

Criterion 1. Commitment to the Subject Area

Introduction. The Latin American, Caribbean and Iberian Studies Program (LACIS) at Madison and the Center for Latin American and Caribbean Studies (CLACS) at Milwaukee form a Consortium that has been nationally recognized since its formation in 1973. The Consortium is guided by the State's commitment to the "Wisconsin Idea," first stated in 1904, to meld high quality research and teaching with public service to citizens of the state and nation, as well as to international partners. The two campuses, as the only PhD-granting higher-education institutions in the state, work closely in venues such as the Wisconsin International Outreach Consortium to serve the needs of Wisconsin K-16 teachers now working with new certification rules for PK-12 educators, known as PI-34. The Consortium reflects the collaborative nature of the UW System, using its distinctive strengths to infuse Title VI goals into K-12 and higher education in Wisconsin, and providing its expertise and resources to UW System regional campuses as well as other institutions of higher education in the Upper Midwest. Madison, the state capital and home of the main UW campus, serves a student body of diverse and well-prepared students. Milwaukee, the state's major industrial and port city, serves a student body composed mainly of non-traditional, often first-generation university students, especially from underrepresented groups. The UW takes pride in its Latin American and Caribbean Studies centers which it has sustained with considerable financial support over three decades as National Resource Centers.

1.A. University Financial and Other Support. Operation of Program. **Table 1.1** shows that the UW supports 89.1% of Consortium operations. Its major contributions are administrative salaries (100%) for all the administrative staff, supplies and computers, and financial support for speakers and events. Non-monetary support is substantial including language laboratories, and instructional resources such as cartographic labs, academic computing centers, museums with

Latin American (LA) collections, video production facilities, communication resources including radio, television and other media, reading rooms for students, and conference facilities.

Teaching Staff. Table 1.1 shows that the UW provides 98.2% of the salaries and fringe benefits for language teaching staff and 99.7% of the salaries and fringe benefits for faculty in all other disciplines. Title VI funds are essential for LCTL instruction. **Library Resources.** 91.9% of the funding for LA and Caribbean library acquisitions and 99.7% of salaries of library personnel comes from the UW (Table 1.1 and Criterion 5).

Table 1.1: UW-Madison, UW-Milwaukee, and Title VI NRC Support, 2004-05

CATEGORY	UW CONSORTIUM		TITLE VI - NRC	
	Amount	%	Amount	%
Salaries for Program Admin. & Outreach Personnel	509,741	89.1%	62,463	10.9%
Salaries for Language Faculty (TAs, lecturers, & relevant language laboratory staff)	3,169,719	98.2%	57,692	1.8%
Salaries for Faculty in all Other Disciplines	4,391,630	99.7%	12,011	0.3%
Salaries for Library Staff	236,586	99.7%	714	0.3%
Expenditures for Library Acquisitions	226,704	91.9%	20,000	8.1%
Linkages with Institutions Abroad	204,798	100.0%	-	0.0%
Expenditures for Outreach (conferences/workshops)	79,840	53.3%	69,843	46.7%
Student Financial Assistance and Research-Related Support (excluding language TAs)	1,453,747	99.9%	1,648	0.1%
TOTAL CONTRIBUTIONS	10,272,765	97.9%	224,371	2.1%

Linkages with Institutions Abroad. In 2004-05, the UW supported (100%) Consortium linkages with LA institutions through study abroad programs and student exchanges. **Outreach Activities.** 53.3% of the funding for outreach activities comes from the UW. Title VI funding remains crucial for the Consortium’s outreach functions. **Students.** When FLAS fellowships are excluded, which are not part of Consortium funding, the university’s share of support for students studying LA is 99.9%.

1.B. Financial Support for Graduate Students. The University’s support for graduate students’ tuition waivers, stipends, assistantship wages, and research grants totaled over \$1.4

million in 2004-05 (**Table 1.1**), although the need for graduate student support is strong, as seen by the number of student applications for FLAS fellowships from 2002-05 (**Table 10.2**).

Criterion 2. Quality of Curriculum Design

2.A. Integration of LA Instruction into Baccalaureate Degrees. Madison's LACIS BA integrates the wide range of LA content courses available on campus by requiring students to take courses in several disciplines as well as interdisciplinary offerings (**Table 2.1**). Currently, there are 66 LACIS majors; 13 degrees were awarded in 2004-05. Two other undergraduate degrees offer a LA concentration (International Studies and International Business). At Milwaukee, students can pursue a LA concentration in the International Studies major or a LA certificate through CLACS. Students also can take LA area courses for the new BA in Global Studies, an innovative, interdisciplinary program that integrates Letters and Science (L&S) curricula with the professional schools in architecture/urban planning, business, education, health sciences, information science, and nursing (**Table 2.1**). **Quality of Undergraduate Training.** Madison's faculty provides both breadth of knowledge and excellence in undergraduate teaching. In 2004-05, most LACIS undergraduates took courses in departments ranked in the top ten nationally by the latest Gourman Report. Overall, Madison's undergraduate education program garnered an academic rating of ninth in the US. In 2004-05, nearly 68% pursued double disciplinary degrees or a degree plus certificate; 30% had a cumulative GPA of 3.7 or higher. Madison offers serious undergraduates a wealth of opportunities for collaborative research with faculty. Those with LA interests seek Hildale Undergraduate/Faculty Research Fellowships or Holstrom Environmental Scholarship. From 2003-05, undergraduates and their faculty partners won 5 Hildale Fellowships and 1 Holstrom Scholarship. At Milwaukee, many CLACS certificate students pursue double disciplinary degrees or multiple certificates. Certificate

students enrolled during 2004-05 had an average GPA of 3.451, with 75% of students above 3.5.

Table 2.1: Undergraduate Degrees and Certificates, Participation and Requirements

MADISON		MILWAUKEE	
Program & Participation	Requirements	Program & Participation	Requirements
BA/BS in Latin American, Caribbean and Iberian Studies (LACIS) • 66 enrolled • 13 degrees in 2004-05	<ul style="list-style-type: none"> • 4 courses in advanced Spanish and/or Portuguese • Introduction to Latin America (Pol Sc 260) or History 241/242 • 5 courses with LACIS content, not including language courses • 3 disciplines required 	Certificate in Latin American and Caribbean Studies <ul style="list-style-type: none"> • 12 enrolled • 6 certificates in 2004-05 	<ul style="list-style-type: none"> • 21 credits • 15 credits 300-level or above • Language proficiency (300-level or above coursework) • 2.75 minimum GPA
BA in International Studies with LA Emphasis <ul style="list-style-type: none"> • 20 enrolled • 4 degrees in 2004-05 	<ul style="list-style-type: none"> • 12 Credits in Global Cultures courses or semester study Abroad • 5th semester foreign language • Independent study project or senior capstone seminar 	Latin American Regional Specialization in International Studies Major <ul style="list-style-type: none"> • 14 enrolled • 3 degrees in 2004-05 	<ul style="list-style-type: none"> • 14 college credits in foreign language • 3 credit senior seminar • 3 credit “techniques” course • 9 credits focused on L.A. • 4 courses in History, Economics • 21 credits in Political Science
BBA in International Business with LA Emphasis <ul style="list-style-type: none"> • 17 enrolled • 1 degrees in 2004-05 	<ul style="list-style-type: none"> • 22 credits of a single foreign language (may include area study courses) • 9 credits in area studies • 1 semester study abroad 	Applied Foreign Language and Area Studies Track (Latin America) in International Studies Major <ul style="list-style-type: none"> • 1 enrolled • 1 degree in 2004-05 	<ul style="list-style-type: none"> • 6 credits core courses • 6 credits area studies courses • 6 credits upper level foreign language • 6 credits study abroad • 3 credit internship • 3 credit senior seminar
Certificate in International Business with LA Emphasis <ul style="list-style-type: none"> • 4 enrolled • 7 certificates in 2004-05 	<ul style="list-style-type: none"> • 12 credits of a single foreign language • 12 credits of area studies courses 	Certificate in International Business (comparative) <ul style="list-style-type: none"> • 103 enrolled • 35 certificates in 2004-05 	<ul style="list-style-type: none"> • 9 credits core courses • 6 credits electives • 6 credits of a single foreign language; advisors encourage additional language courses
		BA in Global Studies 5 tracks: Management; Security; Classrooms; Cities; Communications <ul style="list-style-type: none"> • Began fall 2003 • 104 enrolled in 2004-05 	<ul style="list-style-type: none"> • 3 core courses • 8 semesters language study • 1 semester study abroad • International internship • Pre-professional emphasis • World regions course

2.B. Graduate Student Training. (Table 2.2). (See Criterion 4 for language degrees.)

Quality of Graduate Training. The combination of extensive graduate course offerings,

**Table 2.2: Graduate Degrees:
Participation and Requirements, 2004-05**

PROGRAM & PARTICIPATION	REQUIREMENTS
MADISON	
MA in LACIS <ul style="list-style-type: none"> • 9 enrolled • 1 degrees 04-05 	<ul style="list-style-type: none"> • 24 credits with LA content, including: 12 credits in a single field, 6 credits seminars • Certification of basic proficiency in Spanish or Portuguese • Masters oral exam
JD/MA in LACIS <ul style="list-style-type: none"> • 7 enrolled • 2 degrees 04-05 	<ul style="list-style-type: none"> • 90 credits from the Law School (15 may be from LACIS) • 24 credits from LACIS (6 may be from the Law School) • Requirements for LACIS MA
MA w/ LA Concentration <ul style="list-style-type: none"> • 66 enrolled • 49 degrees 04-05 	Offered in 17 departments
PhD Minor in LACIS and PhD with LA Concentration <ul style="list-style-type: none"> • 107 enrolled • 18 degrees 04-05 	Minor requires: <ul style="list-style-type: none"> • 12 credits in LA content • Certification of basic proficiency in either Spanish or Portuguese • Approval from the LACIS program Concentration offered in 17 departments
MILWAUKEE	
Dual MA MAFL/MLIS <ul style="list-style-type: none"> • 0 enrolled • 0 degrees 04-05 	<ul style="list-style-type: none"> • 9 of the required MAFL/MLIS credits may be taken in LIS
MA/MS with LA Concentration <ul style="list-style-type: none"> • 9 enrolled • 6 degrees 04-05 	Offered in 6 departments (Anthropology, Art History, Economics, Geography, History, Political Science)
PhD with LA Concentration <ul style="list-style-type: none"> • 5 enrolled • 1 degree 04-05 	Offered in 4 departments (Anthropology, Economics, Geography, Political Science)

outstanding research and library facilities, distinguished faculty, and a Wisconsin tradition of exceptional teaching and training, makes UW's graduate programs among the nation's best. The latest Gourman Report ranks 12 graduate departments and professional schools in the top ten nationally, including the first-ranked Sociology department. The quality of the UW's graduate students specializing in LA is particularly high, as demonstrated by their ability to secure internal and external funding, especially in the social sciences. Since 1998, Madison's Advanced Studies Initiative has fostered interdisciplinary and cross-regional research and graduate training through Research Circles. In 2005 there were 10 Research Circles. While all Circles examine multiple regions, 6 have a strong LA focus, including: Global Environmental Studies, Environment and Development, Legacies of Authoritarianism, and African Diaspora and the Atlantic World. Graduate seminars and

research are an integral part of these learning communities.

2.C. Academic and Career Advising. Students pursuing LA degrees and certificates can access high-quality academic and career advising. LACIS academic advisors are Assistant Director William Ney for undergraduates and Director Guido Podestá and Associate Director Alberto Vargas for graduate students. At Milwaukee, academic and career advisors are Assistant Director Cheryle Darmek and Outreach and Academic Program Coordinator Julie Kline for undergraduates, and Director Kristin Ruggiero for graduate students. In addition, Consortium faculty are active in career advising for students within their respective disciplines. Librarians hold workshops throughout the year to train undergraduates and graduates in library use. At Madison, World Languages Day, launched in 2002, informs high school seniors, as well as their teachers and advisors, of opportunities to study the 4 languages taught at Madison. In 2005, this outreach program brought 700 seniors from 30 Wisconsin school districts for a one-day session with 50 workshops on world languages and culture. At Milwaukee, career advising for LA students also takes place through internship programs and at events such as the annual University-wide Open House.

