

Criterion 1: UF Commitment to Latin American Studies

1. Overview: The University of Florida's (UF) Latin American Studies (LAS) program dates from 1930, the oldest in the nation, and has been a Title VI NRC since 1961. Today, UF continues to assign top priority to international programs and provides high levels of financial and other support to LAS (Table 1-1). The University's strategic plan prioritizes support for international research and education as well as the institution's Title VI NRCs. With an enrollment of 49,000 students and a total of 163 Latinamericanists, the UF Center for Latin American Studies (CLAS) has unusual potential for influencing awareness of and educating specialists on the region. UF is the only AAU member and land grant university in the state and is one of the five largest and most comprehensive universities in the country. UF's 16 colleges and professional schools give CLAS a distinct advantage in creating cross-campus initiatives, such as its unique programs that integrate the social and natural sciences.

1A. Institutional Support: CLAS is the only area studies center at UF that reports directly to the Provost, and is organized around a core of 18 Center-based faculty and professional staff and 6 administrative staff (Table 6-1). With over \$17 million in total financial support, CLAS is unusually well funded (Table 1-1). This high level of support is continuing even in the face of declining State budgets. UF committed three new faculty lines to CLAS as part of its 2008-09 external recruitment of a new Center director, including a senior level hire to replace the Center's Director of the Tropical Conservation and Development Program. UF also committed an additional line to Latin American Studies as matching support for its new MacArthur-funded Master's program in Development Practice (MDP) (see section 2B). CLAS is unique in that faculty lines are allocated directly to the Center, allowing it to negotiate joint appointments in departments and colleges that best advance Center priority activities; two joint appointments and

one full-time appointment have been made since 2004-05. Currently, the College of Liberal Arts and Sciences is conducting a search in applied Spanish linguistics and two searches with a focus on Latin America – one in Spanish Caribbean History and another in Cultural Anthropology. Matching support for a number of initiatives is indicated in the proposed budget.

Table 1-1. UF Institutional Support Summary, 2008-09	
Financial Support	
CLAS Operations	
Faculty & Administrative Personnel Salaries	\$1,805,287
Operating Funding	\$420,331
Contracts, Grants, Gifts, Endowment Income	\$1,885,164
Teaching Staff Salaries¹	
Area Studies Faculty (see Table 3-1)	\$7,224,995
Language Studies Faculty & TAs (see Table 4-1)	\$1,785,630
Library Resources	
Library Acquisitions (see Table 5-1)	\$249,535
Library Staff Salaries (see Table 5-2)	\$487,974
Financial Support to Students	
FLAS Out-of-State Tuition Waivers	\$103,671
Graduate Student Stipends, Tuition, & Research Grants	\$3,075,768
Undergraduate Student Scholarships	\$71,590
Total Institutional Financial Support	\$17,109,945
Other Key Support Areas	
# International Linkage Agreements	131
Outreach Activities (see Table 7-1)	
Total # of Outreach Events	123
Percent of Outreach Events with NRC funding	54%
Students in LAS-Related Fields (see Table 9-1)	
Total # of Graduates with at least 15 LAS Credits	510
LAS & Language Course Enrollments (see App. A)	17,119
# Graduate Students Receiving Financial Support	216
# Faculty Receiving Professional Development Support	35

¹ Faculty Salary Calculated: % FTE on LAS X (Faculty Salary + Fringe).

Teaching Staff Support: With 154 area and language teaching specialists supported by over \$9 million in salary and fringe benefits (Table 1-1), CLAS’s faculty offer in-depth regional

coverage and high quality instruction (Criterion 2-4; Tables 3-1, 4-1; and Appendix C). Since 2004-05, 22 CLAS faculty affiliates have been hired in new positions or to replace retired faculty. The Center director participates in the interview process for all potential Latinamericanist hires and provides recommendations to the departments.

Library Support: With \$737,500 dedicated to LAS-related library staff and acquisitions annually (Table 1-1), UF's Latin American collection is also well supported. UF hosts one of the oldest and largest collections in the U.S. and is a leader in the LAS professional library community (see Criterion 5).

International Linkages: With 131 international linkage agreements, UF possesses an impressive array of international partners to support study abroad, international student exchanges, and student and faculty research activities (Table 2-2). UF's International Center (UFIC) assists in the negotiation, drafting, legal review, and execution of formal international agreements. UF has active research and education collaborations in 21 countries in the region, the majority in Brazil, Chile, Colombia, and Peru. These include five FIPSE agreements with Brazilian universities, a USAID U.S.-Mexico TIES project with the Universidad Veracruzana, and new agreements with FLACSO-Ecuador, Universidad de Costa Rica, Pontificia Universidad Católica del Perú, and Fundação Getulio Vargas (Brazil).

Outreach Activities: CLAS offers one of the largest LAS-related outreach programs in the U.S. as measured by the number of events and the number of participants (Tables 1-1 and 7-1). A large percentage of the Center's operating funding is devoted to outreach activities. In 2008-09, only 54% percent of CLAS's total outreach events were supported with Title VI funds. CLAS employs a full-time outreach coordinator (see Criterion 7).

1B. Financial Support to Graduate Students: In 2008-09, 510 UF students graduated with 15 or more LAS credits, while thousands more took LAS content courses (Table 1-1, Appendix B). University financial support to LAS students totaled over \$3.2 million (Table 1-1). CLAS receives four graduate assistantships, including out-of-state tuition waivers, annually from its administration. In support of this proposal, the UF Vice President for Research and the Provost have pledged stipend and tuition support for three additional graduate assistants per year to CLAS and \$2,000 stipend supplements for up to eight FLAS fellows per year. At least 180 fellowships or assistantships were provided to Latinamericanist graduate students by participating departments in 2008-09, including 28 fellowships or assistantships that CLAS awarded with external grant funds or endowment income. UF provides out-of-state tuition waivers to all assistantships and fellowships funded with external monies, including FLAS fellowships. By reducing the cost, the waivers increase the number of fellowships awarded.

Criterion 2: Quality of LAS Curriculum Design

2. Overview: The UF curriculum offers diverse, high quality undergraduate and graduate certificate and degree programs and an extensive array of student research and study abroad opportunities. LAS courses (Appendix B) and certificate programs attract students from a broad range of disciplines and professional degree programs, particularly business, law, and environmental science.

2A. Undergraduate Instruction: Table 2-1 summarizes CLAS's undergraduate certificate and minor requirements which combine strong area and language training components. Revised undergraduate program requirements, administrative improvements, and increased on-campus advertising has resulted in a steady increase in enrollments. The number of students graduating

with LAS minors increased from 18 in 2004-5 to 38 in 2008-09. Further program improvements should significantly increase undergraduate enrollments by 2014.

UF recently approved a LAS major administered through the Interdisciplinary Studies Program (IDS) of the College of Liberal Arts and Sciences. The competitive program requires a minimum GPA of 3.0 and students must be approved by the IDS committee. The IDS/LAS major requires 21 hours of a Latin American coursework, intermediate Spanish or Portuguese, and a thesis on a Latin American topic. The College of Liberal Arts and Sciences is also proposing an International Studies major to begin in 2010-11 which includes a Latin American area component of 15 hours, a study abroad requirement, and intermediate foreign language proficiency.

Table 2-1. Minor, Certificate and Master's Degree Requirements, 2008-09				
	Undergraduate		Graduate	
	Minor	Certificate	MA	Certificate
Credit Hours in LAS Courses	15	21	30	15
LAS Gateway or Capstone Seminar	Yes	Yes	Yes	Yes
Methods Courses: LA Data Analysis & Discipline-Specific			Yes	
ACTFL Language Proficiency	Int/Mid	Int/Mid	Int/High	Int/High
Thesis on LAS Topic (3+ credit hours)			Yes	Yes
# of Graduates	38	23	11	9
# of Students Enrolled	92	46	33	56

2B. Graduate Instruction: Table 2-1 summarizes the LAS graduate certificate and MA program requirements. CLAS's graduate certificate program has seen significant enrollment growth from 14 students in 2004-5 to 56 in 08-09. CLAS offers a single graduate certificate for MA and PhD students which requires 12 to 15 hours of coursework, intermediate proficiency in Spanish or Portuguese, and a thesis or dissertation with Latin American content. The MA in Latin

American Studies (MALAS) curriculum is unique in its combination of courses in research methods and interdisciplinary theory, its breadth in terms of disciplinary or topical specializations, and the strong language requirements which prepare graduates for doctoral studies as well as a range of professional careers. UF graduates are highly sought after in both the public and private sectors (see Table 9-2). Admissions have become more competitive as the applicant pool has grown in quantity (from 38 applications in 07-08 to 51 in 08-09) and quality, with significant increases in the GPAs and GRE scores of students entering the program.

