirements. An outside evaluation specialist will be hired to develop the survey in cooperation with center academic advisors and the UCIS Director of Informatics.

•*Outreach Evaluation.* Based on the outstanding reputation of its outreach program, CLAS was invited to participate in the Evaluation, Assessment & Policy Connections (EvAP) program of the University of North Carolina's School of Education. EvAP is funded by Title VI to design and develop an evaluation tool kit that can be used to determine the extent to which K-12 international outreach programs achieve their outcomes and meet the expectations of teachers, students, presenters, and program administrators. Beginning in 2005-06, the CLAS outreach coordinator will work with the EvAP Director to design and use a custom evaluation tool kit to evaluate its outreach programs. Data will be compiled and used to (1) plan/improve CLAS outreach activities, and (2) reside on the EvAP website for use by universities throughout the U.S.

<b>Table 12: Comprehensive Evaluation Plan, Summary of Plan and Indicators</b>			
<b>Goal 1: Facilitate the creation of new knowledge and understandings about Latin America</b>			
<b>Activity</b>	<b>Output Measures</b>	<b>Outcome Measures</b>	<b>Instruments</b>
Recruit and maintain a highly productive and competent faculty	# of faculty affiliated with CLAS	# of publications produced by faculty	Basic Data 5 Year External Review
		Extra mural research grants awarded to faculty	Basic Data 5 Year External Review
Support faculty research	# of faculty supported by CLAS small grants for faculty	# of publications produced by faculty	Basic Data 5 Year External Review
Support student research	# of students supported by CLAS small grants for graduate students	# of publications produced by students	Basic Data 5 Year External Review
		Extra mural research grants awarded to students	Basic Data
Support conferences/workshops on cutting edge topics	# of conferences and workshops supported	Publications from conferences and workshops	Catalogue of publications; 5 Year External Review
Continue to develop and maintain first-rate library resources	# of volumes	Use of the library by scholars	Basic Data
		Evaluation of library resources by outside consultants	5 Year External Review Faculty/Student Opinion Survey
<b>Goal 2: Educate students in Latin American Studies and train the next generation of scholars</b>			
<b>Activity</b>	<b>Output Measures</b>	<b>Outcome Measures</b>	<b>Instruments</b>
Provide knowledge concerning Latin America	# of courses with LAS content; enrollments in courses with LAS content	Assessment of Student Learning at Graduation (new assessment tool kit to be developed across UCIS)	Assessment of Student Learning SET/PET
Enroll students in multidisciplinary certificate programs			
	# of course in languages, including Less/LeastCTLs	Language proficiency testing	Proficiency testing of certificate students in Spanish, Portuguese, Quechua, and Aymara
	# of students enrolled in certificate programs	Placement of students in academia, business, government, international agencies, etc.	Basic Data: Placement Review
Quality of training in certificate programs	# of students graduating with certificates		
	Placement of students	Assessment of student learning	5 Year External Review; Assessment of Student Learning
Enhance graduate student professionalization through travel grants	# of papers presented at professional meetings		
<b>Goal 3: Extend information about Latin America to the local, national and international communities</b>			
<b>Activity</b>	<b>Output Measures</b>	<b>Outcome Measures</b>	<b>Instruments</b>
Seminars and conferences presented on the Pitt campus (free and open to the public)	# of seminars and conferences		Basic Data
	# of attendees		Basic Data

Teacher training	# of teachers participating	Participant evaluation of experience	EvAP toolkit
		Incorporation of materials into lesson plans	EvAP
School visit program	# schools visited		
Development of faculty at area post-secondary institutions	# of faculty participating	Incorporation of LAS in curricula	EvAP
Programs presented in the community	# and type of programs	Change in number of programs/partners, with LAS content in local area, independent of CLAS	Basic Data: Monitoring of Community Programming through the CLAS Calendar
	# of partners for programs		

### Criterion 10—FLASF Selection Process

FLAS Fellowship information is widely distributed as follows: a general description of FLASF is on the CLAS website (80,743 viewers from 9/04-6/05)—supplemented each fall with an announcement opening that year’s competition; in various publications—the CLAS brochure (sent to prospective students and given to visitors), *CLASicos* (the Center’s newsletter), and *After Latin American Studies: A Guide to Graduate Study and Employment for Latin Americanists* (describes the FLASFs and lists all institutions that grant them); and through c. 500 flyers mailed to CLAS faculty, department chairs, and deans each fall and e-mail reminders of the February 12 deadline sent to students, faculty, and administrators. The competition announcement specifies the purpose of FLASFs, eligibility requirements, **USDE competitive priorities**, application procedures, selection procedures, and award benefits. Students prepare their applications, consisting of: an information form verifying eligibility, graduate and undergraduate transcripts, a personal history and study plan (indicating how study of the language/area fits into academic and career objectives), and evaluations by two professors who know the student well. Students present the required documents to a representative (usually the director of graduate studies or financial assistance) designated by the department/school. Units may forward up to four applications to be entered into CLAS’ competition. The FLASF coordinator checks applicants’ eligibility, assures