2.D. Study Abroad and Field Research Opportunities for Students. Undergraduates. The Consortium offers diverse overseas study programs that serve its own students, the UW System, the region, and the nation. The State of Wisconsin offers need-based grants for study abroad of up to \$2000 per student per academic year for students on both campuses. At Madison, International Academic Programs (IAP) and individual Professional Schools administer programs; Overseas Programs and Partnerships (OPP) administers Milwaukee's programs (**Table 2.3**). In 2004-05, 174 students studied abroad during the academic year and summer in UW programs. Of those students, over 78% were abroad for a semester or longer; 12% were from professional schools.

Table 2.3: UW Study Abroad/Exchange Programs in Latin America, 2004-05

DESTINATION	HOST INSTITUTION	SPONSOR			Total Enrollment
		MSN	MIL	Professional Schools (UW-Consortium)	
Academic Year					
Argentina	Argentine Univ. Program *	10			10
Brazil	Univ. Federal de Minas Gerais	3			3
Chile	Pontificia Universidad Católica	16	7	Business (2), Law (4)	29
	Universidad Austral de Chile	2			2
Costa Rica	Monteverde Institute	9			9
Dominican Republic	Committee on Institutional Cooperation (CIC)			Health, Nutrition, and Environment (9)	9
Ecuador	Univ. San Francisco de Quito	31			31
Mexico	Universidad de Colima		2		2
	Universidad de Guadalajara	2			2
	Instituto Cultural Oaxaca	27			27
	ITESM **		4	Educ. (1)	5
Peru	Pontificia Universidad Católica			Law (2)	2
Trinidad/Tobago	U. of W. Indies in St. Augustine	4			4
Summer					
Costa Rica	Monteverde Institute	2			2
Dominican Republic	CIC			Health, Nutrition, and Environment (2)	2
Ecuador	Ceiba Foundation for Tropical Conservation	5			5
Mexico	ITESM **	2	2		4
	Universidad de Guanajuato	10	1		11
	Instituto Cultural Oaxaca	15			15
TOTAL		138	16	20	174

* Classes at Univ. de Bs. As., Univ. del Salvador, Univ. Católica Argentina, and Univ. Torcuato di Tella

** Instituto Tecnológico y de Estudios Superiores de Monterrey (multiple campus)

At Madison in 2003-2004, 14.7% of students enrolled in IAP went to the LA region. An important addition to Milwaukee's offerings are two semester-long FIPSE student exchange programs, one focused on peace and conflict resolution at the Universities of Colima and San Luis Potosí in Mexico, and the other focused on health, psychology, special education, and disability issues at the University of São Paulo and the Universidade Federal Fluminense in Brazil. Both campuses are finalizing new exchange partner initiatives in Argentina, Bolivia, Brazil, and Peru, which will provide further study abroad options. Students also receive advising and administrative assistance to facilitate participation in non-UW overseas programs. This is

especially true of Madison’s Medical School students. At Milwaukee in 2004-05, students

**Table 2.4:
Consortium
Support for Grad
Student Field
Research, 2004-05**

Destination	Number
Argentina	3
Belize	2
Bolivia	0
Brazil	8
Chile	1
Colombia	4
Costa Rica	2
Cuba	1
Ecuador	2
El Salvador	0
Guatemala	2
Honduras	1
Jamaica	0
Mexico	12
Nicaragua	1
Panama	1
Peru	1
Puerto Rico	0
Trinidad/ W. Indies	1
Venezuela	2
MIL Total	6
MSN Total	38
TOTALS	44

studied in Argentina, Chile, Costa Rica, and Peru on non-UW programs.

To expand study abroad opportunities to non-traditional and

underrepresented groups, Milwaukee has developed an innovative

program of interdisciplinary theme-based courses taught abroad for 2-3

weeks, one of which includes exploratory LCTL language training in

Zapotec, and some of which focus on teacher training, service learning,

and field research. During 2002-05, 218 students participated in 21 short-

term courses taught in LA. Madison also offers short-term courses taught

in LA and several courses with field components. **Graduate Students.** In

2001, LACIS was awarded a \$45,000 grant (over a 3 year period) from

the Tinker Foundation to support short-term field research abroad for

graduate and professional school students. In 2004-05, that grant, plus a

\$15,000 match from the Nave Fund and other internal funds, supported 38

Madison graduate student research projects in LA. Internal funding

provided by L&S at Milwaukee supported 6 graduate student research

projects in both L&S and professional schools (**Table 2.4**). **Please see**

Criterion 8 for future plans.

Criterion 3. Quality of the Non-Language Instructional Program

3.A. Disciplinary and Geographic Coverage of the Area. The UW Consortium offers an extensive array of courses to provide comprehensive disciplinary and regional coverage of Latin America and the Caribbean. In 2004-05, academic departments and professional schools taught 204 *non-language* courses with a minimum of 25% LA content (MSN 112; MIL 92) with a total

enrollment of 11,238 (MSN 5,975; MIL 5,263); 19% of the courses were taught in professional schools. **Table 3.1** contains information selected from **Appendix II**, which details the courses with a minimum of 25% LA content. The courses were taught in 31 academic departments and 8 professional schools at Madison, and in 19 academic departments and 5 professional schools at

Table 3.1: Area Studies Courses by Region and Discipline, 2004-05*

Country/Region**	Number of Courses		
	MSN	MIL	Total
Amazon	1	0	1
Andes	4	0	4
Brazil	5	1	6
Caribbean	16	8	24
Central America	4	4	8
Mexico	8	3	11
Southern Cone	1	1	2
General Latin America	21	6	27

Discipline*	Number of Courses		
	MSN	MIL	Total
Anthropology	18	10	28
Architecture/Urb. Plan	1	3	4
Arts/Art History	7	9	16
Business	6	8	14
Economics/Ag Econ	7	10	17
Education	4	4	8
Geography	0	4	4
History	13	5	18
International/Global St	6	9	15
Journalism/Comm.	0	7	7
Lat. Am. Studies	3	0	3
Natural Sciences/Envir.	24	4	28
Political Science	8	4	12
Sociology/Rural Soc	8	1	9
Other	7	14	21
TOTAL COURSES	112	92	204

* Information selected from Appendix II.
 ** Minimum 50% content in country/region.

Milwaukee. The Consortium offered 39 courses at the 100-299 level (MSN 18; MIL 21), 124 at the 300-699 level (MSN 70; MIL 54), and 43 at the 700-900 level (MSN 26; MIL 17).

3.B. Specialized Course Coverage/Professional

School Courses. The depth of LA course offerings

is commensurate to that of major research

institutions where teaching and research are

inextricably linked. Even when course titles

indicate a general focus, instruction often

concentrates on specific LA countries or regions

reflecting faculty expertise (particularly the Andes,

Brazil, the Caribbean, Central America, and

Mexico; see **Tables 3.1 and 3.2**). New and revised

course offerings over the last triennium total 68

(MSN 19; MIL 49), which demonstrates the LA

area faculty's commitment to specialized

curriculum development, often in new instructional

fields. In all core disciplines at Madison (Anthropology, Economics, Geography, History,

Political Science, Sociology) course sequences offer a progression from introductory through advanced. Professional programs at Madison with specific LA intellectual focus include

Table 3.2: Area Studies Faculty: Region and Discipline, 2004-05

Country/Region*	Number of Faculty		
	MSN	MIL	Total
Amazon	3	0	3
Andes	7	9	16
Brazil	11	5	16
Caribbean	8	9	17
Central America	3	13	16
Mexico	4	10	14
Southern Cone	2	3	5
General Latin America	15	6	21

*Faculty are counted once for each country/regional specialization

Discipline	Number of Faculty		
	MSN	MIL	Total
Afro Am. Studies	4	1	5
Anthropology	5	4	9
Architecture/Urb. Plan	1	2	3
Arts/Art History	3	8	11
Botany	3	2	5
Business	1	0	1
Economics/Ag. Econ	4	2	6
Education	5	5	10
Forest Ecology	1	0	1
Geography	2	2	4
Health Sci/Vet Med	2	2	4
History	4	3	7
Journalism/Comm.	0	1	1
Law	3	0	3
Natural Sciences/Envir	4	1	5
Political Science	3	1	4
Sociology/Rural Soc.	5	0	5
Other	3	4	7
TOTAL FACULTY	53	38	91

team-taught by faculty from 2 or more departments and teaching assistants from 3 departments.

Enrollments average about 200; at least one discussion section is taught in Spanish (as a FLAC - Foreign Language Across the Curriculum). In 2004-05, 27 interdisciplinary courses were offered at Madison and 10 at Milwaukee. Of those, 19 (MSN 12; MIL 7) were undergraduate, 5 (MSN

Agriculture, Arts, Business, Education, Environment, Law, Medicine, and Nursing; at Milwaukee they include Architecture and Urban Planning, Arts, Business, Education, and Nursing.

3.C. Interdisciplinary Courses, Undergraduate and Graduate.

Interdisciplinary study, a longstanding Wisconsin hallmark, takes two forms: interdisciplinary degrees (**Criterion 2**) and interdisciplinary courses. Each semester, Madison offers at least 2 LA interdisciplinary graduate seminars (*Interdepartmental Studies 982*). That course number is permanently cross-listed in 10 departments, thereby providing one of the most flexible vehicles for interdisciplinary teaching at the university. Each spring Madison offers the undergraduate course “*Latin America: An Introduction*,” cross-listed in 7 departments and

2; MIL 3) were undergrad/graduate level, and 13 (MSN 13; MIL 0) were graduate seminars. Madison's Research Circles (**Criterion 2**) offer a steady stream of new interdisciplinary courses. Milwaukee courses are conceptualized by CLACS faculty who have embraced the challenge of creating interdisciplinary courses taught abroad in short-term programs, offering such courses as "*Culture, Nature, and Justice*" (Portuguese/Environmental Studies) and "*Service Learning in Oaxaca*" (Spanish/Service Learning). Three interdisciplinary theme-based study abroad courses were offered in 2004-05.

3.D. Non-Language Faculty Availability. The UW Consortium has a distinguished group of senior faculty, as well as a dynamic cohort of junior faculty. At Madison, core departments (Agricultural Economics, Anthropology, Geography, History, Rural Sociology, and Sociology) have 2 to 4 LA specialists who strengthen knowledge and training in the undergraduate and graduate curricula. At least 91 non-language faculty members (MSN 53; MIL 38) in 17 academic disciplines at Madison (including 4 professional schools) and 18 disciplines (including 5 professional schools) at Milwaukee devote 10 percent or more of their teaching and research time to LA (**Appendix III; Criterion 6**). In the period 2002-05, Madison hired 7 new area faculty (Ewig, Heinrich, Johnson, Kinsella, Schechter, Sweet, Toth), and Milwaukee hired 8 new area faculty (Douglas, Izquierdo, Kilwein-Guevara, Muehlenbein, Oxford R., Pitt, Santiago, Schnitzer). **Instructional Assistant Pedagogy Training.** On both campuses, most departments train TAs in pedagogy, and all departments and colleges provide special training for international TAs. At Madison, that training is supplemented with annual L&S and cross-college TA training workshops. At Milwaukee, the CIPD provides specialized training programs, including seminars and brown bag discussions on learner-centered teaching. An annual week-long "Orientation and Training" conference is mandatory for new TAs and lecturers. **See Criterion 8 for future plans.**

Criterion 4: Quality of Language Instructional Program

4.A. Course Offerings and Enrollments. Madison and Milwaukee offer breadth and depth in performance-based language instruction to provide high-quality training for LA specialists. Madison currently offers Spanish, Portuguese, Ecuadorian Quichua, and Yucatec Maya, while Milwaukee teaches Spanish and Portuguese. In 2004-05, the two campuses offered 96 courses in Spanish language/literature (MSN 63; MIL 33) and 28 courses in Portuguese language/literature (MSN 19; MIL 9). A total of 7,363 students (MSN 5,885; MIL 1,862) studied Spanish, while 677 students (MSN 486; MIL 191) studied Portuguese (**Table 4.2**). In addition, 6 students studied Quichua language and culture, and 7 studied Yucatec Maya at Madison (**Table 4.2**). Madison's S&P Department was ranked seventh nationally by the National Research Council. In 2002, it garnered the Chancellor's Award for Excellence in Teaching. Current major/minor information is summarized in **Table 4.1**. Madison's Portuguese program is unique in the US

Table 4.1: Language Majors/Minors by Program, 2004-05

LANGUAGE	BA		MA		PhD	
	MSN	MIL	MSN	MIL	MSN	MIL
Spanish majors	353	113	26	30	54	0
Spanish minors	72	29	59	0	2	0
Sp. in Prof. Schools	33	0	0	0	0	0
Portuguese majors	14	0	2	0	6	0
Portuguese minors	0	5	9	0	0	0
TOTAL	472	147	96	30	62	0

in offering BA, MA, and PhD degrees. Madison awarded 15 MA and 6 PhD degrees in S&P in 2004-05. Milwaukee offers undergraduate Spanish majors a LA

concentration in an equally balanced program of literature, culture, and linguistics. It also offers an MA in Foreign Language and Literature (MAFLL) with a Spanish specialization; 14 MAFLL degrees were awarded from 2002-05 and a Graduate Certificate Program in Translation (Spanish). These programs will be complemented by a free-standing M.A. in Spanish now in the approval process.