CLAS also offers a graduate certificate in Tropical Conservation and Development (TCD), an internationally-recognized program that integrates the biological and social sciences, with a current enrollment of 160. TCD trains graduate level professionals, particularly from Latin America, to bridge theory and practice and to learn across disciplines. The Center is also launching a new MA program in Development Practice (MDP) together with the Title VI-supported UF Center for African Studies. UF was one of two U.S. universities selected to receive nearly \$1 million from the MacArthur Foundation to initiate the program in 2010-11, and the only program focusing on Latin America (in addition to Africa). A global network of MDP programs will be coordinated by a secretariat based at Columbia University's Earth Institute. The program's unique core curriculum bridges the natural sciences, health sciences, social sciences and management, and combines classroom study with field experiences in Latin America and Africa in an applied, problem-solving setting. Finally, CLAS offers a joint MA/JD and has concurrent Master's programs (9 credit hours can be shared between both programs) with the Warrington College of Business. A concurrent Master's degree with the College of Design, Construction and Planning with a focus on urban and planning is being explored. Appendix B demonstrates the scope and depth of UF's course offerings. By permitting graduate

students at UF to pursue courses in some 36 departments, the curriculum contributes to the quality and attractiveness of both the interdisciplinary graduate certificate program and the MALAS program.

2C. Academic and Career Advising: In addition to comprehensive services offered by university advising and career offices, CLAS faculty and staff dedicate significant time to student academic and career advising (see Table 6-1). The Center employs an Academic Director and an Academic Program Assistant who provide full-time academic advising and student support services with support from a graduate assistant. The Academic Director provides graduate academic and career advising, assisted by the directors of the interdisciplinary research and training programs and their staff, and the 17 faculty who coordinate the MALAS specializations. CLAS recently hired a new program coordinator, 40% of whose responsibilities concern the recruiting and advising of LAS undergraduate students. In addition, CLAS employs a half-time lecturer who facilitates skills development workshops for graduate students on proposal writing, academic publishing, Institutional Review Board applications, field work preparation, and research poster design and presentation.

Graduate-level internships in Latin America are supported by the TCD program and the Center maintains a website devoted to LAS internship opportunities. CLAS offers a full-day career workshop featuring UF alumni who speak on LAS-related job opportunities in government, business, education, and non-profit sectors. We also maintain a listserv for graduate and undergraduate students to pass along information about job and internship opportunities.

2D. Study and Research Abroad: Facilitated by the many UF international agreements, Table 2-2 summarizes the multiple options for study abroad and student participation in overseas

research activities. During 2008-09, 309 (206 undergraduate and 103 graduate) students studied in ten Latin American and Caribbean countries, with Brazil, Costa Rica and Mexico being the most popular destinations. The majority participated in programs organized by UF faculty or direct university exchanges, with 20% participating in programs offered by other institutions.

CLAS is known for its high quality FLAS-approved Brazilian Portuguese Language and Culture Summer Program in Rio de Janeiro which is administered in partnership with Georgetown University’s Center for Latin American Studies. The Center also coordinates a summer Business in Brazil program and we intend to partner with Georgetown on this program as well.

Through this proposal, CLAS intends to initiate a Haitian Language and Culture program in the Creole-speaking islands of Guadeloupe or Martinique, as well as provide support for a graduate-level field course in

Mexico for the new MDP program and an undergraduate study tour on the Latin American flower industry. CLAS places great emphasis on facilitating MA and pre-doctoral field research in the region (30 students were funded in 2008-09), facilitated by a Tinker Foundation Field Research grant and other grant funding, endowment income, and private donations.

Table 2-2. UF Study Abroad Enrollments in LAC, 2008-09	
	# of Students
Anthropology & Ecology in Merida	22
Architecture in Guadalajara	22
Business in Brazil	12
Environmental Law in Costa Rica	20
Finance in Chile	23
Grassroots Development in Nicaragua	8
Industrial Engineering in Chile	12
Language and Culture in Brazil	30
Non-UF Study Abroad Programs	62
Nursing in Yucatan	7
Photojournalism in Guatemala	12
Public Health in El Salvador	6
Reciprocal Exchange Programs	10
STEM Research in Argentina & Brazil	22
Sustainability in Costa Rica	10
Tropical Ecosystems in Costa Rica	24
Urban Planning in Brazil	7
Total Study Abroad Students	309
Graduate Student Field Research Grants	30
Total Study or Research in LAC	339

Criterion 3: Quality of LAS Non-Language Instructional Program

3. Overview: UF offers a total of 283 different LAC area studies courses taught by 140 LAC area studies specialists with a total enrollment of 13,043 (Table 3-1 and Appendices A & B).

3A. Area Studies Instruction: Table 3-1 summarizes UF's area studies courses by discipline and number of faculty per discipline.

Table 3-1. Area Studies Courses and Teaching Faculty by Discipline, 2008-09						
DISCIPLINE	Courses 100% LAS	Courses 25+% LAS	Courses Total	Faculty 100% LAS	Faculty 25+% LAS	Faculty Total
Arts & Sciences						
Anthropology	14	26	40	10	6	16
Art/Art History	4	2	6	1	2	3
Biology	1	7	8	0	9	9
Geography	3	12	15	1	5	6
History	18	4	22	4	2	6
Political Science	8	8	16	2	0	2
Latin American Studies	22	7	29	7	0	7
LA Literature & Culture ¹	33	5	38	5	2	7
Linguistics	2	2	4	1	2	3
Music/Dance	9	3	12	1	4	5
Religion	2	7	9	1	2	3
Sociology/Criminology	2	3	5	2	2	4
Women's Studies	2	6	8	0	1	1
Other	0	3	3	0	1	1
Subtotal	120	95	215	35	38	73
Professional Schools						
Architecture & Planning	3	1	4	0	5	5
Business & Economics	1	4	5	0	2	2
Education	0	1	1	0	2	2
Environmental & Ag. Sciences ²	4	30	34	5	30	35
Health Sciences	2	3	5	0	5	5
Journalism & Communications	1	4	5	0	5	5
Law	4	9	13	0	12	12
Other	1	0	1	0	1	1
Subtotal	16	52	68	5	62	67
Total	136	147	283	40	100	140
¹ Of the 38 LA Literature and Culture courses, 34 or 89% were taught in Spanish or Portuguese.						
² Environmental and Agricultural Sciences encompasses 11 academic departments.						

UF area studies capabilities are strongest in the Arts and Sciences with 215 courses and 73 faculty. UF professional programs are also strong, with 68 courses and 67 faculty who support the numerous collaborative degree programs (Criterion 2) and research and training programs. During 2008-09 and 2009-10, 84 new courses were added to UF's curriculum. Appendix B provides a detailed list of UF course offerings. Appendix C provides biographies of UF area studies faculty, including a listing of each faculty's regional and country specialization.

Specialized Area Studies Instruction: If 15 or more area content courses (25-100%) in a discipline is used to define "depth," besides LAS, UF is especially strong in anthropology, geography, history, Latin American literature and culture, political science, and environmental and agricultural sciences. CLAS has taken advantage of its respective area studies strengths to build nationally-recognized specializations. CLAS is a recognized leader in tropical conservation and development, tropical agriculture and forestry, Brazilian and Amazonian studies, transnational migration, and religion in the Americas. As a result of recent hires, UF is building excellence in the fields of indigenous studies, gender and development, and law and policy in the Americas.

Interdisciplinary Instruction: UF is proud of its 43 undergraduate and 79 graduate interdisciplinary area studies course offerings, as designated in Appendix B. Worth noting are CLAS's MA gateway and data analysis courses which provide interdisciplinary theoretical and substantive content to all students in this program.

3B. Area Studies Faculty and Teaching Assistants: UF boasts a talented cadre of area studies specialists with 40 who are devoted full-time to LAS and 100 with 25-99% commitments (Table 3-1). UF's administration is committed to strengthening its area studies faculty. In the past two years, UF added five new LAS faculty, all of whom are tenure-track. Searches underway this

year in Anthropology, History, Latin American Studies, and Public Health all have a LAC regional focus. CLAS expects to benefit from the hiring of at least two to three area specialists each year.

Teaching assistants (TAs) at UF attend a two-day training seminar when first hired that is conducted by UF’s Teaching Center. This initial training is supplemented by a series of workshops related to pedagogy and teaching with technology. A comprehensive handbook describing expectations of and resources available to UF’s TAs provides additional guidance. Specific colleges and departments also conduct their own TA orientation programs each academic year.

Criterion 4: Quality of LAS Language Instructional Program

4. Overview: UF offers robust instruction in the region’s predominant Spanish language and is an NRC/FLAS leader in LCTL instruction in Portuguese and Haitian Creole.

4A. Languages of Instruction: Tables 4-1 summarizes UF’s language instruction programs. UF offers language programs in Spanish (to Ph.D), Portuguese (to B.A.), and Haitian Creole (to level 3). Summer language institutes are offered abroad by UF in Spanish [in Buenos Aires, Argentina (heritage speakers, to start in 2010), in Santander, Spain (yr. 2) and in Seville, Spain (yr. 4)], and in Portuguese (in Rio de Janeiro, yrs. 2-5).

Table 4-1. UF Language Instruction Program Summary, 2008-09			
	Language Levels (Years) Offered	Language Courses Offered ¹	# of Language Instructors ²
Spanish	5	52	45
Portuguese	4	11	5
Haitian Creole	3	7	2

¹Excludes literature and culture area studies courses (see Table 3-1).

²Excludes literature professors (see Table 3-1).