complete documentation, and verifies institutional language eligibility. **USDE competitive priorities** are brought to the attention of the selection committee in a memo of transmittal that accompanies the applications. Committees (composed of one faculty member each from the social sciences, humanities/languages, and professional schools) are given ten working days to review applications. At the selection committee meeting, individual rankings are presented and a composite constructed. Criteria include the applicant's potential for high academic achievement and the relevance of the study plan to the need to study a language critical to the area. Outstanding scholars who wish to study Least/LessCTLs and who are from underrepresented groups are given special consideration as are any **applicants who meet USDE priorities**. The FLASF coordinator attends the meeting as a non-voting member to clarify USDE and CLAS requirements (e.g., CLAS disallows use of the FLASF for dissertation research/writing). At least 14 applicants are ranked; 6-7 academic year fellowships are awarded annually. Within two days of the meeting, the committee's decisions are announced to the applicants and to those who nominated them. Letters are sent in February to offer the FLASF or alternate status or advising applicants that they were not selected. Pitt guarantees four full fellowships on Latin America, thus enabling CLAS to immediately offer fellowships to the top four applicants regardless of overall cost (non-resident tuition exceeds the USDE institutional payment). Summer FLASFs also have a permanent presence on the website and in the literature of CLAS. A website announcement and hard copy flyer to open the annual competition specifies the deadline (March 7) and emphasizes the availability of summer fellowships to students in **any graduate study program nationwide**. Flyers are mailed in January/February to NRCs as well as to all major Latin American studies programs. Applications are received and reviewed by the FLASF coordinator who convenes a meeting of the Summer FLASF Selection committee (composed of 3 faculty—one for Spanish, one for Portuguese, and one for LCTLs). The process of discussion, committee rankings, and

decisions follow the same procedure as the academic-year awards. Each applicant is notified of the results in late March/early April.

**During the past three years, CLAS awarded 28 FLASFs —25 for the study of Least/LessCTLs.** The 17 academic year and 11 summer FLASFs went **to students from five universities** (Pitt, California at San Diego, Cornell, Emory, and Washington State). **Awardees studied four Least/LessCTLs (Quechua, Quichua, Tzotzil Maya, and Portuguese).** FLASF recipients **came from a wide range of disciplines:** law, education, public and international affairs, anthropology, area studies, art history, foreign languages and literatures, history, linguistics, politics, and development sociology. CLAS cooperates with other NRCs in advertising summer FLASFs, disseminating information, providing precedents for new FLASF coordinators, answering specific questions from applicants, and sharing small balances to make additional fellowships available nationally. CLAS and Arizona State University share applications for fellowships for ASU's Quichua program in Ecuador (2 CLAS summer FLASFs in 2005) and Cornell's Quechua program in Bolivia (1 in 2004). CLAS rotates the offering of intensive summer Portuguese institutes with other NRCs (see Crit. 4, p. 12).

**•FLASF Competitive Preference Priorities.** As it has done in the past with great success, CLAS will make every effort to continue to offer fellowships in accordance with FLASF Program Competitive Preference Priorities (*FPCCP*). For 2006-07, *FPCCP 1* (offer fellowships in the less and least commonly taught languages to students who are pursuing advanced level language proficiency) and *FPCCP 2* (offer fellowships to master's degree students who are more likely to pursue government service or enter a professional field) will appear as priorities in the competition announcement and in the memos of transmittal to the selection committees and will be verbally reiterated at the selection committee meetings for both academic year and summer FLASFs.

**Criterion 11—Competitive Priorities**

As delineated in the Program Plan (Crit. 8) and the Impact and Evaluation (Crit. 9) sections, CLAS addresses the following USDE priorities for this competition.

**NRC PROGRAM ABSOLUTE PRIORITY:** for projects that include teacher training activities on the language, languages, and area studies, see pp. 23-24, 26-27, and 28; for projects that include teacher training activities on the thematic focus of the center, see p.27.

**NRC PROGRAM COMPETITIVE PREFERENCE PRIORITY:** for activities designed to demonstrate the quality of the center's language instruction through the measurement of student proficiency in the less and least commonly taught languages, see pp. 26 and 34-35.

**NRC PROGRAM INVITATIONAL PRIORITY 1:** for activities designed to promote undergraduate learning through two or more continuous years in the less or least commonly taught languages, see pp. 22-23 and 25-26.

**NRC PROGRAM INVITATIONAL PRIORITY 4:** for collaboration with Title VI Language Resource Centers and CIBERS with the objective of increasing the nation's capacity to train and produce Americans with advanced proficiency of the less and least commonly taught languages, along with an understanding of the societies in which those languages are spoken, see pp. 26-27.

**NRC PROGRAM INVITATIONAL PRIORITY 5:** for activities that expand and enhance outreach to K-12 constituencies, see 23-24 and 26-27 (and see pages 19-21 for background information).

**FLASF COMPETITIVE PREFERENCE PRIORITIES:** for CLAS compliance with FLASF competitive preference priorities 1 and 2, see page 39.