4.B. Level and Scope of Language Training. Both campuses offer beginning, intermediate,

Table 4.2: Language Courses and Enrollments, 2004-05

	MADISON		MILWAUKEE	
	Sections	Enrolled	Sections	Enrolled
SPANISH				
Beginning	58	1346	37	764
Intermediate	78	1795	26	462
Advanced	14	41	26	357
Professional	4	86	8	97
Literature/Culture	56	1204	10	138
Linguistics	63	1376	3	51
Pedagogy	6	51	1	9
Spanish totals	279	5885	111	1878
PORTUGUESE				
Beginning	9	185	3	29
Intermediate	4	142	2	16
Advanced	4	41	0	0
Intensive Language	4	63	0	0
Literature/Culture*	4	55	6	146
Portuguese totals	25	486	11	191
QUICHUA				
Beginning	2	4	0	0
Intermediate	1	1	0	0
Advanced	1	1	0	0
Quichua totals	4	6		
MAYA				
Beginning	1	4	0	0
Intermediate	1	3	0	0
Maya totals	2	7	0	0

* Milwaukee courses offered in translation

Fernando Tzib, a native speaker from Belize (**Appendix III**). Serious language students at Madison can find intensive instruction both during the academic year and summer. Intensive Portuguese (301), covering 2 semesters in one, serves FLAS fellows and students preparing for field research. The Quichua (in coordination with ASU) and Portuguese Summer Intensive Institutes offer introductory instruction in an 8-week session (160 contact hours) equivalent to a full academic year. The Portuguese Institute teaches on average 14 students each cycle. Milwaukee offers 4 semesters of intensive Spanish (110/111/210/211) and, in response to student requests for more listening/speaking opportunities, the Department offers a weekend Spanish

and advanced Spanish. Both offer beginning and intermediate Portuguese; Madison also teaches advanced Portuguese (**Table 4.2**). Madison's Quichua program, offering 3 levels of instruction, is currently taught by Armando Muyolema, a native speaker from Ecuador and supervised by Prof. Frank Salomon (Anthropology). Advanced Quichua is also provided in coordination with ASU. Yucatec Maya instruction at 2 levels is supervised by Jason Yaeger (Anthropology) and is taught by

immersion course three times yearly. Milwaukee has been growing its Portuguese program steadily; enrollment in the first 4 semesters of Portuguese almost doubled between 2001-02 and 2004-05. The Department will offer third-year Portuguese language courses (310, 499) in 2005-06. Within the MAFL program, the Graduate Certificate Program in Translation, currently with 16 students in Spanish Translation, has also been fast-growing, providing students with the expertise especially needed in business and government positions. **Language for Professional School Students.** Madison's S&P Department offers Business, Medical, Law and Journalism Spanish and, since 2003, a certificate in Spanish Studies for undergraduate Business majors. In addition, it provides guidance and assessment for the Medical School's newly developed Spanish course for Medicine, Pre-medicine, Nursing, Pharmacy, and Veterinary Medicine students. Fourteen students in 2003-04 and thirteen students in 2004-05 were enrolled in these courses. Madison's LACIS, International Institute, and the Global Health Program established in 2003 a 6-week summer Health Sciences Field School (Gaus) in Ecuador offering language instruction (Spanish, elementary Quichua) and culture and health-focused area courses for pre-medical, nursing, and medical students. Five students took the course in 2003 and six students in 2004. The Medical School plans to integrate these courses into its proposed Master's in Public Health program. Milwaukee offers a Business Spanish minor, a dual MA in Spanish and Library and Information Science, and when S&P staffing allows, courses in *Spanish in the Health Sciences and Social Services*. Milwaukee's College of Nursing and the Spanish Department are in the process of forming a joint major; Nursing has both students and faculty participating in a weekly Spanish Language Table and is developing an e-library of Spanish language health resources. **Availability of Area Courses in a Foreign Language.** Madison implements foreign language training across the curriculum (FLAC) through its undergraduate interdisciplinary survey course,

Latin America: An Introduction (260, Spanish section), through sections of the *Interdisciplinary Latin American Seminar* (982) taught in Spanish, and through discussion sections in Spanish and/or Portuguese offered by Tinker Visiting Professors. In 2003-04, interdisciplinary FLAC courses taught in Spanish included “*Political Violence and Memory*” (982; Stern). Past low enrollment in Milwaukee’s FLAC courses has prompted S&P and CLACS to create a different option from the traditional trailer-course model which will begin in 2005-06 through the BA in Global Studies (**Criterion 8**).

4.C. Sufficiency of Language Faculty. The Consortium has experienced a 38% increase in the number of tenure-track faculty since 2001-02. As of fall 2005, the Consortium has 18 tenure-track faculty (MSN 10; MIL 8). It also has 2 non-tenure track visiting assistant professors (MSN 2), 5 instructional academic staff in the 3 LCTL priority languages at Madison, and 23 full-time lecturers (MSN 19; MIL 4). About 50% of Madison’s Spanish faculty teach language courses each semester, providing experienced instruction in the undergraduate language program. All Madison Portuguese, Quichua and Yucatec Maya faculty teach language courses each semester. Madison’s Spanish and Portuguese Department is recognized for high-quality teaching; TAs garnered 3 campus-wide teaching awards in 2004-05. Milwaukee averages one grad-only course (700 level) per semester so 90% of faculty time is devoted to the undergraduate program including language courses. In 2002-05, Milwaukee hired 3 language faculty (Márquez, Oxford J., Rei-Doval). In that period, Madison hired 3 language faculty (Hernandez, Pellegrini, Stafford). Madison also hired Paul Toth, an assistant professor in the fall of 2005, with a joint appointment in the SOE and S&P. Toth, who is an official OPI certified tester, was director of the Less-Commonly-Taught Languages Center at the University of Pittsburgh, where he worked to train teachers of Quechua, Aymara, and other LCTLs in communicative teaching methods and

provide adequate materials to facilitate proficiency-based instruction. Madison has three additional resources of extreme importance for language instruction. First, the Language Institute, created in 2004, with support from L&S, IS, and II. The Language Institute is a new unit on campus that brings to the campus, K-12 schools, and to the business and community information about the wealth of educational opportunities that UW-Madison offers in diverse languages, literatures, and cultures. A second resource is the interdisciplinary PhD program in Second Language Acquisition (SLA). This program started in 2002 prepares students to research and teach in a rapidly growing interdisciplinary field that investigates language learning, teaching, the relationships between language and culture, and language and thought in diverse social contexts. Third, the headquarters of the National Council of Less Commonly Taught Languages (NCOLCTL) will continue to strengthen our stature as a leading center for the study of Latin American LCTL and will contribute greatly to our own foreign languages community.

Language Training Pedagogy for Faculty and Teaching Assistants (TAs). Madison's Spanish Language Program director (Frantzen) is a pedagogy expert in foreign language education; 4 faculty coordinators of the elementary and intermediate levels of S&P have been trained as ACTFL OPI interviewers (Frantzen, Egon, Albuquerque, Sapega). The Department's 5 pedagogy faculty give S&P TAs systematic exposure to current language pedagogy. New TAs in S&P and LCTL instructors are required to take a semester-long graduate methods course and an intensive 5-day orientation training workshop to learn communicative teaching methodology and to teach each other in multi-language, micro-teaching groups. In addition, the Language Program organizes special pedagogical workshops for TAs, including LCTL instructors. At Milwaukee, TA training includes both an intensive week-long departmental orientation as well as campus-wide CIPD pedagogical skill training. TAs teaching introductory courses must take a

5-week methodology course and a 1-credit practicum. Between 2002-05, 2 faculty and 10 lecturers/TAs participated in ACTFL/LRC workshops sponsored by CLACS (w/S&P).

Additionally, 1 faculty member (Wheatley) and 3 senior lecturers (Méndez-Santalla, Sotomayor, Suárez-Felipe) have participated in full ACTFL OPI tester training; Suárez-Felipe is currently seeking OPI tester certification.

4.D. Quality of Language Instruction. Performance-based instruction. Madison's

Language Program has developed an assessment plan based on the nationally recognized ACTFL guidelines for proficiency testing for all levels of instruction. Both campuses stress communicative language teaching, with competency in the 4 skills—reading, writing, oral and aural; Milwaukee has identified 6 learning outcomes for Spanish majors, designed to respond to the National Standards and combined with assessment goals. Madison has established communication and is pursuing collaboration with other universities which teach LCTL (particularly Quichua and Yucatec Maya) in order to improve the teaching of those languages.

Adequacy of resources for language teaching and practice. Madison and Milwaukee have many resources available to students, including state-of-the-art language laboratories, in-house cable systems for dispersing video material, satellite television to access Spanish-language programming (including SCOLA), media labs, several two-way video conferencing facilities available across campus for foreign language hook-ups, media materials in Spanish, Portuguese, three Quichua dialects, Maya and Nahuatl (MSN), and electronic access to authentic documents (MIL). Madison has acquired and uses the materials developed by the Consortium in Latin American and Caribbean Studies at the University of North Carolina at Chapel Hill and Duke University for Yucatec Maya instruction. Yucatec Maya faculty (Yaeger and Tzib) traveled to Mexico and Belize to acquire additional instructional materials. Students also have attractive

opportunities to practice language outside the classroom. For over 30 years, Madison students of Portuguese have met weekly for informal Portuguese conversation at the popular *Bate-Papo*. Milwaukee students of Spanish participate in *Ñ Club*, an informal conversation group as well as highly successful student programs such as *Culture Café* (twice monthly); Milwaukee students of Portuguese meet informally (once a month) to practice language skills. **Language proficiency requirements and assessment.** Majors in Spanish in Madison must complete prerequisites (Span 223, 224, 226) before studying more advanced levels of literature or civilization and culture. Majors can choose two tracks: Language and Hispanic Studies or Literature and Hispanic Studies. In accordance with L&S regulations concerning program assessment, the Spanish program periodically carries out an evaluation of the language proficiency of Spanish majors. Before students graduate, they may be required to take an oral proficiency test in Spanish. The results of this test are treated anonymously. In Madison, a major in Portuguese consists of 24 credits beyond Portuguese 102 and must include 4 credits in composition and conversation and 4 credits in literature courses of 300-599 group. Students majoring in Portuguese are required to present at least the equivalent of two university semesters of another Romance language, preferably Spanish, taken either in high school or college. The Madison Department's Proficiency Exam Committee administers oral and other skill-level exams for LACIS MA candidates, School of Education Spanish education majors and minors, fellowship applicants (Fulbright, Rockefeller, SSRC), and departments requiring language proficiency of doctoral students. At Milwaukee, a modified OPI is given at the end of each semester in the 4-semester sequence; in the third year of the language sequence, portfolios are used as an assessment tool in courses that focus on writing. In addition, each fall and spring all majors take oral and written proficiency exams and are ranked on the ACTFL scale. Majors take an exit

exam consisting of oral and written sections and are expected to demonstrate an intermediate-high proficiency level. The Departments also meet campus and national needs for language assessment. Milwaukee's Department administers skill-level exams for the LA Studies Certificate Program, for doctoral students with language proficiency requirements, and for Education majors who must test at an ACTFL level required by the DPI. **Please see Criterion 8 for future plans.**