4B. Levels of Language Instruction: Table 4-2 details the extent of UF language instruction by language, level (year), and number of sections. Enrollments in language courses totaled 4,076 in 2008-09. UF is a leader in Foreign Language Across the Curriculum (FLAC) programs in which

area studies courses are offered in a foreign language. Since 1991, UF has offered one-credit add-on FLAC courses to a number of popular LAS courses or as stand-alone conversation

Table 4-2. Language Instruction, Students & Sections, 2008-09¹						
	Level 1	Level 2	Level 3	Level 4	Level 5	Total
Language Sections						
Spanish	93	46	33	12	5	189
Portuguese	3	3	8	1	0	15
Haitian Creole	4	2	4	0	0	10
					Total	214
Language Students						
Spanish	1845	839	686	267	28	3,665
Portuguese	67	55	168	12	0	302
Haitian Creole	77	26	6	0	0	109
					Total	4,076

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

courses. A total of 8 FLAC courses with LAS content were taught at UF in 2008-09. CLAS plans to continue to fund a new one-credit FLAC course each year, while the development of a three-credit area studies course in Spanish will be piloted in 2010-11 (see Criterion 8).

4C. Language Faculty: As part of UF’s commitment to strengthen Spanish and Portuguese language programs, in July 2008, the foreign language departments were reorganized into two departments – Spanish and Portuguese Studies (SPS) and Languages, Literatures and Cultures (LLC), which houses the Haitian Creole program. Currently, UF employs a talented group of language specialists (see Appendix C). In 2008-09, Spanish and Portuguese language instructors included 13 full-time faculty, one adjunct lecturer, and 35 TAs. Haitian Creole language instructors included one tenure-track faculty position in Haitian Creole and one TA.

SPS has a tenured specialist in acquisition/pedagogy for Spanish and Portuguese who directs level 1 and 2 courses and trains and supervises the graduate TAs with the help of four course coordinators and four designated master teachers. Two SPS tenured faculty members have undergone ACTFL proficiency tester training, and a long-time lecturer administers SPS’s

robust FLAC program. Offerings in Spanish for 2009-10 at the upper division and graduate levels are greatly enriched by two new tenure-track hires in SPS, one of whom is a specialist in bilingualism and language contact, the other in contemporary Argentine literature. Currently, SPS has a search underway for another tenure-track position in linguistics. LLC's tenure track faculty member in Haitian Creole is a specialist in Haitian Creole language instruction and linguistics. He has taught Haitian Creole for over a decade at Indiana University's Creole Institute, FIU, and UF. He currently directs one of the largest Haitian Creole and Haitian Studies programs in the U.S.

Through yearly orientations and workshops, UF's language-instruction faculty, adjunct lecturers and TAs are trained in communicative-based, proficiency-oriented pedagogy. Incoming TAs are required to take a three-credit class on Teaching Methods before or during their first semester in the classroom. In addition, all TAs must attend an intensive, 14-hour language pedagogy training session at the beginning of each academic year. Language TAs also attend the basic TA training described in section 3B.

4D. *Quality of Language Programs:* UF's communicative-based, proficiency-oriented instruction strives to achieve ACTFL standards through employment of the four-skills integrated instructional approach with an emphasis at elementary and intermediate levels on the "5Cs" (communication, connections, cultures, comparisons, community). ACTFL proficiency standards required for CLAS's minor, certificate and MA programs are detailed in Table 2-1 and are similar to those of other U.S. programs. Newly admitted students are tested orally soon after enrollment and then counseled on the programs available for them to meet proficiency standards, including taking the appropriate level undergraduate language and FLAC courses, and study abroad programs.

CLAS is one of five authorized testing sites in the U.S. of the Brazilian Certificate of Portuguese Proficiency for Foreigners (CELPE-Bras), the Brazilian government's official Portuguese as a foreign language proficiency exam. UF's two Portuguese faculty are certified to administer the exam and FLAS Portuguese fellows are tested each spring semester. CLAS contracts ACTFL-trained Haitian Creole examiners to test the FLAS Haitian Creole fellows.

To assist in language instruction, the UF Language Learning Center includes two computer classrooms and a Tandberg computer language lab. The language lab and the UF libraries possess a variety of audio and video language instructional materials and workstations and offer large library collections of print materials in the LAC languages. Students can also advance their language instruction through on-campus language clubs.

CLAS's Outreach Coordinator is Chair of the Consortium for Latin American Studies Programs' (CLASP) Language Instruction Committee and CLAS routinely utilizes the resources of the Title VI Language Resource Centers (LRCs) at San Diego State and Michigan State to address LCTL course development, language proficiency training, and consolidation of teaching materials.

Finally, CLAS received a NSF grant in 2008 to document the endangered Jaqaru and Kawki languages of the Andes, which are members of the Jaqi family of languages (along with Aymara). Drawing upon the seminal research of UF linguistics professor M.J. Hardman, this project is transforming a corpus of texts, audiotapes, digitized photographs and related linguistic data into an accessible linguistic research database. The materials will be made available through two digital archives - the Archive of the Indigenous Languages of Latin America at the University of Texas, Austin and UF Digital Collections.

Criterion 5: Strength of LAS Library

5. Overview: UF's LAS Library Collection is a major institutional strength. It fields one of the oldest and largest LAS collections in the U.S., including the largest collection of Caribbean materials held anywhere in the world. LAS librarians and staff work closely with CLAS and are active leaders and participants in regional, national and international library projects. UF is widely respected for its preservation and conservation work and digital work is active and in rapid expansion.

5A. Strength of Library Holdings: Tables 5-1 and 5-2 summarize the respective LAS print and non-print holdings of the UF libraries. The UF LAS collection includes over 500,000 volumes, 51,000 reels of microfilm, and

1,200 journal subscriptions.

Further, the UF Map Library

houses 55,000 maps and atlases

related to Latin America and the

Caribbean. UF's LAS materials

represent about 14% of the university's entire library holdings.

	Caribbean	Mexico & Central America	South America	Total
Language				
English	104,000	44,400	40,000	188,400
Spanish	90,100	55,000	51,600	196,700
Portuguese	N/A	N/A	73,200	73,200
Haitian Creole	2,600	N/A	N/A	2,600
Mayan	N/A	1,300	N/A	1,300
Other	32,000	5,500	7,400	44,900
Total	228,700	106,200	172,200	507,100

Approximately 70% of the LAS titles are in languages other than English. In addition to expanding the superb Caribbean collection, recent acquisitions have emphasized Brazil and the Andean region. UF has a number of important special collections including manuscript records from Cuba and Haiti, numerous rare Cuban books, and archival materials of Spanish Florida. Recently, the LAS collection has acquired rare Cuban slave life insurance policies from the mid-1800s and archives of a family-owned sugar hacienda in Mexico.

Table 5-2. UF Library Holdings: Other LAS Materials (as of 09/09)	
Journals/Periodicals	1,200
Audio-Visual	700
Microforms	51,000
Electronic Databases ¹	388
Special Collections	60
Digital Collections	11

¹ Includes LAS-specific databases only.

The LAS Collection also receives significant gifts of scholarly materials. A very fine Cuban and Mexican film poster collection was recently received, complementing an excellent collection of LAC films of some 1,900 titles. Other noteworthy gifts include

books and artifacts related to the history of the Panama Canal, previously owned by the Panama Canal Museum in Seminole, FL, and a rich collection of research materials and writings related to women and development in LAC. All of these gifts will be available in traditional and digital formats to the public.

5B. Institutional Library Support: Table 5-3 summarizes the financial and staffing support provided for UF’s LAS Collection. The collection is one of a handful of area studies collections in the U.S. where the collection is maintained in its own space, with a dedicated reading room and reference services. Renovated in the mid-1990s, UF’s LAS Collection’s space features state-of-the-art electronic

information access and optimum book conservation storage climate and controls. This impressive

Table 5-3. UF Library Support and Activities, 2008-09	
Library Staff: Full-Time on LAC Activities	5 FTEs
Library Staff: Part-Time on LAC Activities	6.1 FTEs
Library Staff Salaries	\$487,974
Acquisition Budget for LAC Materials	\$249,535
Number of LAC Inter-Library Loans	4,000
Number Travel Awards to Use UF Collection	8

collection is managed and reference services provided by four full-time librarian specialists with the support of one full-time archivist for Caribbean materials, 6.1 FTE from staff members of other library units (e.g., map reference room, cataloguing, etc.), and 3.2 FTE part-time student assistants.

The Director of UF's LAS Library Collection is an ex-officio member of CLAS's Faculty Advisory Council (Table 6-1). UF's LAS librarians regularly provide information literacy classes as part of the research methods and gateway courses for CLAS's MALAS program.

5C. *Library Access and Collaborative Activities*: UF's LAS librarians are recognized leaders in the LAC library community in facilitating access to their collection. Due to a combination of its large size, special collections, excellent electronic database access, and energetic library staff, the UF Libraries are a favorite destination for students and faculty from throughout the U.S. and internationally. The UF Libraries are a major national supplier of LAC research materials. In 2008-09, UF supplied some 4,000 LAC items to outside scholars through InterLibrary Loan, representing approximately 17% of all Interlibrary Loans made by the university. With Title VI support, CLAS offers library travel grants to scholars from across the U.S. to conduct research in the UF collections. In 2009, eight travel grants were awarded to U.S.-based faculty to travel to Gainesville to use the collection. With this proposal, CLAS plans to continue offering annual library travel grants.

