

Joint National Resource Consortium for Latin American Studies
Columbia University and New York University

Abstract

The New York City Consortium for Latin American Studies (NYCCLAS) unites the Latin American centers of Columbia University (CU) and New York University (NYU). The two universities have a longstanding NRC collaboration since 1988, and they continue to work in productive partnership. Located in a city that is a crossroads with Latin America, both are large private universities (25,000 and 40,000 total enrollment, respectively) that train undergraduate and graduate students and specialists in Latin American and Caribbean Studies (LACS). The two LACS programs share a history of cooperation rooted in faculty interests, complementary academic strengths, ease of graduate student cross-registration, and close geographic proximity.

CU and NYU have 289 affiliated faculty whose work focuses on Latin America. In AY 2008-2009, the schools offered 657 LACS courses and 158 separate language and literature courses in 21 disciplinary departments and interdisciplinary programs, and ten professional schools to an enrollment of 20,568. The schools train students in Spanish and Portuguese, and are expanding their LCTL offerings in Quechua and Nahuatl languages. The Consortium offers breadth of disciplinary coverage and notable depth in numerous areas such as anthropology, art history, economics, history, language training, performance studies, and political science. Both schools offer undergraduate majors and M.A. degrees in LACS, extensive opportunities for study, research, and exchanges abroad, and LACS courses for professional school students in Education, Public Policy, International Affairs, Public Health, Business, Journalism, and Law. Over the last five years, fully-funded graduate students have written more than 190 doctoral dissertations in many different fields related to Latin America. The combined libraries of CU and NYU house major Latin American collections which include over 600,000 titles.

Past and current NRC funds have been used to support innovative training, coverage of content relating to national need, and training in LCTLs and in the societies, economies, and states of their regions. This application proposes to use NRC funds to continue to support faculty development through individual research grants, shared conferences, and collaborative faculty working groups. We will further consolidate our LCTL programs and establish collaborations with other universities and colleges to that end. We plan to enhance our curricula, consolidating a new MA program at CU and expanding opportunities at both schools for inter-university courses, joint degrees, study abroad, and internship programs. Our joint K-12 outreach program will continue to foster strong links with our schools of education, with New York State and City school systems, and a broader national audience. We will evaluate our efforts in this regard in terms of national impact as well local and regional outreach to teachers, students and other post-secondary audiences. In general, we will strengthen our rigorous internal and external evaluation of scholarly, outreach, and language instructional programs. The Consortium will strengthen its libraries; and more fully coordinate and integrate activities in both universities to make the Consortium a national model of inter-university collaboration in LACS.

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The New York City Consortium for Latin American Studies
Columbia University and New York University

Table i. Glossary of Abbreviations Used in Text List	
AAP	Affirmative Action Plan
ACTFL	American Council on the Teaching of Foreign Languages
ACTFL OPI	ACTFL Oral Proficiency Interview
AQF	Academic Quality Fund
BC	Barnard College (CU)
CAPES	Coordenação de Aperfeiçoamento de Pessoal de Nível Superior
CAS	College of Arts and Science (NYU)
CBS	Center for Brazilian Studies (CU)
CERC	Center for Environmental Research and Conservation (CU)
CIBER	Center for International Business Education & Research
CIDE	Centro de Investigación y Docencia en Economía
CIEE	Council on International Educational Exchange
CLACS	Center for Latin American and Caribbean Studies (NYU)
CONACYT	Consejo Nacional para la Ciencia y la Tecnología
CRL	Center for Research Libraries
CSER	Center for the Study of Ethnicity and Race
CU	Columbia University
CUNY	City University of New York
DOE	Department of Education
DSLAC	Department of Spanish and Latin American Cultures (Barnard)
DSP	Department of Spanish and Portuguese (CU and NYU)
DSSC	Digital Social Science Center (CU)
FLAS	Foreign Language and Area Studies
FRN	Faculty Resource Network
GIS	Geographic and Information Systems
GSAS	Graduate School of Arts and Sciences (CU and NYU)
HAPI	Hispanic American Periodicals Index
Hemi	Hemispheric Institute of Performance and Politics (NYU)
HIDVL	The Hemispheric Institute Digital Video Library
ILAS	Institute of Latin American Studies (CU)
ISERP	Institute for Social and Economic Research and Policy (CU)

IUDC	Inter-University Doctoral Consortium
LA	Latin America
LAC	Latin America and the Caribbean
LACS	Latin American and Caribbean Studies
LAMP	Library Automation and Management Program
LAPOP	Latin American Public Opinion Project
LARRP	Latin Americanist Research Resources Project
LAS	Latin American Studies
LASA	Latin American Studies Association
LCTL	Less Commonly Taught Languages
LRC	Language Resource Center
MARSLAC	MA in Regional Studies-Latin America and the Caribbean
METRO	Metropolitan Reference and Research Library Agency
MIA	Master of International Affairs
MOPI	Modified Oral Proficiency Interview
MPA	Master of Public Administration
MSI	Minority Serving Institutions
NGOs	Non-Governmental Organizations
NRC	National Resource Center
NYC	New York City
NYCCLAS	New York City Consortium for Latin American Studies (CU and NYU)
NYCDOE	New York City Department of Education
NYU	New York University
OCLC	Online Computer Library Center
RISM	Research Institute for the Study of Man
RLG	Research Libraries Group
SALALM	Seminar on the Acquisition of Latin American Library Materials
SIPA	School of International and Public Affairs (CU)
SUNY-SB	State University of New York at Stony Brook
TAs	Teaching Assistants
TC	Teachers College (CU)
WiPLASH	Works in Progress in Latin American Society and History (NYU)