Criterion 5. Strength of Library

5.A. Relative Strength of Holdings. The Libraries of the University of Wisconsin campuses are a premier national resource in the comprehensiveness and accessibility of the general and specialized Latin American collections. Madison's 28-library system is one of the largest research library complexes in North America. The Association of Research Libraries (ARL) in 2003-04 ranked it 10th in the U.S. and Canada in number of volumes. Together the Madison and Milwaukee libraries hold over 12 million volumes, nearly 63,000 current serial subscriptions, more than 6 million government documents and microforms, over 2 million maps and Landsat images, and over 45,000 linear feet of archival and manuscript collections. Those data exclude the Wisconsin Historical Society Library (Madison campus) with 9,000 current serial subscriptions, 650,000 monographs and government documents, including on US foreign policy. The doctoral campus libraries, as well as those of other campuses in the UW System, are linked through on-line catalogues and inter-library loan. Memorial Library, the main library in the Madison system, holds one of the top LA collections in the US with more than 440,000 titles and an extraordinarily strong LA serials collection. The LA collections of Madison and Milwaukee total nearly 505,000 volumes supported by staff and materials expenditures of \$463,290 (**Tables 5.1 and 5.2**). The data understate Madison's holdings and support, however, since they account

for only the LA collections in Memorial, Steenbock (Agriculture), Geography, and Biology libraries in its 28-library system. Memorial Library’s LA collection is notable for history, especially colonial periods of Mexico and the Andean countries, and for its Brazilian collection in language, literature, and history. Its regional strengths include Brazil, first, followed by Mexico, the Andean countries, and Argentina. Special collections include a 10,000-page edition of records kept by Brazil’s Ministry of Justice during the military regime (1964-1987), works

Table 5.1: Latin American Collections, 2004-05

	MSN	MIL	Total
Number of Titles	440,890	64,080	504,970
Spanish	205,416	35,800	241,216
Portuguese	59,376	4,271	63,647
English/other	176,098	24,009	200,107
Current serials	1779	129	1,908
Maps/Lansat Images	13,953	1,370	15,323
Films/Videos	1,325	127	1,352
Sound Recordings	1,166	400	1,566
CD-Roms (Data)	45	7	52

by the “Escola do Recife” intellectuals of Brazil, and the “Maximilian Collection” of pamphlets of 19th Century Mexico. Steenbock Library for Agriculture includes the Land Tenure Center (LTC) collection, some 56,000 titles in the areas of land and natural resource

tenure, land reform, land use and policy, and agricultural and rural development. It emphasizes unpublished and fugitive literature not normally captured by libraries, including web-based literature. Numerous electronic resources at Memorial and Steenbock include LA specific data bases, such as HAPI, HLAS, LANIC, *Red de Revistas Científicas de Ciencias Sociales de América Latina y El Caribe*, *Metabase-Bibliografía en Red para Centroamérica* as well as 45 general area studies and reference resources. Milwaukee has the second largest academic library in Wisconsin, holding over 5.1 million volumes. Milwaukee's LA collection is particularly strong in geography, foreign affairs, international organization, international economics, and development. In addition, Milwaukee’s prestigious American Geographical Society (AGS) Library, 8% of which relates to LA, contains more than 1.3 million items, including over 495,000 maps and Landsat images.

5.B. Institutional Financial Support for Acquisitions and Staff. Madison’s Memorial Library collection is the product of substantial long-term institutional support; its expenditures for LA have been consistently higher than for any other Third World area. The data understate Madison’s institutional expenditures, in fact, since they do not take into account the entire 28-library system. Given the State’s current financial situation, significant building will depend on securing new sources of funding. At Madison, full-time bibliographer Paloma Celis-Carbajal

Table 5.2: Institutional Expenditures* for Latin American Library Materials and Staff, 2004-05

Category	MSN**	MIL	Total
Acquisitions	\$212,972	\$13,732	\$226,704
Personnel	\$191,152	\$45,434	\$236,586
TOTAL	\$404,124	\$59,166	\$463,290

* Excludes Title VI Funds

** Madison data includes only Memorial, Steenbock, Geography, and Biology libraries of the 28-library system

is responsible for the LA and Caribbean collections at Memorial. At the UW-Milwaukee Libraries, Janet Padway is responsible for collection management and under her direction acquisitions are selected

for the LA collection. In support of the acquisitions process, a library representative will travel to the Guadalajara Book Fair during 2005. (See **Appendix III** for bios.) Beyond supporting its campus library, Milwaukee supported LA acquisitions at 9 public and private institutions in the Upper Midwest through Title VI (\$4,500) during 2004-05.

5.C. Accessibility and Cooperative Arrangements. Madison and Milwaukee’s libraries are highly accessible, and in fact, Madison is an interlibrary loan “net lender,” filling over 104,000 requests for materials in 2004-05. At UW-Madison library system nearly 1 million volumes are circulated to library users every year. Nearly 27,000 students, staff, faculty and general public attend library workshops and instructional programs every year. These instructional sessions include tours and hands-on classes about how to use the computer catalog and how to find specialized information. Milwaukee filled over 27,000 interlibrary loan requests in 2004-05, over 40% to in-state borrowers. UW Libraries are committed to the “one system, one library” concept

for more efficient purchasing. With Universal Borrowing (UB) available to all UWs, a book can be requested and delivered to any campus within 1-5 days. For that reason, libraries check any new purchase request against existing UW System holdings, while being conscious of the need to maintain research collection integrity at the two doctoral campuses. Both campuses engage in further resource sharing through the Committee on Institutional Cooperation (CIC), whose member libraries have a “seamless interface” for their on-line catalogs and are committed to free and low-cost resource sharing, priority service, rapid interlibrary loan delivery through a contracted courier, and cooperative purchasing of full-text electronic resources. Locating and borrowing materials held by other libraries is also facilitated by Milwaukee’s membership in the OCLC (Online Computer Library Center) computer network. The OCLC bibliographic database contains over 50 million records and is constantly expanding. Madison as a member of the ARL participates in the current Latin Americanist Research Resources Project. Madison’s Land Tenure Center collection, now under the Steenbock Agriculture and Life Sciences Library, shares resources and specialized services worldwide. It compiles geographically organized bibliographies of books and journal articles in a database available to researchers, students and others via the LTC list server and website. As state institutions, the Madison and Milwaukee libraries maintain open access to the public. A new cooperative arrangement has made UW System libraries a single user community, thereby improving access for state users. Locally, Milwaukee cooperates with libraries in the metro region, sharing resources through the Library Council of Southeastern Wisconsin (Infopass program) and the Cooperative Access Program (w/Medical College of Wisconsin and Marquette University). The UW Library System is a member of the Midwest Organization of Libraries for Latin American Studies (MOLLAS), a regional division of the Seminar for the Acquisition of Latin American Library Materials

(SALALM). MOLLAS promotes and develops member Latin American Studies resources through cooperative and collaborative projects in the areas of collection development, preservation and access. **Please see Criterion 8 for future plans.**

Criterion 6. Quality of Staff Resources

6.A. Qualifications of Faculty and Professional Staff for Activities and Training. Faculty qualifications and the time they dedicate to LA studies are shown in **Appendix III**. At Madison, 78 faculty and selected lecturers (84% tenure or tenure track) in 31 departments and 6 professional schools devote 10% or more of their teaching and research time to Latin America. Of those, 36 are core faculty (21 in area studies; 15 in language and literature), with 50% or more of their professional work dedicated to LA. At Milwaukee, a total of 49 faculty and selected lecturers (94% tenure or tenure track) in 14 L&S departments and 5 professional schools devote 10% or more of their professional work to LA. Of those, 25 are core faculty (16 in area studies and 9 in language and literature). Furthermore, there is depth to this disciplinary strength; at Madison 5 core departments have 2-4 core faculty (Agricultural Economics, Anthropology, Geography, History, and Sociology). Regional expertise also is well balanced (**Table 3.2**). Courses pertain to all major areas of Latin America (**Table 3.1**) and incorporate dynamic areas of new research such as environmental studies, gender, and trans-regional comparison. Distinguished LA scholars in the Tinker Visiting Professorship program supplement standard courses. Madison's LA faculty expertise has a high national reputation of excellence. At Milwaukee 5 core departments have 2 core faculty each (Anthropology, Architecture, Art History, Geography, and History). Faculty excellence in teaching at both campuses was recognized in the past triennium with 6 teaching awards (MSN 4; MIL 2) (**Appendix III**). **Professional Development Opportunities.** Madison's Nave Endowment regularly supports

opportunities for faculty and staff to conduct research (including overseas) and participate in conferences. The Endowment supports: 1) *professional conference travel*; 2) *Nave Research Internship Awards* for senior faculty; 3) *Tinker-Nave Summer Grants* for junior faculty and academic staff; and 4) *Short-Term Nave Faculty Research Grants* for faculty and academic staff. The Nave Endowment also funds travel for the LA bibliographer. CLACS (w/L&S) awards grants for research, conference travel, and course development to an average of 10 CLACS faculty in both L&S and professional schools and colleges, and up to 10 regional faculty each year (w/Title VI funds). Additional support for Consortium faculty research and professional development comes from the Graduate School on each campus, the Center for International Education (CIE/MIL), and International Institute (II/MSN). **Faculty Commitment to Teaching, Supervising and Advising Students.** UW Consortium faculty devote a great deal of time to teaching and advising undergraduate and graduate students. Departments release graduate advisors from 1-2 courses per year; many have full-time undergraduate advisors. Madison faculty's commitment to teaching, supervising, and advising graduate students is indicated by the high number of Latin Americanist MA and PhD candidates they train (**Table 2.2**). Furthermore, Consortium Directors and professional staff are dedicated advisors for undergraduate and graduate students pursuing certificates, BAs and MAs in LA studies (**Criterion 2**). Milwaukee demonstrates its commitment to undergraduate education through the Freshman Seminar program, which pairs 15 new L&S students with faculty who have undergone 2-day training retreats. Twenty LA seminars were offered during 2002-05. In addition, through its Undergraduate Research Opportunity Program (UROP), Milwaukee pairs first- and second-year students with leading academic researchers. Students receive 3 credits for their work and participate in a 1-credit UROP seminar.

Table 6.1: Program Oversight, 2004-05

MADISON	MILWAUKEE
Executive Committee •2 Language •5 Area •1 Program Staff TOTAL: 8	Advisory Committee •1 Language •9 Area •3 Professional •2 Program Staff TOTAL: 15
Lecturers/Visiting Scholars Committee •1 Language •2 Area •2 Program TOTAL: 5	Certificate Program Committee •2 Language •3 Area •1 Professional TOTAL: 6
Admissions Committee •1 Language •2 Area •1 Program TOTAL: 4	Faculty Travel Grants Committee •1 Language •2 Area TOTAL: 3
Tinker-Nave Summer Field Research Committee •1 Language •2 Area •1 Program TOTAL: 4	FLAS Fellowships Committee •1 Language •2 Area TOTAL: 3
Fellowship/Scholarships Committee •1 Language •1 Program •2 Area TOTAL: 4	Scholarships/ Student Travel Grants Committee •3 Area TOTAL: 3
Tinker-Nave Committee •1 Language •4 Area •5 Program TOTAL: 10	Regional Faculty Travel Grants Committee •1 Language •1 Area TOTAL: 2

6.B. Composition of Oversight Bodies.

Faculty governance and participation characterize the Madison and Milwaukee Programs. Madison’s Director is elected every three years by LACIS faculty. Six standing committees govern policy, admissions, and fellowships, including FLAS awards (**Table 6.1**). The committees include 22 faculty representing 12 departments and programs, including professional school faculty and library staff. Two key committees for governance, the Executive Committee overseeing program direction and the Tinker-Nave Committee overseeing the Nave and Tinker Endowments, each meet three times per year; the latter includes the Deans of L&S and II who oversee Madison’s NRCs.