To further facilitate library access, the UF Libraries participate in a number of consortia, cooperative agreements, and professional organizations. UF is part of the Florida State University System, the statewide system of eleven institutions of higher education, which facilitates the sharing of resources and the collaborative acquisition of electronic resources. In addition to membership in several U.S. national library associations, UF librarians are active members and fill leadership roles in the Seminar on the Acquisition of Latin American Library Materials (SALALM), annually giving papers on scholarly topics and chairing sessions.

UF's LAS Collection is actively working to digitize many of its materials and special collections. Central to this activity is the TICFIA-funded Digital Library of the Caribbean

(dLOC), a multifaceted and collaborative international digital library project that preserves and increases access to valuable resources for the study of the Caribbean. Housed at FIU, dLOC partners include several other academic libraries and institutions in the Caribbean. Over 981,000 pages of Caribbean materials from the UF Libraries have already been digitized by dLOC. Over the next few years, dLOC will concentrate on scanning a number of rare microfilmed newspapers, principally from UF's LAS holdings. With this proposal, CLAS seeks support to digitize several collections from outside the Caribbean.

Criterion 6: Quality of LAS Faculty and Staff Resources

6. Overview: CLAS is noted for the high number of well-known graduate research faculty and those in key directorial positions, and for the size of its professional and administrative support staff. CLAS has campus-wide reach and excellent coordination with university professional schools and libraries.

6A. Quality of Teaching Faculty and Professional Staff: LAS faculty are highly productive and at the vanguard of their fields. Since 2004-05, they have produced 57 books and hundreds of scholarly articles, and won several prestigious national book awards. One UF Latinamericanist is a member of the National Academy of Sciences and many have received Fulbright and Fulbright-Hays fellowships in recent years; numerous others have received research grants from FIPSE, NIH, NSF, USAID, USDE, World Bank and prestigious foundations such as Christensen, Ford, MacArthur, Moore, Packard, Sloan, and Tinker (see Appendix C). Of the 154 LAS and language teaching faculty, 54 spend 100% of their time teaching, conducting research, and advising students. An additional 100 spend 25% or more of their time on LAS. Of the total Latinamericanist faculty 44% are full professors, 23% are associate professors, 18% are assistant professors, and 15% are adjuncts/instructors.

Table 6-1 details the key personnel of the center. CLAS's program is administered by 18 center-based faculty and professional staff and six support staff. Its research and training programs are run by well-known senior scholars, complemented by a number of joint faculty appointments and full-time professional staff.

Table 6-1. CLAS Administrative Staff & Key Personnel, 2009-10

Name	Bio Page	Position	NRC Responsibilities	% Time¹
Dr. P. Williams	C1	Director; Professor, Political Science and Latin American Studies	NRC Director	100/25
Ms. H. Covert	C17	Executive Director	Budget, Reporting, FLAS, Programming, FLAC, Study abroad	100/20
Dr. R. Brown	C12	Associate Director, Academic Programs and Student Affairs; Associate Professor, Latin American Studies	MALAS & graduate certificate advising, Teaching	100/100
Ms. M. Risner	C61	Associate Director, Outreach and Latin American Business Environment Program	Outreach, Business language, LCTLs	100/25
Ms. A. Green	C29	Program Coordinator, Undergraduate Programs & Event Planning	Data collection, Programming, Undergraduate advising	100/40
Dr. M. Schmink	C65	Director, Tropical Conservation and Development Program, Professor, Latin American Studies and Anthropology	Research, Teaching, Outreach	100/50
Ms. P. Sampaio	C64	Program Coordinator, Tropical Conservation and Development Program	Programming	100/20
Dr. C. Wood	C78	Director, Crime, Law, and Governance Program; Professor, Latin American Studies and Sociology	Research, Teaching, Outreach	100/50
Dr. C.D. Deere	C20	Director, Cuba Linkage Program; Professor, Latin American Studies & Food and Resource Economics	Research, Teaching, Outreach	100/50
Dr. T. McCoy	C45	Director, Latin American Business Environment Program; Professor, Latin American Studies and Political Science	Research, Teaching, Outreach	25/25
Mr. R. Phillips	C58	Director, Latin American Library Collection	LAS library activities	100/25
Other Employees		Other faculty: 8; Full-time administrative staff: 6; Part-time staff/student assistants: 1		

¹ Time dedicated to CLAS activities/time dedicated to student instruction and advising.

The Center's new Director (appointed July 1, 2009), Philip J. Williams, is a political scientist and leading regional specialist in religion and politics, democratization, and transnational migration, and a frequent commentator in the national and international media.

CLAS regularly funds faculty research and conference participation through competitions for Title VI or other funding. In 2008-09, 35 faculty were awarded travel grants, with 17 of these grants for international research or conference travel. CLAS also encourages professional and administrative staff to engage in continuing training. Both the Executive Director and the Associate Director for Outreach are pursuing doctorates in education, while support staff members regularly attend professional development classes offered by the University (see Appendix C). CLAS, with Title VI support, provides travel funding to facilitate the librarians' active involvement in LAS activities. Table 6-1 details the considerable time the CLAS director and administrative staff dedicate to CLAS and NRC activities and to student instruction and advising (see section 2C).

6B. Program Oversight: Table 6-2 summarizes CLAS's governing and oversight structures which provide effective channels for faculty involvement in Center planning while maintaining optimal coordination among its center-based faculty who direct the research and training programs.

The Faculty Advisory Council (FAC) is the representative body for CLAS. It meets monthly and is responsible for advising the Director on academic programs and policy matters, nominating candidates for the Center's standing committees and search committees, and approving new LAS affiliate faculty members. It is composed of eight voting members and four, non-voting ex-officio members (Center Director, Executive Director, Academic Director, and LAS Librarian).

In addition to the FAC, the Center-based faculty meet twice per semester to coordinate the overall activities of the center and the research and training programs. An all-LAS faculty retreat is held every other year at which the Director reports on the progress of the strategic plan

and seeks faculty input on new programs and initiatives. The Latin American Studies Alumni Board assists the Center with fundraising, identifying internship opportunities, and event planning.

Table 6-2. CLAS Governing and Oversight Structure, 2008-09			
Governing Body	Purpose	Meeting Schedule	Representation
CLAS Faculty Advisory Council	Advises on center academic policies & operations, MA admissions, faculty & student competitions	Monthly	8 faculty representatives (4 elected & 4 appointed) + 4 ex-officio members
CLAS Center-Based Faculty Members	Coordinates center activities and research & training programs	Twice per semester	18 Center-based faculty & professional staff
CLAS Alumni Board	Advises on event planning and assists with fundraising	Bi-annually	6 member steering committee + 57 members

6C. Diversity and Non-Discrimination: UF is an Equal Employment Opportunity institution committed to the equitable treatment of all faculty, staff, and students. A Faculty Recruitment Toolkit assists search committees to conduct proactive and equitable searches and all faculty search committee members complete a recruitment workshop to certify that they are trained in fair hiring practices. The University is also committed to providing effective, reasonable accommodations for students, staff, faculty and visitors with disabilities.

Personnel recruiting efforts and staffing at CLAS reflect the make-up of its diverse university and community populations. As part of the faculty and staff hiring process, the Center makes a strong effort to identify and recruit minority candidates to apply for open positions. Of the 26 faculty and staff employees of CLAS (2008-09), 62% were female, 35% Hispanic, 8% Black, and 23% were over 55 years of age. All LAS programs are held in facilities that are wheelchair accessible.

Criterion 7: LAS Outreach Activities

7. Overview: Table 7-1 summarizes CLAS’s 2008-09 outreach activities, which constitute some of the most innovative and influential outreach programs in the Title VI community. CLAS’s 123 outreach events reached 14,913 participants, demonstrating their impact. Of these events, 54% were supported with Title VI funds.

7A. Elementary and Secondary Schools: CLAS offers a dynamic outreach program to K-12 teachers and students. The CLAS Outreach Program reaches large numbers of teachers through teacher training workshops, a Resource Lending Library, and participation in statewide, regional, and national professional meetings for social studies and foreign languages. CLAS works closely with teachers from the local county school district, but also supports teacher training in other districts, extending the impact across the state.

CLAS’s Resource Lending Library consists of more than 500 books, films, posters and other curriculum materials. Requests to borrow materials come

Table 7-1. Outreach Activity Summary, 2008-09				
Primary Audience	Number of Events		# of Participants	
	All funds	TVI funds	All funds	TVI funds
Elem./Secondary Schools (K-12)	22	22	3,668	3,668
Postsecondary Institutions	62	15	3,399	842
Business/Private Sector	5	1	449	230
Media	1	1	121	121
General Public	31	26	7,066	5,188
Government	2	2	210	210
Total	123	67	14,913	10,259

mainly from teachers in Florida, but are also received from throughout the country. The library’s collection is strongest in language and cultural materials, but recent acquisitions have focused on LAC economic and environmental issues.

There is a strong demand from teachers for CLAS’s prepared curriculum kits, called Traveling Suitcases, that include lesson plans, supplemental materials, cultural items, and other artifacts on Latin American countries and themes. In 2008-09, 31 teachers requested the

Traveling Suitcases, benefitting an estimated 3,000 Florida students and reflecting an 82% increase in borrowing over the previous year. This increase is due to enhanced marketing efforts and the recent installation of an online searchable database for the library.