Columbia University-New York University Consortium on Latin American Studies

Criterion 1. Commitment to Latin American Studies

The New York City Consortium for Latin American Studies (NYCCLAS) is a cooperative effort between the Institute of Latin American Studies (ILAS) of Columbia University (CU) and the Center for Latin American and Caribbean Studies (CLACS) at New York University (NYU), both national leaders in teaching, research, and outreach activities in Latin American Studies (LAS). First established in 1988 and designated a National Resource Center in 1988-2002 and 2006-10, the Consortium has undergone remarkable growth thanks to the substantial and expanding institutional commitment at both universities. Today, affiliated faculty number 289 (160 at Columbia, 129 at NYU), representing 21 academic disciplines and 10 professional schools. The expansion of LAS faculty has produced a substantial growth in LAS courses, generating more majors and minors among undergraduates and more Latin American scholarship among MA, Ph.D., and professional students. With university support, our Less Commonly Taught Languages (LCTL) programs are reaching more students and attracting regional and national attention. Our innovative outreach, from post-secondary to K-12, annually reaches a public of thousands; and strong institutional ties to the region provide important benefits to our students and a broader public.

1.A. University Financial and Other Support - The combined financial commitment of both universities is estimated to be in excess of \$36,000,000 in 2008-09 (Table 1.1). The commitment by both schools is comparable and substantial, and in both cases Department of Education (DOE) funds have been significantly leveraged to increase that commitment.

Table 1.1 Institutional Commitment to Latin American & Caribbean Studies, 2008-09			
	Columbia	NYU	Combined
Faculty/Administrative Support			

Area studies salaries	9,546,561	7,629,771	17,176,332
Administrative support	463,963	359,522	823,485
Language salaries	3,980,031	2,701,644	6,681,675
Administrative support	193,430	122,500	315,930
Library Staff	123,283	211,700	334,983
Center Staff	309,675	210,000	519,675
Visiting Professorships	246,363	140,000	386,363
Student Support			
Ph.D. Graduate Fellowships	2,894,760	4,824,600	7,719,360
Master's Graduate Fellowships	120,596	568,116	688,712
Undergraduate travel Awards	5,000	18,300	23,300
Graduate student travel, publications, associations	52,000	30,000	82,000
Operations			
Columbia (ILAS and CBS), NYU (CLACS)	55,000	50,000	105,000
Library Acquisitions	711,229	218,406	929,635
Faculty research support	282,000	380,685	262,250
Outreach activities	12,000	29,350	482,000
Total Support for LA&C Programs	18,995,891	17,494,594	36,530,700

1.A.i. Support for ILAS and CLACS . The Office of the Provost at CU signaled a strong commitment to Latin American Studies in 2007 with an Academic Quality Fund (AQF) grant to ILAS of \$500,000 dollars, to be used from 2008 to 2012 to support LAS scholarship and develop a new MA program. With it ILAS has hired a Student Affairs Coordinator, provided salary support for a full-time faculty member to teach the MA core course, and expanded its faculty grants program. ILAS alone provides about \$180,000 annually in research, internships, event, and course development support for faculty and students, exclusive of Foreign Language and Area Studies (FLAS) awards. The annual ILAS budget, excluding Title VI funds, is about \$700,000 and includes income from the Tinker visiting professorship, the Center for Brazilian Studies (CBS) endowment, the AQF, contributions from prominent business leaders, including the Institute's new Advisory Board, and partnerships with Latin American agencies.

The overall budget for direct university support of CLACS is about \$1,000,000. That figure includes Faculty Fellow, Visiting Scholar, and Global Distinguished Professorship positions, as well as substantial funding for staff, student, and faculty travel, student fellowships,

honoraria, working groups, publications, and other outreach activities. The university pays the salary and benefits for two full-time administrative staff members and four graduate student assistants. In 2007, CLACS was granted new faculty lines to hire two dedicated Assistant Professors/Faculty Fellows with responsibilities as instructors, advisors and leaders on admissions and grant committees for the MA program at CLACS.