CLACS, administered within L&S, has six standing committees governing administrative and programmatic policy, fellowships, scholarships, and travel. The committees include 30 faculty from 10 departments and 4 professional schools. The Director serves a minimum of 5 years. The Consortium is not under an oversight body; professional staff meet several times per year to discuss program direction. **Staffing Plans.** Directors, Professors Guido Podestá (Madison, Spanish) and Kristin Ruggiero (Milwaukee, History) play an active role in international

education on their respective campuses, serving on task forces and committees that extend well beyond Center activities. Professor Podestá was elected Director in 2004; in addition to Center work, he teaches 3 courses per year in Spanish. He is supported by Associate Director Alberto Vargas, hired in 2005; in addition to his work at LACIS, he will teach 2 courses per year in International Studies and represents the Center on college and university committees relating to language, environmental studies and development studies. Madison staff also includes Assistant Director and Outreach Coordinator William Ney, one financial specialist, one program assistant, and an advanced graduate student (Project Assistant). At Milwaukee, Professor Ruggiero was recruited as CLACS Director in 1999; she also currently serves as an Associate Director of the Center for International Education, is on the advisory committees of 6 centers and degree/certificate programs, and teaches 3 classes per year in History. She is supported by 3 full-time professional staff members (**Appendix III**), who include Assistant Director Cheryle Darmek, Outreach and Academic Program Coordinator Julie Kline, and Program Assistant Darlene Hagopian, each with 12 month appointments.

6.C. Non-Discriminatory Employment Practices. The Consortium is committed to diversity and equal opportunity in employment and takes affirmative action to employ and advance minorities, women, persons with disabilities and veterans in full compliance with Section 427 (GEPA) (see also Criterion 9.A). Equity and Diversity committees now exist in all schools, colleges, and administrative divisions in the Consortium to identify, track, and lead diversity efforts, particularly for faculty and staff. Madison has just created a \$1 million Faculty Strategic Hiring Initiative to recruit women and minority faculty in underrepresented departments. Milwaukee's efforts to address issues of race, ethnicity, and gender are organized through the Task Force on Race and Ethnicity (est. 2002), the Milwaukee Commitment Phase II plan (2003-

08), and the Chancellor's Council on Inclusion (est. 2005). Focus on these issues has resulted in an increase of the proportion of UWM minority faculty from 17% to 22% between 1998 and 2003. Consortium faculty and staff are more diverse than many other units on campus, with strong representation of minorities and women (MSN faculty 51%, core staff 86%, oversight committees 52%; MIL faculty 63%, core staff 100%, student assistants 67%, oversight committees 66%). **Please see Criterion 8 for future plans.**

Criterion 7. Outreach Activities

The UW Consortium has a national reputation among Latin American NRCs for its demonstrable commitment to outreach. In addition to CLACS/LACIS projects, Wisconsin Title VI centers formed WIOC in 1993 to collaboratively serve common outreach constituencies. In its twelve year history, WIOC programming has benefited 1,204 K-12 and post-secondary educators, the media and general public. In 2002 WIOC hosted a national conference for outreach professionals and will do so again in 2006. Outreach benefits immensely from initiatives put forth by faculty and by the professional schools. For the 2002-05 period, LACIS collaborated with faculty from the Schools of Business, Journalism, Law, and Medicine on a number of initiatives including 4 Business outreach events, 3 film festivals, one journalist exchange, 1 art exhibition, and 10 arts outreach programs. During 2002-05 the Milwaukee Schools/Colleges of Arts, Architecture and Urban Planning, Education, and Nursing were directly involved in 4 exhibits, 6 film festivals, 3 K-12 teacher programs, 2 school-based visits and numerous public lectures and community programs. In addition to developing the majority of lectures and conferences open to the public, Milwaukee faculty worked with 3 school-based programs, 3 post-secondary workshops, 3 film series, 4 arts exhibits, 6 K-12 programs, and 10 regional events. **Elementary and Secondary Schools:** Both CLACS and LACIS offer effective

teacher training, resources, and other K-12 outreach programming, building upon innovative partnerships (**Table 7.1**). Each outreach program is re-shaping its offerings to support Wisconsin's new teacher certification process. To gain an Initial Educator license, new teachers have to design and complete a Professional Development Plan (PDP). Currently licensed teachers can either do the PDP or 6 university credits for re-certification. CLACS and LACIS will work with teachers on their PDPs and will also provide more university credit options for teacher institutes. The CLACS Outreach Coordinator recently joined a design team for the \$5 million Carnegie *Teachers for a New Era* grant, awarded to UW-Milwaukee for redesign of its School of Education curriculum. Each outreach program offers particular strengths. Madison is known for its innovative activities that link arts performance to teacher training and school-based events (such as its K-12 Institute on the Caribbean). CLACS, with CLASP, produces the Américas Award for Children's and Young Adult Literature annotated bibliography each year; the list provides guidance for library collection development and highlights how children's literature can internationalize reading, language arts, and social studies classrooms. Américas curricula, based on national standards, will soon be available via the CLACS website; an online U/G credit course on teaching strategies using Américas books will be offered through the School of Education in summer 2006. Madison's S&P Department offered a summer institute in 2004 for high school Spanish teachers. The course—Spanish 713: Spanish for Teachers (a 3-credit graduate course)—was team-taught by a faculty member (Diana Frantzen) and an upper-level graduate student. The principal goals of the course were to provide an environment for the participants: (1) to improve their own skills in Spanish (in particular speaking and writing, focusing on both fluency and accuracy); (2) to learn techniques and create materials designed to improve their own students' performance in the 4 skills (listening, speaking, reading, and

writing); (3) to consider ways of incorporating culture into their class.

Table 7.1: K-12 Sample Outreach Activities, 2002-05

SAMPLE ACTIVITY			
Teacher Training	Date/Loc/Imp*	Participants	Partners
Crossroads Trio Madison	09/24/2004- 10/02/04 MSN, Regional	100	Wisconsin Humanities Council; Latino Arts; Anthropology Dept. of Madison and Milwaukee
Weaving Stories: Celebrating the Américas Award	4/5/03 MIL, Reg / Nat	63	Milwaukee Public Schools; Milwaukee Public Library; CLASP
Summer Institute: Language, Culture and Content Connections	7/12/04-7/22/04 Ames, IA National	9	Tulane Ctr for Latin American Studies; Iowa State Univ National K-12 Foreign Language Resource Center
Serving Reading Needs through Children's Literature	6/26/04 Orlando, National	64	American Library Association
School-Based Programs (Student Audiences)	Date/Loc/Imp*	Participants	Partners
Weaving Stories: author visits to schools	4/4/03 MIL, Local	535 students at 5 schools	Milwaukee Public Schools; Woodland Pattern Book Center
Concert/Workshop on Mexican Folklore: Cojolites	5/22/03 MIL, Local	322	Alexander Mitchell Integrated Arts School (Milwaukee Public Schools)
Global Conversations videoconference: globalization	11/19/03 MIL, Regional	260	Center for International Education; Institute of World Affairs; UW System Institute for Global Studies
Classroom Resources	Date/Imp*	Outcome	Partners
Américas Award Annotated Bibliography	5/03, 6/04, 7/05 National	600 downloads/mo 515 print copies	Consortium of Latin American Studies Programs
Second Annual Windows on the World Teacher Training Institute on the Caribbean	9/15/03- 5/15/04 National	40 lesson plans developed	Division of Continuing Studies; College of L & S; Madison School District
Reconstructing the Pre-Columbian World (online)	7/04 National	Produced for Mad and Mil exhibits/lectures series	Latino Arts, Inc; written by Linda Kreft (retired director, Technology-Curriculum Resource Center, Milwaukee Public Schools)
Human Rights, World Conflict and Peace Education (online)	2/05 National	360 students for Mil lecture of Rigoberta Menchú	Center for International Education; written by Linda Kreft (retired director, Technology-Curriculum Resource Center, Milwaukee Public Schools)
Américas Award curriculum (online)	6/05-present National	linked to national standards (in development)	CLASP; written by Linda Kreft (retired director, Technology-Curriculum Resource Center, Milwaukee Public Schools)

* Date, Location, Impact (local, regional, national, international).

In addition to teacher training, CLACS offers a free-loan Media Collection, providing 1,453 media materials to 184 K-16 educators during 2002-05. A range of programs are offered directly

to K-12 students, including the Global Conversations series which recently brought 360 students to Milwaukee to hear human rights activist Rigoberta Menchú (simultaneously webcast to 25 sites throughout Wisconsin). CLACS also produces curriculum materials that are available online for free download from the CLACS website and via outreachworld.org. Curriculum downloads from the CLACS website average 385/month. **Postsecondary Institutions:** Through its Regional Faculty Associate Program, the Consortium offers professional development/program support to approximately 110 faculty at UW System campuses and private colleges throughout Wisconsin, Iowa, and Minnesota. This network contributes to a recognizable regional strength in Latin American studies, beyond Milwaukee and Madison, and allows for greater sharing of resources. As one example, Viterbo University, located in southwest Wisconsin, plans to develop a Latin American Studies minor over the next year. The Consortium has been asked to design an integrated faculty development workshop (summer 2006) for Viterbo faculty. By serving as the Secretariat of the North Central Council of Latin Americanists (NCCLA), CLACS promotes scholarship at regional colleges throughout the Upper Midwest. A collaborative 2004 program for UW-System faculty on “Infusing Latin American Studies in the Post-Secondary Curriculum,” initiated by Seth Meisel (History, UW-Whitewater) has led to a new project to develop a repository of Learning Objects, initially by UW-Whitewater and UW-Eau Claire faculty (**Table 7.2**). During the spring of 2004, LACIS initiated a tour of two prominent Tinker Professors, Maria Alves from Brazil, and Carlos Reboratti from Argentina. They presented multiple lectures and workshops at two and four year UW System and private colleges across the region. This tour, partially funded by Title VI, helped strengthen the relationship among Latin Americanists and Wisconsin’s flagship campus.

Table 7.2: Post-secondary Sample Outreach Activities, 2002-05

SAMPLE ACTIVITY			
Teacher Training	Date/Loc/Imp*	Participants	Partners
UW System Spanish Faculty Summit	4/8/05 MSN, Regional	28	UW Center for Placement Testing; UW System Institute for Global Studies
Developing Proficiency Based Assessment in Writing	5/8/04 MIL, Local	18	Center for International Education; Center for Advanced Research on Language Acquisition (CARLA), University of Minnesota
Infusing Latin American Studies in the Post-Secondary Curriculum	4/17/04 MIL, Regional	20	UW-Whitewater College of Letters and Sciences; UW Office of Professional and Instructional Development
Classroom Resources	Date/Loc/Imp*	Outcome	Partners
Learning Objects for an introductory Latin American Studies course	6/05-ongoing Whitewater, National	18 LOs currently in development	UW-Whitewater; UW-Eau Claire

* Date, Location, Impact (local, regional, national, international).

Business, Media and the General Public: The UW Consortium develops business and media outreach, particularly through joint programming with the Madison CIBER, IWA, and WIOC (Table 7.3). In the summer of 2004, LACIS organized a journalistic exchange between the *Wisconsin State Journal (WSJ)* and Brazil's largest daily, *Folha de Sao Paulo*. *WSJ* business reporter, Jason Stein, traveled to Brazil and published two articles on the implications of Brazil's farm sector policies for Wisconsin's farmers. The two articles written by Stein won a first place award for reporting by the Wisconsin Newspaper Association. In 2005, Brazilian *Folha's* business reporter, Cintia Cardoso was hosted in Madison by the *WSJ*. LACIS organized a radio interview with Ms. Cardoso and a formal meeting with representatives of the Wisconsin Department of Commerce and Wisconsin's businesses with interests in Brazil and international trade. In the spring of 2005, LACIS organized a highly successful career day in conjunction with the Madison CIBER which featured prominent LACIS alums working in the business and media sectors including the Senior Vice President of Bank of America and Senior Editor for the *Smithsonian Magazine*.