In 2008-09, CLAS co-sponsored two teacher training workshops in Gainesville with UF's other area studies centers (African, European, and Asian Studies) on the topics of *Celebrations around the Globe* and *Rites of Passage*. UF faculty experts served as invited speakers for these workshops and all teachers were awarded district in-service points for their participation. CLAS's Outreach Program also supported several K-12 teachers to deliver five presentations on the integration of LAS content into their classrooms to 175 teacher attendees at social studies and foreign language professional conferences.

In conjunction with the TICFIA funded Digital Library of the Caribbean (dLOC) project, CLAS recently began a series of K-12 outreach initiatives that encourage integration of digital primary resources into the classroom. Activities thus far have included presentations at professional conferences, a lesson plan competition, and teacher workshops. All materials and activity guides are available online. In 2009-10, CLAS will collaborate with the UF College of Education on a series of teacher training workshops on the Caribbean. These workshops will integrate LAS content, technology, and authentic learning through a blended format of online and face-to-face delivery.

A Fulbright-Hays Group Project Abroad grant awarded to CLAS in 2008 allowed 12 of Florida's K-12 Spanish teachers to travel to Ecuador and Peru with CLAS's Outreach Coordinator and a UF College of Education faculty member who specializes in educational technology. The culminating curriculum development exercise of the project resulted in the creation of an electronic resource for K-12 Spanish teachers called, *Teaching Resources for*

Ecuador & Peru. The DVD includes lesson plans and narrated pictures and videos that pertain to Ecuadorian and Peruvian cultural practices, customs, and famous sites. The Fulbright-Hays project had several positive impacts. It provided a unique international experience for the participating Spanish teachers, created new curriculum resources, and expanded CLAS's teacher network across the state.

With partial Title VI support, the CLAS Outreach Program created the *Latin American and Latino Studies Reader* to assist Florida teachers to integrate area studies into their classes as they prepare students for the Florida Comprehensive Assessment Test (FCAT). The publication is composed of 20 texts that address the Florida State Curriculum Standards for Social Studies and Foreign Language. It has been distributed to all 67 of Florida's county school systems and has been made available at professional conferences and can be downloaded online. The text is used primarily by high school social studies and foreign language teachers.

CLAS takes advantage of two first-class museums located in Gainesville - the Florida Museum of Natural History (FLMNH) and the Samuel P. Harn Museum of Art – to reach K-12 teachers and students and the general public. CLAS's latest collaborations with the FLMNH have included field trips for elementary students to the museum's Butterfly Rainforest, impacting 533 children, and support for events related to Mexico's Day of the Dead holiday and its traditions, attracting community, K-12, and post-secondary audiences. The FLMNH recently featured an exhibit called the *Amazon Voyage: Vicious Fishes and Other Riches* and CLAS supported student field trips, teacher workshops, and other community events related to this exhibit. In 2008-09, the Harn Museum featured the exhibit called *Voicing Indigenous ARTifacts: Amazonian Featherwork* that drew 1,164 visitors.

An extremely successful K-12 outreach initiative has resulted from CLAS's joint faculty appointment with the UF School of Music who directs Jacaré Brazil, a student-based Brazilian musical ensemble. The ensemble has performed to K-12 audiences throughout north central Florida, raising awareness of Brazil's rich cultural tradition and promoting an interest in Portuguese language study.

7B. Postsecondary Institutions: CLAS provides LAS outreach to UF as well as to colleges and universities within the region and across the state. CLAS's flagship postsecondary outreach event is the annual conference, now in its 59th year, which provides a venue for U.S. and Latin American scholars to present cutting-edge research and to establish scholarly networks. The 2010 conference examined emerging trends in conservation and development in Africa and Latin America, while the 2009 conference explored social inequalities in urban areas of Latin America. The conferences were co-sponsored by the UF Center for African Studies and the College of Design, Construction and Planning respectively. CLAS also co-sponsors the annual Brazilian Music Institute (BMI) with the UF School of Music and Santa Fe College, a community college in Gainesville. The BMI brings outstanding Brazilian musicians for an intensive week of instruction with musicians residing in the U.S., culminating in a musical performance open to the public on the Santa Fe campus. This performance is complemented by Jacaré Brasil concerts on the UF campus each fall and spring semester for large post-secondary and community audiences. Finally, in 2008-09, CLAS co-sponsored an international conference on Working Forests in the Tropics and a nation-wide graduate student symposium on Spanish and Latin American Literatures, Linguistics and Cultures.

CLAS exposes university and public audiences to a number of distinguished speakers. In 2008-09, CLAS sponsored or co-sponsored 34 speakers with an overall attendance of 1,948.

Featured speakers included Teodoro Petkoff, a well-known Venezuelan journalist and political figure, and Jaime Lerner, a Brazilian urban planner and architect recognized for his work on improving the livability of cities. In fall 2009, CLAS sponsored a semester-long lecture series on Health and Policy in Latin America and the Caribbean in collaboration with several colleges in the UF Health Science Center. Five visiting scholars with public health and policy expertise gave public lectures and interacted with graduate students taking a seminar on the same topic.

CLAS has worked with community colleges and universities in north central Florida to coordinate outreach events and faculty collaboration. For example, CLAS co-sponsors an annual workshop for community college foreign language instructors. Workshop topics have included professional learning communities, use of technology in the classroom, and Cuban art. In 2007, CLAS coordinated a meeting of Portuguese faculty from universities and colleges across Florida to promote state-wide Portuguese instruction.

7C. Business, Media, Government and the General Public: CLAS directs an energetic outreach program to business, government, media, and the general public. Much of UF's business outreach occurs through CLAS's LA Business Environment Program (LBE), one of its interdisciplinary research and training programs. LBE, in collaboration with the CIBER in the UF College of Business, produces the annual *Latin American Business Environment Report* that assesses developments in the LA region affecting business and finance. CLAS also sponsors a Latin American Business Symposium and Career Workshop, which draws over 200 students and faculty, dozens of alumni, and representatives of firms operating in the region. CLAS has also collaborated with CIBER on the development of an online K-12 and college web portal that provides resources and a forum for a professional community dedicated to promoting international careers and the study of foreign languages.

CLAS's government outreach related to Latin America is coordinated by the Law and Policy in the Americas Program (LPA), partially supported by Title VI. LPA, housed at the UF College of Law, hosts an annual international conference (now in its tenth year) on Legal and Policy Issues in the Americas, which rotates between Florida and Latin America. Focusing primarily on judicial and legal reform initiatives, the conference draws current and former legislative and judicial leaders from both the U.S. and the region, in addition to legal scholars and social scientists. The 2010 conference will be held in Uruguay. LPA will co-host a seminar at UF with the Inter-American Press Association on "Freedom of Expression and Freedom of the Press in Latin America" in April 2010

All of CLAS's outreach events are open to the public, but several of our activities are specifically directed to the greater Gainesville community. CLAS is a co-sponsor of an annual community-run Latin American film festival that includes movie introductions by LAS faculty. In 2008-09, the Center was awarded a grant from the Florida Humanities Council that funded a six-part film and lecture series in downtown Gainesville on Caribbean migration and connections to Florida. The Jacaré Brasil concerts are enjoyed by the general public and the museum exhibits attract a regional audience. All of these events have increased the visibility of Latin American issues among the general public.

Criterion 8: CLAS Program Planning and Budget

8A. *Quality and Purpose of NRC Request:* CLAS, an established center with strong teaching, research and outreach components, supports Florida's and the nation's growing relationships with LAC. Our proposed NRC activities are of high quality and conform to Title VI objectives to establish, strengthen, and operate comprehensive foreign language and area studies programs. The funding of this proposal will allow CLAS to augment existing programs and support

promising new initiatives. In particular, it will a) strengthen and expand its interdisciplinary undergraduate and graduate degree programs, b) expand language and discipline coverage, c) enhance faculty professional development, d) strengthen interdisciplinary collaboration and international linkages, e) improve access to UF's LA library holdings, and f) improve the scope and accessibility of CLAS's highly successful outreach programs. The four-year project rests on a firm foundation of UF institutional support (Table 1-1). Without Title VI support, however, the initiatives below would not be possible at the proposed levels.

Strengthening and Expanding Interdisciplinary Degree Programs: Undergraduate Programs:

CLAS seeks to enhance the undergraduate experience by developing study abroad opportunities in LAC. A new Haitian Language and Culture program will be started on the Creole-speaking islands of Guadeloupe or Martinique, given the security situation in the aftermath of the earthquake in Haiti. The program will offer both a Haitian Creole and Haitian Studies component and focus on both the Haitian immigrant community and the Guadeloupean or Martinican Creole-speaking communities. As a way to recruit students for the program initially, we will organize a one-week spring break study tour to the islands in Years 1 and 2. In Years 3 and 4, we will offer a 3-4 week program. Partial funding is sought for travel and salary to support the program director (Budget A.3.b, B.3.b, & C.2.j). In conjunction with UF's CIBER, we seek support for a multidisciplinary study tour focusing on the world market in cut flowers in Years 2 and 4. Students will travel to Bogotá, Colombia to learn about the flower industry first-hand (NRC Invitational Priorities 1 & 3) (Budget E.4.c). To encourage faculty to develop additional study abroad opportunities, CLAS will offer one study abroad development grant per year (Budget E.4.a).

Graduate Programs: CLAS seeks to expand interdisciplinary graduate programs, strengthen the Ph.D. program in Ethnomusicology, and improve graduate student placement. Building on UF's strong links with the Universidad Autónoma de Yucatán, partial funding is sought (Years 2-4) to support a faculty member who will direct a summer field program in Mexico for the new MDP program (Budget A.3.a & B.3.a). Funds will also be used to support short-term visits of LA-based development practitioners to the MDP program (Budget C.2.g & E.2.h) (NRC Invitational Priorities 1 & 3). CLAS will strengthen the Ph.D. program in Ethnomusicology at the UF School of Music by sponsoring an annual visiting scholar in Latin American music who will directly impact students by participating in a specialized graduate seminar (Budget C.1.n & E.2.n). To increase the probability that UF graduates will pursue LAS-related careers, CLAS will sponsor an annual Latin American Career Workshop in collaboration with UF's CIBER (NRC Invitational Priorities 1 & 3) (Budget C.1.m).

Expanding Language and Discipline Coverage: CLAS proposes to expand area studies, FLAC and LCTL course offerings. The grant would support the annual development of three new area studies courses and one new one-credit FLAC course in Spanish or Portuguese (Budget A.2.c, B.2.c, A.2.e, B.2.e & E.4.a), as well as enhance one existing course per year with LAS content (Budget E.4.b). We also plan to develop new three-credit FLAC courses in Years 2-4 (Budget A.2.f & B.2.f). Funding is requested for professional service fees for FLAC coordination and instruction (Budget A.2.d & B.2.d). Supporting two Haitian Creole instructors will expand introductory courses in Haitian Creole and allow our tenure-track Haitian Creole faculty member to teach intermediate and advanced courses and to develop new area studies courses (Budget A.2.a & B.2.a). In Years 1 and 2, CLAS plans to fund the instruction of a Haitian Creole for Disaster Relief class, responding to widespread interest at UF to assist with Haiti's recovery

from the earthquake (Budget A.2.b & B.2.b). Finally, CLAS supports the CLASP and LRC LCTL initiatives in instructor training, proficiency evaluation, and materials development by requesting funds for UF's LCTL instructors to attend such workshops (Budget C.1.a) (NRC Invitational Priority 1).

Enhancing Faculty Professional Development: Funds are requested to provide area studies and language faculty with opportunities for professional travel for course development, conference participation, and the establishment of international linkages (Budget C.1.f & C.2.a), and for workshops on the use of social media in LAS instruction (E.2.j).

Strengthening Interdisciplinary Collaboration and International Linkages: To deepen interdisciplinary collaboration between faculty and graduate students across colleges and professional schools, CLAS requests funding to support two interdisciplinary working groups per year (Budget E.5.a). The working groups will organize a number of activities, including reading groups, semester-long colloquia, and workshops. Potential products of the groups include working papers, publications, new courses, and grant proposals. CLAS would support working groups on "Human and Nonhuman Responses to Climate Change in Latin America" and "Transnational Migration" in Year 1 and on "Land Use and Housing Issues in Latin America" and "Race and Indigenous Identities in Latin America and the Caribbean" in Year 2. Proposals will be solicited for Years 3 and 4 (NRC Invitational Priority 3). In collaboration with the College of Law, CLAS seeks to strengthen the LPA Program by supporting the program's annual conference that brings together LA scholars and political leaders (NRC Invitational Priority 3) (Budget C.2.f).

International Linkages: CLAS intends to expand collaborative research activities between UF and the University of Havana (UH). Formal relations between our universities date back to the

1930s and recent political openings improve our ability to renew and expand work with UH. CLAS will organize working groups between scholars at UH and UF to develop collaborative research projects and prepare external funding proposals. Likely research themes include biodiversity conservation, agriculture, and Caribbean ecosystem and resource management. Meetings will be held in Cuba and Florida to establish the working groups (Budget C.2.e). Travel funds would also support the Center's new linkage with Fundação Getulio Vargas (Budget C.2.h).

Improving Library Access: CLAS proposes to continue its successful library travel grant program supporting scholars to conduct research in the UF LAS library collection (Budget C.1.k). Funding is sought for librarians to attend professional meetings and to acquire new materials (Budget C.1.b & C.2.b). To improve access to unique holdings, funding is requested for scanning and digitalization of materials, such as newspaper microfilms on northeastern Brazil's Padre Cícero and papers from the Braga Brothers Cuban Sugar business (Budget E.6.a). CLAS requests partial support for a part-time assistant for digitalization and for collection development (Budget A.5.a & B.5.a).

Improving the Scope and Accessibility of Outreach Programs: K-12 Teacher Training and Outreach: CLAS will collaborate with the UF College of Education (COE) to train both pre-service and in-service K-12 teachers. Four workshops will be conducted annually in a variety of lengths and formats at education district offices or in conjunction with state, regional, and national teacher meetings. Two workshops per year will be tied to the themes of the proposed LAS faculty working groups, while two others will be held in collaboration with UF's NRCs for Africa and Europe. The integration of technology with area studies content will also be featured. Travel funds are requested for CLAS's outreach coordinator and for presenters (both teachers

and UF faculty) to attend the workshops and for professional service fees for presenters (NRC Absolute Priority & NRC Invitational Priority 3) (Budget C.1.c & E.1.a).

Since CLAS already enjoys a strong network of K-12 foreign language and social studies teachers throughout the state, we propose to expand outreach to natural science teachers. A five-day summer teacher training institute on Latin American environmental and sustainability issues will be held in alternating years at UF. Funds are requested to sponsor two teachers from the southeast region to attend the institute and for speaker fees and materials (NRC Absolute Priority) (Budget D.1.a, E.1.g, E.1.h, & C.1.p). Creation of a new traveling suitcase on Latin American environmental issues will be a major outcome of the first institute (Budget D.1.a & D.1.b). To assist with Latin American science outreach, COE will provide a student from UFTeach, a math and science teacher certification program, to serve as a part-time intern at CLAS (NRC Invitational Priority 3). Funds are also requested to sponsor underprivileged schools to visit exhibits at FLMNH with Latin American environmental content (Budget E.1.b). K-12 arts outreach will include guided student visits of Latin American exhibits at the Harn Museum of Art and musical performances at schools in north-central Florida (Budget E.1.b, E.1.i, & C.1.i).

To reach educators around the state and nation, funds are requested for the revision and dissemination of lesson plans produced at CLAS's training workshops. These standards-based, teacher-developed curriculum materials will be accessible on DVDs and through a new webpage for K-12 LAS teaching resources (NRC Absolute Priority) (Budget D.1.a, E.1.c & E.1.f). CLAS will carry out K-12 outreach in collaboration with other Latin American NRCs, such as support for the Americas Award for Children's and Young Adult Literature and the Outreach World website, and partnering on teacher training institutes and presentations at national teacher

conferences (Budget E.1.e, E.1.d & E.1.j) (NRC Absolute Priority & Invitational Priority 1).

Given the high level of proposed K-12 outreach activities, partial support is requested for a part-time outreach assistant (Budget A.4.a & B.4.a).

Postsecondary Outreach: Much of CLAS's postsecondary outreach occurs as conferences, lectures, and symposia. CLAS's 60th annual LAS conference in 2011 will celebrate the Center's 80th anniversary by focusing on UF's contributions to the field of Latin American Studies. Grant funds would be used for speaker travel, venue rental and publicity costs (Budget C.1.d, C.2.d, & E.2.d). The week-long Brazilian Music Institute, held annually in collaboration with Santa Fe College and the UF School of Music, would use Title VI support to sponsor guest musician instructors (Budget E.2.f). To promote the integration of LAS content at community colleges, CLAS will support an annual professional development workshop organized by foreign language faculty from around Florida (NRC Invitational Priority 2) (E.2.e). Several Latin American-related professional association meetings will be co-sponsored by CLAS, such as the Society of Amazonian and Andean Studies and the Southeastern Council for Latin American Studies (Budget E.2.a). Finally, CLAS plans a semester-long film series on Brazilian favela culture (Budget E.3.f) and an annual speaker series (Budget E.2.k, C.2.i, & C.1.q), both of which will interest the general public.

CLAS will partner with UF's Harn Museum of Art on several postsecondary activities, including an annual faculty lecture on Latin American art (Budget E.2.l) and the visit of an artisan to present on traditional Latin American crafts (Budget E.2.g & C.1.o). The Harn is open one night per month for a student-focused program called Museum Nights. CLAS requests support for the programming of one Latin American-themed Museum Nights per year (Budget E.2.b).

CLAS will undertake two initiatives to support Portuguese as a priority LCTL. In partnership with Georgetown University's Center for Latin American Studies, CLAS will co-sponsor a symposium on Portuguese for Spanish Speakers (Budget E.2.a), and in collaboration with the Latin American and Iberian Institute at the University of New Mexico, CLAS will support the *Portuguese Language Journal*, an online peer-reviewed journal dedicated to Portuguese research and pedagogy (Budget E.2.c). Also, CLAS will co-sponsor the 2011 Symposium on Teaching and Learning Indigenous Languages of Latin America (STLILLA) to be hosted by the Kellogg Institute for International Studies at the University of Notre Dame (Budget E.2.i) (NRC Invitational Priority 1).