Table 7.3: Business, Media, General Public Sample Outreach Activities, 2002-05

SAMPLE ACTIVITY			
BUSINESS	Date/Loc/Imp*	Participants	Partners
Developing International Business Leaders for the New Millennium	9/24/03-9/27/03 Washington, D.C. National	186	Western Illinois University; Organization of American States; Texas A&M CIBER; Arizona State University West; Universidad Autónoma de Querétaro & Nuevo León; Assoc for International Practical Training
Careers in the Latin American Area and Beyond	02/26/2005- 02/26/05 MSN, Local	45	CIBER; International Opportunities Month Coalition (40 different international organizations on UW-Madison campus)
MEDIA	Date/Loc/Imp*	Participants	Partners
Journalist Exchange to Brazil, Newspaper articles in Wisconsin State Journal	05/06/2004- 07/26/2004 Wisconsin, Regional	245,000 readers per published article	Wisconsin State Journal.
Four National Interviews on Public Radio International's "To the Best of Our Knowledge"	10/23/05, 10/24/05, 2/24/2005 National	250,000 listeners per show	Public Radio International.
International Focus TV show: Militias in Latin America	12/3/04 MIL, Regional	4,000 viewing audience	UW-Milwaukee Institute of World Affairs; Milwaukee Journal Sentinel; Milwaukee Public Television; Milwaukee Public Radio; Wisconsin Public Radio
GENERAL PUBLIC	Date/Loc/Imp*	Participants	Partners
Fifth Annual Cinefest	10/21/2003- 10/25/2003 MSN, Regional	7,542	Wisconsin Arts Board; UW-Madison Arts Institute; MATC Global Horizons; Wisconsin Film Office; Havens Center; Wisconsin Humanities Council
Sin Fronteras Carnival Celebration	02/20/2004 MIL, Regional	595	UW Dance Program; Madison Children's Museum; Dept. of Theater and Drama
World Languages Day	04/13/2004 MSN, Regional	700	Division of International Studies; Global Studies
26th Annual Latin American Film Series	4/8/05-4/15/05 MIL, Regional	2,250	Dept of Film; Union Programming; approx. 16 additional UWM depts & centers
Lambada at the Lake: Summer Music Series	6/05-8/05 Mil, Local	2,150	Alterra Coffee Roasters; Latino Arts, Inc.
Christiane Clados: Reconstructing the Pre-Columbian World (exhibit) (LACIS & CLACS)	09/05-10/05 MSN/MIL, Regional	Exhibits 568 Lectures 326	Latino Arts, Inc.; Wisconsin Humanities Council; National Endowment for the Humanities

* Date, Location, Impact (local, regional, national, international)

In addition to contributing to the national business program, "Developing International Business Leaders for the New Millennium," Milwaukee promotes the business resource Wisconsin Worldwide Services, which features online modules on doing business globally. (Mexico is

specifically featured in 5 modules.) The media exposure generated by Wisconsin outreach includes national, state and local radio, the print media and commercial and public television. In addition to LA-themed shows offered on the campus-based TV program, *International Focus*, CLACS is developing greater ties with Milwaukee Public Television (channels 10/36) to provide content for the weekly show *¡Adelante!* As part of its annual Latin American film festival Cinefest, LACIS organized four separate interviews on the national radio program “To the Best of our Knowledge” which reaches approximately 250,000 listeners per broadcast. Attendance at outreach events illustrates the cumulative impact of the Consortium’s public programming; 227 activities at Madison and Milwaukee impacted a total of 76,797 people (**Table 7.4**). Increasingly,

Table 7.4: Outreach, Cumulative Impact, 2002-05

PARTICIPANTS	MIL	MSN	TOTAL
K-12 teachers	579	1,175	1,754
Post-secondary	66	72	138
K-16 students	2,554	16,082	18,636
Business/Media	4,186	416	4,602
Public	30,335	14,495	44,830
University lectures and conferences	2,992	3,845	6,837
Total Participants	40,712	36,085	76,797
ACTIVITIES	MIL	MSN	TOTAL
Local	52	119	171
Regional	21	20	41
National	8	7	17
Total Activities	81	146	227
Faculty/Prof School Involvement	25/4 46 programs	13/4 13 programs	38/8 59 programs

through its collaborative partners, Milwaukee offers the majority of its public programming off campus. (Collaborative programs with Latino Arts, on Milwaukee’s predominantly Latino south side, attracted 3,955 individuals to exhibits and live performance during 2002-05; cosponsored events with Alterra

Coffee Roasters reached 3,350 individuals; programming grants to Regional Faculty Associates resulted in 10 public events at regional UW System and private college campuses with 1,121 total attendance.) **Please see Criterion 8 for future plans.**

Criterion 8. Program Planning and Budget

AP=Absolute Priority; CPP=Competitive Preference Priority; IP=Invitational Priority 1-5

8.A/B. Quality and Purpose of Activities, Development Plan (see also Timeline/Appendix I),

and Use of Faculty, Staff, and Other Resources: The proposed activities conform to the purpose of Title VI: to strengthen nationally recognized centers of excellence in foreign language and area studies and to assist meritorious graduate students undergoing training in foreign languages and area studies. **1) Performance-Based Language Training and Assessment (including LCTLs):** Madison requests funding to offer two *Summer Intensive Portuguese Institutes* (Albuquerque/TA-yrs 1,3-*IPI*). Madison seeks funding for attendance at *language assessment training conferences* at LRCs/ACTFL (all yrs-*CPP/IP4*) and for an annual innovative *campus workshop* for instructors of LCTLs, Spanish, and Portuguese TAs (w/MSN Language Institute/Secretariat of the NCOLCTL-all yrs-*CPP*). Madison seeks support for two native speakers for *Ecuadorian Quichua* (lect.) and *Yucatec Maya* (TA) at the elementary, intermediate, and advanced (for Quichua) level (all at Madison) (all yrs), and advanced *Quichua* instruction in Ecuador (w/ASU-all yrs-*IPI*). Madison also seeks to send the *Quichua and Yucatec Maya* instructors to SDSU workshops on design tools for LCTL program development in the evaluation of students' oral, reading, and listening skills (yrs 1,2,3-*CPP/IP4*). Madison is also fostering *interdisciplinary cohort Freshman Interest Groups* of 20 students each who take the same 3 courses together, one of which is a language (Quichua/Yucatec Maya/Portuguese) (yrs 1,2,3-w/non-Title VI funds). Milwaukee will support 1-day on-site *workshops* on proficiency and assessment issues, drawing on ACTFL professional development offerings or LRC workshops for S&P faculty and teaching staff (w/CIE/CIPD-all yrs-*CPP/IP4*). Milwaukee also requests support for the ongoing development of its *Portuguese minor*, approved in 2003,

through funding for Portuguese offerings at the 300/400 level (ex. Port 353 “*Introduction to Brazilian Literature*” in Portuguese) (yrs 2, 4-**IP1**). Advanced level Portuguese is already underway (Port 310/499 being offered in 2005-06 (**Appendix II**) and planning has begun for a *MAFLL Translation track in Portuguese*. Additionally, Milwaukee requests funds to send a faculty member (Kennedy) to a national 4-day workshop for *ACTFL OPI tester training* in Portuguese (yr 1-**CPP**) and continuation of the Performance-Based Language *Placement Project* for Spanish (w/UW Placement Office-all yrs). **FLAC: Madison** requests support to fund a TA to conduct a Spanish discussion section for the topics class “*European Consumerism and Latin American Development*” (w/CES-yr 2); and a TA for a *FLAC course* in Spanish (yr 4).

Milwaukee requests support to offer an annual 1-credit *FLAC course* on global issues in LA in Spanish or Portuguese (w/CIE’s BA in Global Studies-all yrs). **2) Conferences / Symposia**

/Lecture Series: The Consortium requests support for the speakers series on *The Importance of LCTLs in the 21st Century* which will focus on the threats to the less and least commonly taught languages, and the challenges of studying them (w/NCOLCTL-yr 3). Madison requests support to include a LA expert at the “*Forging Collaboration between Ecology and Health*” conference (yr 1-**IP2**) and support for the *Global Health Fellows Program* to support faculty and staff with global health interests to travel to LA (w/II-yr 4-**IP2**). Madison also seeks funds for LA experts at the “*Transitions and Transformations in US International Relations*” conference, which proposes to take a first step toward understanding the pervasive, persistent effects of early 20th century US policies on geopolitical relations (yr 1-**IP2**); to host the conference “*The Cold War as World Histories: Politics and Societies in the Post Colonial Age (1973-1995)*” on tension between cold war histories and post-colonial histories (yr 2-**IP2**); for the conference “*Performing Brazil*” on the different types and meanings of performance in and of Brazil (yr 1); for a Land

Tenure Center Summer Institute on “*Land Tenure, Governance, and the Environment*,” targeted to educating and training US government specialists on LA from USAID, the World Bank, and other agencies (yr 2-**IP2**); for a conference (w/an outreach component to K-12) on the problems and opportunities shared by *Brazil, Russia, India, and China* (BRIC) (w/CIBER/CREECA/WAGE-yr 2-**IP2**); and for a conference on *LA Public Policies* (judicial system reform) (yr 4-**IP2**). Madison also requests funds to host the *Mesoamerican Language and Culture Conference Series*, focusing on language and indigenous texts, education, conservation, and development (w/Duke/UNC/SDSU/Yale/U of Chicago-yrs 2,3) and to travel to LA to foster *partnership agreements* for exchange programs (yrs 2,4). Milwaukee requests funds for a speaker series *Latin American/Caribbean Writers* that will feature the poetry and prose of LA authors whose works have contributed to the discussion of issues of ethnicity and culture (w/S&P-yr 1); for the conference *Revisiting the Latin American Peace Processes of the 1980s and 1990s* focusing on how to consolidate peace after peace agreements have been reached (w/CIE/Peace Studies-yr 2-**IP2**); for the conference *Refugees, Displaced Persons and Human Trafficking in Latin America/Caribbean* on threats to the health of the victims of warfare (refugees, displaced persons, and human trafficking) and the issue of health as a human right (w/CIE/Nursing-yr 4-**IP2**). Milwaukee also requests funds for its *Speakers and Artists Bureau* (all yrs) and its *Annual Faculty Symposia* that support CLACS faculty initiatives (all yrs). **3)**

Career Advising: Madison requests funds to bring distinguished *alumni* to campus and the community to offer *career panels* on fields such as journalism and government (all yrs).

Milwaukee requests funds for its *Latin American Career Advising* at an annual International Career Advising Fair to expand career advising programs and resources designed to raise student awareness of options and support international academic programs (w/CIE-all yrs). **4)**

Professional school linkages and interdisciplinary courses/majors: At Madison, tutoring in Spanish/Portuguese *immersion language* will be made available to students in the professional schools of Business, Law, Health professions, including nursing, veterinary, medicine, pre-medicine, and pharmacy. *Immersion language* training will also be available through the *Health Issues in Rural Ecuador* 6-week summer program at the *Medical Field School for the Study of Language, Culture, and Community Health in Ecuador* focusing on indigenous and non-indigenous health beliefs and practices through Spanish and introductory Quichua language instruction, cultural anthropology, and community health field activities (all yrs-**IP2**). Madison also requests funds to support “*Interdisciplinary Infectious Disease*,” an interdisciplinary course that will include diseases and cases from LA (w/health science faculty-yrs 1, 2-**IP2**), and support to fund TAs for “*Latin America: An Introduction*” (often taught w/a FLAC section-all yrs). At Milwaukee, *Architecture, Health Sciences, and Nursing* guest lecturers will be available to strengthen professional school relationships (all yrs) and for S&P *immersion language* training for students in professional schools and the sciences preparing to study abroad, such as the pre-departure course provided by CLACS to Business 843 students prior to their study in Chile (all yrs). In response to program growth, Milwaukee is participating in two new campus initiatives requiring the development of 8 to 10 new or revised courses over the 2006-10 quaternion. At the undergraduate level, Milwaukee requests funds to develop new curricula in support of a *new interdisciplinary undergraduate major in Latin American and Caribbean Studies* and a *new joint major in Spanish and Nursing*. In addition, Milwaukee requests support for *on-line courses* including the *Américas* course on children’s literature which especially serves teachers, and support for on-going development of *interdisciplinary theme-based study abroad courses with language* content for S&P, science, and professional school students, such as Atmospheric