Lastly, CLAS will partner with two Historically Black Colleges Universities (HBCUs) in Florida, Florida Agricultural and Mechanical University (FAMU) and Bethune-Cookman University, to annually support professional development of their LAS faculty through conference attendance or foreign language study. We also propose to sponsor a cultural event at these institutions in Years 2 and 4 (NRC Invitational Priority 2) (Budget E.2.m).

Outreach to Business, Media, and the General Public: CLAS will work with several community-based organizations to reach the general public. We will co-sponsor a Latin American Film Festival each fall semester in cooperation with the Gainesville-based Latina Women's League (Budget E.3.b & C.2.c) and will support a capoeira performance each year at the Gainesville Downtown Latin American Festival (Budget E.3.c). To reach beyond the Gainesville area, CLAS will co-sponsor the Orlando Olafest Film Festival (Budget E.3.a & C.1.c).

CLAS will reach out to Florida's state politicians and legislative staff by hosting a semi-annual panel in Tallahassee on Latin American topics (Budget E.3.g & C.1.r). Another new initiative will produce weekly public radio spots on timely Latin American themes (Budget

E.3.h). Finally, partial support is requested for general publicity efforts (Budget E.3.d) and for a part-time programming assistant to help coordinate non-K-12 outreach events (Budget A.4.b & B.4.b). No funding is requested for business outreach as it will continue through CLAS's LABE Program and UF's CIBER.

Administrative and Evaluation Support: CLAS requests support for administrative staff to travel to Title VI program meetings to meet grant obligations (Budget C.1.g). Funding is also required to support the evaluation of the NRC project (Budget A.6.a, B.6.a, C.1.j, E.7.a, & E.7.b). CLAS requests partial salary support for a full-time fiscal assistant for grant management (Budget A.1.a & B.1.a).

8B. Development Plan and Program Timeline: The preceding program plan resulted from a strategic planning process conducted during a LAS faculty retreat held in spring 2009. Faculty from across the university developed ideas for new working groups, study abroad programs, institutional linkages, and outreach activities, as well as for expanded language and area studies courses. In the following months, the Center's Director, Executive Director, and Outreach Coordinator consulted with key stakeholders to work out the details of the program plan and to formulate the budget and timeline. In developing the NRC program plan, CLAS carefully evaluated the personnel and financial resources that would be required to carry out proposed program activities. These activities were linked to our NRC objectives, particular outputs, and ultimately to intended outcomes. In the long-term, CLAS's NRC program plan is meant to have significant impact on the scope and quality of LAS research, teaching, and outreach at UF. Appendix A provides the timeline for implementing CLAS's proposed NRC project, while Appendix D details the project's intended objectives, outputs, and outcomes.

CLAS's effectiveness in achieving the proposed plan is enhanced through institutional resources, partnerships with other Florida-based public and private institutions, and the large number of international agreements. Moreover, the size of the Center's faculty and administrative staff (Table 6-1), in addition to coordination with faculty in colleges and professional schools across campus, ensures successful implementation of the plan.

8C. *Cost Effectiveness:* The proposed budget is reasonable and consistent with the program plan's objectives. The budget was carefully developed taking into account existing resources and evaluating what other resources might be required for successful implementation of proposed activities. UF is a state-assisted institution experienced in mobilizing limited operating resources for maximum gain. Whenever possible, NRC activities draw on matching support from campus units or other organizations to stretch resources. Overall, the considerable UF institutional commitment (Table 1-1) enhances the efficiency of Title VI funding by absorbing the vast majority of administrative costs, while cost-minded management by CLAS staff ensures the effective use of NRC resources.

8D. *Long-term Impact:* At the end of four years, the proposed activities will have allowed major improvements to CLAS programs: three new study abroad programs, 12 new area studies courses, four new LAS-enhanced courses, seven new FLAC courses, an additional section of introductory Haitian Creole, eight new interdisciplinary working groups, at least four new joint UF-UH working groups, increased access to library collections, improved scope and accessibility of outreach activities, and enhanced professional development opportunities for faculty.

The long term impact of Title VI funding will allow CLAS to consolidate its resources and programs into one of the preeminent LAC area and language studies centers in the U.S. Being a NRC gives the Center greater leverage when negotiating with university administrators

about LAS resources and faculty lines. Latinamericanist faculty at UF will benefit from Title VI support, keeping them on the cutting-edge in their fields and helping them communicate the knowledge gained and enthusiasm for the region when teaching and mentoring students.

Students in our undergraduate, graduate, and professional programs will enjoy increased study abroad opportunities in the region, greater breadth and depth in area studies and language course offerings, new opportunities to participate in interdisciplinary working groups, better access to LAC library holdings, and expanded outreach activities on campus. Providing UF students with expanded area and language studies opportunities will contribute to preparing more and better qualified specialists in LA area studies and languages for the public and private sectors.

Criterion 9: CLAS Impact and Evaluation

9. Overview: Attesting to the impact CLAS has in the field of LAS, the most recent external evaluation singled out CLAS for “maintaining a long-standing tradition of excellence during a period of considerable financial stress and uncertainty.” The review went on to praise CLAS’s leadership for its “unstinting efforts to place Latin America and the Caribbean in the forefront of university education, and to ensure the highest quality programs.” Through this proposal CLAS intends to further strengthen its LAS legacy and significantly improve its evaluation process.

9A. Impact on the University, Community, Region and Nation: One indicator of the impact of Title VI funding on UF is the steady growth of financial support to our center, which reached over \$17 million in FY 2008-09. Table 9-1 summarizes the numbers of students and faculty who directly benefit from LAS activities. The 15,424 undergraduates and 1,695 graduate students enrolled in LAS courses attest to the robust academic programs that contribute greatly to the university’s national reputation. This is furthered by the large number of LAS graduate students who have won prestigious national dissertation research fellowships. In the past three years,

LAS graduate students have been awarded dissertation fellowships from Fulbright (1), Fulbright-Hays (2), NSF (15), EPA (3), USDA (1), and NASA Earth System Science (1). Others have been awarded dissertation fellowships from the Compton Foundation, the Inter-American Foundation, and the Wenner-Gren Foundation, among others.

Another indicator of the significant impact of LAS activities on the university includes the high levels of external funding garnered by our Center (over \$1.8 million in 2008-09, see Table 1-

Undergraduates enrolled in LA area studies & language courses	15,424
Undergrads with 15+ LAS graduation credits	418
Undergraduates receiving financial support	26
Undergraduates completing LAS minor or certificate	61
Graduate students enrolled in LA area studies & language courses	1,695
Graduate students with 15+ LAS graduation credits	92
Graduate students completing LAS certificate or MA	20
Graduate students completing LAS theses or dissertations	69
Graduate students receiving financial support	216
Faculty receiving funding for research & professional conferences	35

1). With a total of 123 outreach events and 14,913 participants, the impact of CLAS extends well outside the university (Table 7-1). Also of national impact is the large publication output of CLAS faculty, 57 book titles and hundreds of scholarly journal articles since 2004-05 (see Appendix C). The 131 international linkage agreements provide an indicator of the impact CLAS has beyond the U.S.

The impact of our programs on the national supply of LAS specialists is evident by the large number of students completing thesis and dissertations on LAS themes, 69 in 2008-09. Recent UF Ph.D. recipients are now teaching at the University of South Florida, University of North Florida, University of Puerto Rico, East Carolina University, CSU-Northridge, and Utah State University. Table 9-2 provides data on the employment of CLAS graduates. For Master's

and doctoral graduates for whom data is available, 22% took jobs in the private sector, 33% in education or the public sector, and 44% continued their education.

Table 9-2. Placement of UF Graduates, 2007-08¹				
	BA/S	MA/S	Ph.D.	FLAS²
Post-Secondary Education		2	10	
Private Sector		8	4	1
Public Sector		3	3	
Pursuing Graduate Education	59	24		5
Unknown	546	6	5	1

¹UF graduates with 15+ LAS credit hours.

²Current status of 2007-08 AY FLAS Fellows.

9B. Equal Access and Treatment of Students: UF has strong diversity and non-discrimination programs, supported by offices for minority and first generation college students as well as students with disabilities. The diversity of the CLAS student population is evidenced in the make-up of the Center’s MA students who are 48% female, 36% Hispanic, and 3% African-American. Those with learning disabilities are accommodated by allowing extensions on the maximum time allowable to complete exams and MA degree requirements.

UF is a national leader in the graduation of minority students. According to analysis of 2008-09 IPEDS data, among the 60-some members of the AAU, UF ranked third in the number of master’s degrees awarded to Hispanics and ninth for Blacks; and fourth in the number of PhDs awarded to Hispanics and second for Blacks.

9C. Evaluation Plan: In 2005-06, CLAS began implementing a more in-depth and continuous evaluation process combining both internal and external assessments. This revised evaluation process complements the required Title VI reporting responsibilities (IRIS) and CLAS’s annual accountability reports and academic program reviews. CLAS activities and outcomes are continuously under internal review by the Center director and program managers, faculty, and administrators through such means as course evaluations, annual faculty and staff performance evaluations, and periodic university-mandated self-studies of centers and programs. Data is collected through the university’s Office of Institutional Research and Planning (IRP), as part of

the IRIS semi-annual data collection and annual accountability report preparation, and from other sources. In addition, in the year prior to writing the Title VI proposal, CLAS employed an external evaluator who is an expert in LAS language studies and study abroad. CLAS outreach events include participant evaluations used to revise and plan future events. A survey is conducted of all degree and certificate recipients on initial award of the degree or certificate. Exit interviews are also conducted with all MALAS students upon graduation to collect data on job placement, professional impact of LAS instruction, and program improvement.