Sciences (*Effect of Acid Rain on Mexico's Monuments*), SOE (*Adult Education in Brazil*), College of Engineering (*Engineering in the Developing World: Brazil*), and School of Nursing (*Public Health in Mexico*). **5) Teacher Training K-12 and Post-Secondary: All Meet AP.** The Consortium requests funds for two jointly-sponsored teacher-training workshops, *Popular Culture*, including themes of ethnic diversity, globalization, and cultural formation (w/UWW which trains the most new K-12 teachers in Wisconsin-yr 1) and *History and Justice*, resulting in a curriculum that suggests how current political controversies can spark interest in historical questions (w/UWW-yr 2) (also w/CIE/Global Studies-Madison). The Consortium also seeks support for its co-sponsorship (since 1993) of *WIOC*, including *Thematic Collaborative Outreach Workshops* and related activities, *Curriculum Development Grants*, *International Children's Literature Conference*, and an initiative with the *Madison Children's Museum* (all yrs). In response to the new WI public instruction certification law (PI-34) which mandates that K-12 language teachers be certified in *performance-based assessment of language skills*, a content exam specific to the subject matter, and that they be qualified to teach K-12. Madison requests funds for a *Pilot Project for the Certification of K-12 Teachers in LCTLs*, including Portuguese (a M.A. in World Language Education) (w/SOE/DPI-all yrs-**AP/IP3**). Madison seeks funds to bring a *LA educational expert from Belize* (Tumul Ki'in School) to provide insights into innovative pedagogical tools for education in LA at Madison's *Summer Institute Multicultural Pedagogical and Curriculum in LA* (w/SOE-yr 2), and support for *assistance of Quichua and Maya heritage speakers* for its World Languages Day workshops for guidance counselors and social studies and language teachers to encourage post-secondary study of Quichua and Maya (all yrs). Madison requests support for "*One Hundred Years of Solitude*," a year-long teachers' (w/students) program featuring the reading and study of Gabriel García Márquez's literary

masterpiece (w/Ctr. for the Humanities-MSN/DPI/MSN Metropolitan School District-yr 2).

Milwaukee requests funds for 3 sessions on the *Wars of Independence*, to coincide with the 200 year anniversary of Spanish American independence movements (w/UWW-yrs 3, 4). In order to broaden its teacher training offerings to Atmospheric Sciences, Biological Sciences, and Geosciences, Milwaukee requests funds to design an ongoing teacher series focusing on acid rain/pollution, tropical streams/ivers, and volcanic studies in LA in a *Sciences Teacher Series* (w/CLACS faculty-all yrs). Given the new state certification requirements (PI-34), Milwaukee seeks funds to develop a “packaged” internationalization component, a *Global Studies Certificate for In-Service Teachers* program, that will support both K-12 teachers designing a Professional Development Plan (PDP) or those seeking a credit option for re-certification (w/CIE-all yrs). Additionally, Milwaukee seeks support for its participation in the *NRC/CLASP Teacher Training Network*, a network of 7 NRCs that will support participation by 1-2 local K-16 teachers in summer teacher institutes organized by LA centers nationally (w/CLASP/Georgetown/Harvard/Pittsburgh/ Texas/Tulane/Yale-all yrs). **6) Additional K-12 and Post-Secondary Outreach:** The Consortium requests support for the *National Outreach Website*, a “one-stop shop” maintained at UCLA on behalf of all Title VI centers (yr 1-**IP 5**).

Madison seeks support for a PA to assist with outreach/teacher training (all yrs) and a *Library Literacy Course* for outreach audiences (yr 1). Milwaukee requests support for the videoconference series “*Global Conversations*,” which links internationally-recognized experts on global issues with students, educators, and the community in an interactive format (w/CIE-all yrs-**IP 5**); support for the expansion of post-secondary *Learning Objects* for teaching an introductory LA course (w/UWW/UWEC-all yrs); continuation as Secretariat of the *North Central Council of Latin Americanists*, w/ members from Iowa, Minnesota, and Wisconsin (all

yrs); sponsorship of *CLACS faculty* for professional activities and travel, and of *Regional Lecture/Conference Competition* to support conferences, speakers, or cultural events organized by regional faculty associates (all yrs); development of *web resources* for in-service teachers providing them with resources on the *cultures of origin of Milwaukee Public School children* from Mexican and Central American indigenous origin (w/SOE/Carnegie Grant Design Team-all yrs-**IP3/IP5**); support for *media collections and web maintenance*; and continuation of the 12-year-old *Américas Award for Children's and Young Adult Literature*, which highlights UW published books that authentically and engagingly portray LA, the Caribbean, or Latinos in the US (w/CLASP-all yrs-**IP5**). **7) Business/Media Outreach:** Given Wisconsin's growing trade with LA, and Madison's and Milwaukee's importance in the state's industrial corridor that feeds this trade, the Consortium is requesting funding for an exchange program that will bring two *business/trade journalists* from a major LA newspaper, and will fund reciprocal two-week stays by a business/trade journalist from the *Wisconsin State Journal* or the *Capital Times* and the *Milwaukee Journal Sentinel* (MIL yrs 1, 3; MSN yrs 2, 4). In addition, both Centers are requesting support for *radio and television broadcasting* projects that provide more LA studies content to the public, Madison through a radio program "*LA on the Air*" and Milwaukee through the public television program "*¡Adelante!*" (channels 10/36) (all yrs). Madison also requests funding a *LACIS Business Alumni Initiative* to bring LACIS alumni to speak about their business expertise (w/CIBER-all yrs-**IP4**) and a *Business Executive in Residence* to bring one scholar to campus to focus on business outreach activities related to LA (w/CIBER-yrs 2, 4-**IP4**). Milwaukee requests support for the *Institute of World Affairs' Corporate Programming* for area business to be both better informed and better positioned to compete globally, especially through its "*International Focus*" public television program, which is Wisconsin's only regular program

devoted to global issues and US foreign policy (w/CIE-all yrs-**IP2**). **8) Community Outreach:** Madison requests support for its *Latin American Film Series*, which takes place in the fall (all yrs), and Milwaukee, for its 27-year-old annual spring *Latin American Film Series* (w/the Chicago Latino Film Festival/UWM Union Programming/Union Theatre/anticipated 15 campus departments-all yrs). In addition, CLACS requests support to continue its *cultural outreach programming*, working principally with 3 key community partners, each representing a different demographic of the Milwaukee metropolitan area (w/Latino Arts, Inc./Cedarburg Cultural Center/Alterra Coffee Roasters-all yrs) and funding for 3 *community outreach grants* annually to enrich Latin American studies within the Milwaukee community and to help build a community resource base for future programming and collaborations (w/arts, cultural, community organizations/K-12 schools-all yrs). **9) Library:** Both campuses request Title VI funds for *collection development* including electronic resources at Madison, Milwaukee and UW regional institutions. In addition, Madison will strengthen Memorial's *Andean, Mexican, and Caribbean collections*; support a subscription to an *Emerging Markets Database* (w/Law School, CIBER, CREECA); to host an annual *meeting of MOLLAS*, a regional division of SALALM (yr 4). Milwaukee will work with the *American Geographical Society Library in a digitization project* of one of the Library's largest photographic collections, the Platt Collection of 34,000 images of 20th-century Central and South America (all yrs), and will support a *Visiting Scholar from LA* to use the AGS Library collection (all yrs). **10) New faculty hires:** Madison will work to leverage the hire of a *Latin Americanist in political science*, and Milwaukee, to leverage the hire of Latin Americanists in the underrepresented disciplines of *political science and sociology* (non-Title VI funds). **11) Faculty, staff, and student travel:** The Consortium requests funding for *program administration*, including partial salary for 4 staff and student assistants, and

educational/outreach and general office materials, for administrative travel, including travel to build partnerships. Through *internal funds*, Madison will support short-term LA research travel for graduate students. Milwaukee will continue to support graduate student research through L&S travel awards, which are available to graduate students in L&S disciplines as well as the professional schools. **12) Program Evaluation:** Support is requested for an *external review* by a regional expert, in conjunction with a prior review by a professional program evaluator, at both campuses (**Criterion 9**) (w/II-yr 3). **13) FLAS:** A primary purpose of the Consortium is to educate meritorious graduate students as LA specialists for careers in academia, government, and the private sector. To help carry out that mission, for the 2006-10 quaternion, Madison requests *8 academic-year FLAS awards/yr and 4 summer awards/yr*, and Milwaukee, *2 summer awards/yr* for use at approved language programs. Both campuses request support for travel to summer language programs.

8.C. Cost Effectiveness. Combined NRC status and funding since 1973 have been crucial for leveraging institutional support, and both centers enjoy excellent collaborative relationships with their respective campus administrative units and programs. For example, Madison's health-related initiatives, for which Madison is requesting \$10,864 from Title VI over the 4-year period, will be matched by \$166,000 from various institutional sources, including the II, the Global Health Program, and student fees. External grants have also been crucial for assuring the cost effectiveness of our centers. For example, Milwaukee's curricular development and study abroad programs have been aided by grants from the Association of American Colleges and Universities (AAC&U) and the Fund for the Improvement of Post-Secondary Education (FIPSE). In addition, most of the Consortium's activities have a cost-sharing component, as is seen in the **Timeline** (**Appendix I**) which demonstrates how Title VI funds are efficiently used in conjunction with

funding from co-sponsors, allowing the Consortium to engage in more activities with greater impact and at less cost. Co-sponsorship at Madison is especially strong with the International Institute and at Milwaukee with the Center for International Education.

8.D. Long-term Impact on Undergraduate, Graduate and Professional Training. The Title VI grant has made a significant and lasting impact on our campuses, in the Upper Midwest, and in the nation. The Consortium's proposed activities and their anticipated outcomes, as seen in the **Timeline**, are designed to maximize the dissemination of knowledge of Latin American languages and area studies. Ongoing evaluation, as described in **Criterion 9**, assures that funds will be used for activities designed to achieve the greatest impact.

Criterion 9. Impact and Evaluation

9.A. Impact on the University, Community, Region and Nation. The Consortium's impact on the university can be demonstrated through its outstanding record in teaching and research in language and area studies, and in local, regional, and national outreach. In 2004-05, enrollments for LA language and area courses for undergraduates totaled 18,764 (MSN 11,765, MIL 6,999). For graduate students, the total of both campuses was 1,054 (MSN 737, MIL 317). In 2004-05, the two universities awarded 772 (MSN 703, MIL 69) BA/S degrees (defined as 15 credits or more of LA content/language courses); 61 (MSN 52, MIL 9) MA/S degrees; and 19 (MSN 18, MIL 1) PhDs to students whose study program emphasized LA. Of the baccalaureate degree recipients who responded to the 2005 Career Placement Survey (137), 24% were continuing their education; of those who took jobs, 24 % worked in education or the private non-profit sector, 55% in the private for profit sector, and 22% in government or international organizations. In the past triennium, Madison has used institutional resources and Tinker-Nave Short Term Field Research Grants to support student travel and research, and Nave Endowment funds for faculty

travel and research. Milwaukee in 2004-05 used institutional resources from L&S and Shea Scholarship funds to support student travel and research, and L&S funds for faculty travel and research. In 2004-05, L&S funded 8 graduate and advanced undergraduate research proposals; the Shea Scholarship funded 2 undergraduate study abroad proposals; and L&S funded 12 faculty research proposals. That seed support, in turn, has enabled graduate students and faculty to successfully compete for prestigious external research grants (**Appendix III**). The FLAS program has advanced the careers of multidisciplinary, multilingual scholars as demonstrated by the number of FLAS recipients who now hold faculty positions at prestigious universities. The outreach program’s impact on the community, region and nation is detailed in **Table 7.4** and **Table 9.1. Equal Access for Students from Traditionally Underrepresented Groups.**

**Table 9.1: Impact of UW Consortium on the Public:
Measured by Usage of Center Resources, 2002-05**

RESOURCE	TIME FRAME	NUMBER
Website hits/visitor sessions	monthly	44,385 /9,434
Individuals on email and mailing lists	to date	2,016
Américas annotated bibliographies downloads	monthly	600
Curriculum materials downloads	monthly	385
Occasional Papers (research) downloads	monthly	719
Media Collection loans	triennium	1,453
K-12 and post-secondary educators participating in teacher training programs	triennium	1,754
K-12 and post-secondary students studying with teachers trained by MSN/MIL Programs (projected)	triennium	273,312
Attendance at program-sponsored public events	triennium	76,797

Both Madison and Milwaukee have comprehensive policies and procedures to ensure full access for groups traditionally under-represented in higher education, including racial and ethnic minorities, women, the elderly, and persons with disabilities, and are in full compliance with Section 427 (GEPA). Efforts to expand opportunities include special financial aid and remedial programs

and comprehensive Student Accessibility Programs. Commitment to affirmative action is evident in Consortium-sponsored activities, such as outreach programs which partner with groups

serving large numbers of minorities, such as the Madison and Milwaukee Public School Systems. Both centers have formalized relationships for joint programming with underrepresented groups and are committed to funding students of color for study abroad programs, including field research, and employment (**Criterion 6**). At Milwaukee, 32% of students are enrolled part-time; the average undergraduate is 24 years old; and most work full-time to support their studies. In spite of these challenges, Milwaukee's student body is the most diverse in the UW System. As of September 2005, students of color comprised approximately 15% of the UWM student body as a whole. New freshmen enrollment for Hispanic/Latino students as of September 2005 was up 29% from 2004. CLACS, the S&P Department, and the Roberto Hernández Center work together to attract Hispanic/Latino minorities to LA studies through the development of academic and outreach programs. To provide international opportunities to non-traditional and underrepresented groups, Milwaukee has developed an innovative program of interdisciplinary theme-based courses taught abroad for 2-3 weeks, which include, for example, LCTL exploratory language training in Zapotec in Oaxaca. As a result of these programs and through the support of Wisconsin grants, the % of minority students studying abroad has increased to 13% of the total, which is close to their % in the general student body; this exceeds the national percentage of 6-7%.

9.B. Evaluation Plan with Quantifiable Data. The Consortium practices continuous evaluation and improvement of its activities via several mechanisms for obtaining and analyzing feedback, including evaluations for outreach activities, directed email comments from websites, oversight committees, and informal interviews of faculty and students, as delineated in **Table 9.2**. Numerous performance measures are used on both campuses, such as exams, assignments, capstone projects, faculty assessment of students, results from student competitions, portfolios,

proficiency exams, assessment of field work, practicum, and student teaching.

Table 9.2: Evaluation Plan with Quantifiable Measures of Program Activities

ACTIVITY	DATA COLLECTED / STRATEGY	FREQUENCY	DATA SOURCES
Undergraduate and Graduate Instruction			
Courses	<ul style="list-style-type: none"> •Enrollments •# courses •L&S/professional school representation •Interdisciplinary, cross-listed courses •New course offerings 	3/yr	•Registrar / Resource Analysis
Graduation/Placement	<ul style="list-style-type: none"> •Graduates with 15 or more credits in LA content courses •Career surveys 	3/yr 3/yr	•Registrar •CLACS/LACIS staff
Degree programs	<ul style="list-style-type: none"> •Requirement reviews, new programs •Exit interviews •Comparison with program learning goals 	as proposed starting 2006	•CLACS/LACIS faculty •CLACS/LACIS staff
Study Abroad Programs	<ul style="list-style-type: none"> •Pre- & post surveys 	ongoing	•IAP data (MSN) •OPP (MIL)
FLAS Fellowships (academic yr, summer)	<ul style="list-style-type: none"> •# applicants / # awarded •Pre and post-testing of language proficiency 	1/yr	•CLACS/LACIS staff •EELIAS
Faculty			
Publications, awards, grants	<ul style="list-style-type: none"> •Email surveys •Campus publications 	1/yr monthly	•CLACS/LACIS staff
Outreach and Public Programs			
K-16 teacher training	<ul style="list-style-type: none"> •Attendance •Demographics •Surveys 	1/program	•CLACS/LACIS staff
Public programs	<ul style="list-style-type: none"> •Attendance •Conference evaluations 	1/program	•CLACS/LACIS staff
Media Collection	<ul style="list-style-type: none"> •Usage rates •Media item surveys 	1/yr ongoing	•CLACS staff
Online curriculum	<ul style="list-style-type: none"> •Download rates 	monthly	•CLACS staff
Overall Program			
Grant competitions	<ul style="list-style-type: none"> •faculty committees 	8/yr	•CLACS/LACIS faculty
Internal evaluations	<ul style="list-style-type: none"> •Advisory committees 	2/yr	•CLACS/LACIS faculty
External evaluations	<ul style="list-style-type: none"> •Site visit 	1/grant cycle	•professional & area studies evaluators
Web site	<ul style="list-style-type: none"> •# Visitor sessions •# Resource downloads •Usage by category (faculty, student, outreach, etc) 	monthly	•L&S web support staff

In addition, student outcomes are measured at each Center through review mechanisms in place at each campus as related to undergraduate, graduate, and FLAS grant competitions for students, and Center, University, and national competitions, and publication records for faculty. Both

campuses recognize the need to improve their procedures to produce quantifiable performance measures for evaluation of area and language instruction, FLAS fellowships, outreach programming, and study abroad. As the basis for an improved evaluation plan, both campuses underwent external reviews by regional experts with support of faculty and administration in the past triennium: Madison in Spring 2005 and Milwaukee in Spring 2003. Madison's evaluators wrote of the Consortium that, "*In brief, we believe the UW Consortium sustains one of the nation's strongest interdisciplinary programs in Latin American area and language studies, and it merits continued NRC status and funding (as well as university support) in order to build on its outstanding reputation in research, teaching, and outreach during the second half of this decade.*" The CLACS evaluation also addressed the potential challenges of sustaining faculty expertise in area studies. CLACS was also favorably evaluated as part of the North Central Association accreditation exercise conducted in 2004-05. The Consortium is committed to continuing its high quality of leadership in the Upper Midwest in Latin American and Caribbean language and area studies. Through its teacher training and outreach activities, the Consortium has been able to significantly increase knowledge and understanding of the importance of this dynamic world region to K-16 students and to the general public.

Future plans. The Consortium requests funds to conduct a comprehensive evaluation, as part of a plan developed at UW-Madison by the International Institute and the other Title VI centers. In year 3 a professional evaluation agency funded by the International Institute will conduct a three-day review at Madison. The Consortium requests funds to follow this with a review conducted by one or more area studies professionals on both campuses, using the professional evaluation report as a baseline for their review. Included in the review will be attention to activities that reflect diverse perspectives and a wide range of views, and will generate debate on world regions

and international affairs. The Consortium will continue to make use of the Center for Urban Initiatives and Research (at Milwaukee) for review of its program planning and evaluation, strategic planning, and survey research.

Criterion 10. FLAS Awardee Selection Procedures

The selection process for FLAS awards is coordinated at Madison with other NRCs and with the Fellowships Office in II to standardize *timing* and *procedures*. Madison and Milwaukee hold separate competitions; Milwaukee awards only summer fellowships (**Table 10.1**). During the

Table 10.1: FLAS Fellowship Administration Procedures, 2004-05

FLAS FELLOWSHIP PROCEDURES	DEADLINES		
	AY-MSN	Summ-MSN	Summ-MIL
Competition Announced	Dec	Dec	Sept, Nov, Jan
Application Deadline	Feb 7	Feb 7	Feb 15
Committee Decisions	Feb 22	Feb 22	Mar 01
Award Notification	Apr 14	Apr 14	Mar 15
Request for IEGPS Travel	Apr 14	Apr 14	Mar 15
Interim Report to IEGPS	Sep 01	Jun 01	Jun 01
Student Performance Report	Jun 01	Sep 01	Sep 01
Final Report to IEGPS	Jun 01	Sep 01	Sep 01

fall, each campus

advertises the FLAS

fellowship competition and

sends application

guidelines directly to all

graduate students, faculty,

departments and professional programs affiliated with the Consortium. Announcements are posted on both Centers' websites; Madison also advertises the awards nationally when it hosts a Summer Intensive Language Institute. *Applicants* must submit a proposal describing their plan for language study and its relevance to career plans, academic transcripts, and two letters of recommendation; Madison also requires an evaluation of language competency in the language proposed for study or in previous languages studied, and GRE scores. FLAS fellowship *selection* decisions are made by interdisciplinary committees at each campus; they include one senior language faculty member, area and professional school faculty, and the Center Directors. The committees review applicants' proposals and rank them on academic merit and on the extent to which the proposed plan of study and future use of the language meets Title VI priorities. The

Consortium has awarded, and will continue to award, fellowships to students who have proven their ability to benefit from intensive language instruction and who have a demonstrable commitment to use their language proficiency for public service in their area of expertise. The committees exclude advanced (native equivalent) speakers and generally limit awards to Brazilian Portuguese and Amerindian languages; FLAS awards for Spanish are occasionally made to Professional School students. Both campuses have a proven demand for FLAS fellowships. Milwaukee, with a limited graduate program, received 10 solid applications (Geography, Linguistics, S&P) from 2002-05 and made 10 awards through NRC cost sharing (w/ASU, SDSU) (Table 10.2). Madison’s broad interdisciplinary strength and the excellence

Table 10.2: FLAS Fellowship Applicant-to-Award Ratio, 2002-05

LANGUAGE	MADISON				MILWAUKEE	
	Academic Year		Summer		Summer	
	App*	Awd**	App	Awd	App	Awd
Portuguese	16	8	12	9	6	6
Quichua	12	4	7	6	1	1
Spanish	7	3	12	2	0	0
Haitian Creole	0	0	3	2	0	0
Mixtec	0	0	0	0	1	1
Nahuatl	0	0	1	1	0	0
Maya	4	4	2	2	2	2
TOTALS	39	19	37	22	10	10

* App = number of applicants ** Awd = number of awards

of its language programs assure a large pool of academically gifted applicants. From 2003-05, its applicant to award ratio was more than 2:1. The strengthening of elementary Yucatec Maya instruction at

Madison, with the option to attend UNC’s summer program in Mexico for more advanced study, is expected to increase the number of applicants for FLAS fellowships, both for summer and academic year. Overall, Madison’s plans to strengthen and expand LCTL instruction is expected to increase the number of FLAS fellowship applicants who wish to achieve advanced language proficiency levels. Both campuses will encourage, through their application procedures, and prioritize, through their selection procedures, applicants who are working toward an advanced level of language proficiency (in accordance with FLAS Competitive Priority 1) and who are

dedicated to pursuing a position in government service or entering a professional field (in accordance with FLAS Competitive Priority 2). **Please see Criterion 8 for future plans.**

Criterion 11. Competitive Priorities

The Consortium plans to demonstrate/improve its LCTL language instruction through the measurement of student proficiency by stressing two areas: faculty/staff training and piloting/refining assessment tools. The Consortium will take advantage of national conferences (such as ACTFL) and performance-based workshops (especially at LRCs) for its Quichua, Yucatec Maya and Portuguese lead instructors. Specifically, Madison will send its Quichua and Yucatec Maya staff to SDSU workshops on design tools for LCTL program development and assessment (yrs 1,2,3). Milwaukee will support a faculty member (Kennedy) to participate in a full four-day workshop for ACTFL OPI tester training in Portuguese (yr 1). Although not designated as a Competitive Preference Priority, Madison will support the Mesoamerican Language and Culture Conference, in collaboration with Duke, UNC, SDSU and its LRC, Yale, and the University of Chicago (yrs 2,3). Given the broad participation by Mesoamerican LCTL-teaching institutions, a component of the series will focus on language teaching, assessment, and proficiency-based classroom resources.

To benefit other teaching staff, the Consortium will offer on-site campus workshops, drawing upon LRC and ACTFL expertise. Madison will collaborate with the Language Institute and NCOLCTL to develop an annual innovative workshop for instructors of LCTLs and S&P TAs. At Milwaukee, one-day on-site assessment workshops will be offered all years of the grant cycle, in collaboration with CIE and CIPD. By offering both national and campus-based training, the Consortium anticipates a demonstrable benefit to LCTL program development.