For the 2010-14 funding cycle, an upgraded evaluation process will involve several coordinated activities. First, activities will remain under continual review by the Center director and program managers, including assessing progress toward achieving CLAS's objectives and expected outcomes in Appendix D. Second, as part of the UF administration's strong commitment to Title VI Centers *and* to program evaluation, the Provost and UFIC have committed funding to support a full-time program evaluation specialist who will work with UF's four Title VI-funded Centers. The new program evaluation specialist, based in IRP, will work with CLAS to implement an objective-based approach to evaluation, including an aggressive survey program that captures data for evaluating and improving academic programs. The evaluation specialist will assist in: a) providing basic evaluation training for CLAS staff, b) the design of evaluation instruments for specific activities (e.g. pre/post tests, focus groups, questionnaires); c) collection of other evaluative materials (e.g. student evaluations of LAS courses and faculty activity reports); d) analysis of evaluation results; e) making CLAS program adjustments and evaluation program adjustments based on (d); f) ensuring data storage and accessibility; and f) special studies on long-term and program-wide impacts of Title VI activities.

Third, in-depth assessments of specific long-standing CLAS programs will continue on a rotating basis. These are holistic reviews that include target goals and qualitative appraisals from primary stakeholders of the given program, led by a selected CLAS faculty or staff member, and are a major source of input for the Center's Faculty Advisory Committee decision-making on program improvements. CLAS will schedule the following programs for these assessments: Business in Brazil study abroad program (Year 1), the LPA program (Year 2), Brazilian Music Institute (Year 3), and the LBE program (Year 4).

Fourth, external reviewers will continue to be an important component of the CLAS evaluation process. The next external review will take place at the beginning of Year Three of the grant period (2012-13). The reviewers will include an area and/or language studies specialist and a Title VI-experienced administrative specialist. They will be provided data on progress toward the objectives in Appendix D, IRIS reports, center accountability reports, survey and in-depth assessment summaries, and program reviews to assist in their evaluation. With preparation of the Title VI proposal itself constituting a major program review, and with this external review at the beginning of Year 3, we are assured a comprehensive CLAS program review approximately every two years.

Use of Recent Evaluations: The previous Title VI external evaluation prompted a number of changes. As a result of the 2008 evaluation, for example, the UF administration supported the hiring of two tenure-track faculty (one in Latin American literature and another in Spanish linguistics). This year SPS received authorization to conduct an additional tenure-track search in Spanish linguistics. To attract a larger number of non-heritage students in Haitian Creole courses, LLC's tenure track faculty member in Haitian Creole developed and offered a course on Haitian Vodou as a potential vehicle for recruitment. Also, in response to the evaluation, in this

proposal CLAS seeks funding to support the development of 3-credit FLAC courses and a Haitian Language and Culture summer program. Following the recommendations of the external reviewer, the Haitian Language and Culture program will be implemented in stages, with a spring study tour implemented in Years 1 and 2 to build interest in the summer program for Years 3 and 4.

9D. *FLAS Impact:* FLAS annual and summer fellowships have had a major impact on the qualifications of UF MA and Ph.D. graduates who become area studies specialists with advanced bi- and tri-lingual language capabilities. Table 9-2 details the employment destinations of 2007-08 FLAS AY fellowship recipients in Portuguese and Haitian Creole. Of the fellowship recipients, three are completing dissertations or theses on Brazil, one is pursuing a LAS-related doctoral degree, one is currently applying to LAS-related doctoral programs, and one is employed in the private sector.

9E. *Addressing National Needs and Disseminating Information:* The U.S. Departments of Agriculture, Commerce, Health and Human Services, Housing and Urban Development, Labor, and Treasury have all identified national needs for Spanish and/or Portuguese proficiency or knowledge of the Western Hemisphere. UF has strong academic programs in place that train both undergraduate and graduate students in these areas of need. Likewise, CLAS has several of its own training and degree programs, such as MALAS, TCD, LBE and MDP, that contribute to the national supply of specialists.

CLAS programs are successful in generating information for and disseminating information to the public. LAS faculty publish widely and they frequently carry out interviews for regional, national and international media. We make a concerted effort to engage in outreach outside of the Gainesville area to reach constituents in other parts of the state. Also, all CLAS

events are open to the public and our biannual newsletter is widely distributed. In this proposal, we will engage efforts to increase access to K-12 curriculum materials and library holdings and to increase dissemination of information to the public through radio and government workshops.

Table 9-2 provides details on placement of 2007-08 graduates into post graduate employment and education. For the Master's and PhD graduates for whom data is available (n=54), 30 are employed and 24 are pursuing post-graduate education. Information on CLAS's career advising and placement efforts is available in section 2C. This proposal will continue these efforts, taking into account the newly identified areas of national need.

9F. FLAS Fellowships and National Needs: CLAS awards FLAS fellowships in Quechua and Portuguese, Latin America's less commonly taught priority languages. In 08-09, CLAS awarded 13 AY and summer FLAS fellowships. Of the total, 61% were awarded for Quechua and Portuguese, 31% for Haitian Creole, and 8% for Yucatec Maya. Table 9-2 provides placement information for the 2007-08 AY FLAS fellows.

Criterion 10: FLAS Selection Procedures

Overview: CLAS award procedures are highly competitive. In AY 2008-09, 510 students at UF pursued undergraduate and graduate work concentrating in LAS. Recently, there have been approximately three times more qualified graduate FLAS applicants than available fellowships.

FLAS Advertisement: AY FLAS advertisement begins each fall semester and continues until applications are due the following February. Summer FLAS advertisement starts in December and continues until early March when applications are due. The fellowships are advertised through the Center's website, e-mail lists, newsletters, and informational brochures, and in university-wide publications and listservs. Affiliate faculty and graduate program directors are encouraged to publicize the competition in their classes and to circulate information in their

departments. The brochure for CLAS's FLAS-approved Brazilian Portuguese Language summer program, disseminated nationally, includes information on Summer fellowships. Details are also distributed through the CLASP. These comprehensive promotional efforts reach members of under-represented minorities and students in the humanities, social sciences, natural sciences, and professional schools, generating nationwide inquiries and applications.

In the next four years, CLAS will make a concerted effort to increase the number of quality applications from professional school students at the advanced level. We will partner with units on campus to advertise the FLAS program, such as CIBER (business students), the LPA program (law students), the College of Agricultural and Life Sciences (environmental science students), the College of Public Health and Health Professions, and the College of Journalism and Communications. LAS affiliate faculty will be encouraged to nominate qualified applicants. We will also recruit students taking third-year business language FLAC courses. CLAS already receives a number of FLAS AY applications from professional school students. Of the 26 applicants in spring 2010, eight or 31% were professional school students.

FLAS Application and Selection Process: FLAS candidates submit an application form, academic transcripts, statement of purpose, and letters of recommendations directly to CLAS. Two sub-committees of the CLAS Faculty Advisory Council (FAC) (Table 6-2), one for the AY fellowships and one for summer fellowships, evaluate the applications. The committees include language and area studies specialists. The CLAS director ensures that members of the selection committees are diverse, representing different disciplines, genders, and ethnic/racial groups.

In evaluating applications, the committee considers the candidate's entire application package with particular attention to the applicant's previous language training, relevant experience, field of study, and career intentions. Of utmost importance is how the student

proposes to integrate language study into his/her degree program and the extent to which the FLAS award will further the candidate's academic and career goals. The same non-discriminatory policy which governs the CLAS's admissions processes is applied to FLAS selection. Academic year awards may be renewed for a second year, contingent on satisfactory academic progress and enhanced language proficiency. The CLAS selection committees meet in mid-February and mid-March and announce fellowship results as soon as possible. AY FLAS award announcements are made early in order to recruit top students to UF and to provide those not selected time to make alternate plans. In upcoming competitions, the new undergraduate FLAS fellowships will be publicized alongside the graduate awards. Portuguese and Haitian Creole faculty will be encouraged to nominate outstanding undergraduate candidates. The same committees that evaluate graduate FLAS applications will evaluate undergraduate applications.

FLAS Fellowship Request: FLAS fellowships have been central to the consolidation of excellence in UF's graduate programs and CLAS's ability to produce a growing number of LAS professionals and scholars. CLAS requests eight AY graduate FLAS fellowships and two undergraduate fellowships for our highly successful Portuguese and Haitian Creole language programs. Additionally, CLAS requests six graduate and two undergraduate summer FLAS fellowships for Portuguese, Haitian Creole, and indigenous languages (See FLAS Budget.).

Criterion 11: FLAS Competitive Preference Priority

CLAS routinely awards AY FLAS fellowships for Portuguese, one of Latin America's priority LCTLs. In 08-09, CLAS awarded seven AY FLAS fellowships. Of the total, 71% were awarded for Portuguese and 29% for Haitian Creole. In the upcoming grant cycle, CLAS remains committed to awarding more than 25% of our AY FLAS fellowships to support undergraduate and graduate study of Portuguese.