1.A.ii. Support for Teaching Staff - The combined faculty at both universities is large and diverse. (See Appendix III.) Since 2006, Columbia and NYU have hired 43 and 42 Latin American and Caribbean Studies (LACS) faculty, respectively. These hires reinforced the development of new programs and courses, LCTLs instruction, and outreach activities. Although the overall goal of both universities is to achieve comprehensive balance across regions and disciplines, both CU and NYU have built specific strengths. Recent hires at NYU have been in such fields as education (4), business (3), cultural criticism (6), anthropology (3), history (1), economics (2), political science (1), public policy (1), sociology (1), international development (1), museum studies (1), music (1), law (1), arts/theater (2) and language and literature (13). At CU, Professor Carlos Alonso became Chair of the Department of Spanish and Portuguese (DSP) in 2005 with a mandate to expand Latin American literature and culture offerings, including classes focused on Brazil and Portuguese instruction; the DSP has since hired 4 full-time faculty members in these areas. Additional CU hires include archaeology (3), business (2), Teachers College (TC) (3), law (2), social work (2), and international affairs (3).

Especially noteworthy is both universities' commitment to expand teaching support for LCTL programs. The language departments of each university have strengthened offerings in Portuguese and professional Spanish. Originally subsidized by NRC funds at NYU, Portuguese is now offered through the advanced level at both schools, with salaries entirely covered by the

universities. Indigenous languages are a new strength of the Consortium, as the two schools have worked to build a collaborative LCTL program by using new technology and forging alliances with other major universities in the area. NYU made a major commitment by adding a full-time Quechua instructor, also entirely supported by university funds. CU developed new courses on Nahuatl language as the center of a partnership with NYU and Yale University that includes cross-university enrollment.

1.A.iii. Support for Library – Combined institutional support for LACS library resources totals \$929,635 for materials and \$334,983 for salary and benefits. (Please see Criterion 5).

1.A.iv. Support for Linkages Abroad - Expansion of faculty, student interest, and the leverage of resources targeted at LACS have strengthened linkages with institutions in the region. These collaborations support research, curriculum development, study abroad, visiting scholar positions, and global outreach.

CU has developed linkages with Centro de Investigación y Docencia Económicas (CIDE) and Instituto de Investigaciones Jurídicas, Universidad Nacional Autónoma de México, in Mexico; Fundação Getulio Vargas and the University of São Paulo in Brazil; Universidad Autónoma de Santo Domingo, Dominican Republic; and Universidad del Zulia in Venezuela. In 2005, ILAS signed an agreement with Consejo Nacional para la Ciencia y la Tecnología (CONACYT), Mexico's federal funding agency for research, technology, and education to support Mexican students at Columbia graduate programs. In 2009, CU reached an agreement with Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES) and the Brazilian Fulbright Commission for scholarly exchange with Brazil. Units such as the Program in Religion and Democracy at the School of International and Public Affairs (SIPA), which takes a comparative view of Latin American and Islamic societies, Earth Institute projects on climate

and poverty in Latin America, and the urban design project on favela communities in Brazil at the Graduate School of Architecture, Planning, and Preservation all encourage sustained linkages with the region. In addition, the Office of Global Programs, with active support from ILAS, is exploring the creation of new CU global centers in Mexico City, São Paulo, and Rio de Janeiro which could prove to be major resources for LAS.

NYU's Office of Global Affairs supports a set of programs and integrated institutional linkages, fulfilling a commitment to make NYU a "global network university." NYU has semester, summer, and intersession study abroad and formal exchange programs in Argentina, Peru, Cuba, Mexico, Dominican Republic, Chile, and Brazil (see Table 2.3), all of which work closely with local universities and research centers. Deserving special mention is the web of sustained links developed by NYU's Hemispheric Institute of Performance and Politics (Hemi). With NYU and Ford Foundation support, Hemi has developed an Americas-wide network of over 25 member universities and cultural organizations in Argentina, Chile, Mexico, Brazil, Peru, Colombia, and the U.S., which collaborates in the creation of international courses, conferences, and festivals in the U.S. and Latin America. Programs of the Wagner School of Public Service work with Latin American partners on issues as diverse as urban transportation, civil society, and leadership development. A range of agreements with Latin American institutions such as the Museu Nacional (Rio de Janeiro), Fundação Getúlio Vargas (Sao Paulo), and the Instituto Juan Marinello (Havana) facilitate faculty and student research abroad. The university also provides institutional support and waives fees for doctoral and postdoctoral scholars coming with Latin American fellowships to work with NYU faculty.

CU and NYU regularly bring distinguished visitors from Latin America for short- and long-term stays. The Tinker Visiting Professor Chair at ILAS, held by an endowment to the

Institute since 1968, brings renowned scholars from Latin America. Since 2008, the O'Gorman Program has brought more than 20 Mexican scholars to CU for short research visits. In 2009, CU welcomed its first Ruth Cardoso Visiting Scholar from Brazil. SIPA's Global Scholars Program invited former President Cardoso of Brazil to be one of the first participants. NYU hosts the endowed Andrés Bello Distinguished Chair, which brings renowned scholars from Latin America to campus; and it supports a five-year Distinguished Global Visiting Professorship for a Latin American scholar.

1.A.v. Support for Outreach Activities – University funds pay the full salaries of the Consortium's leaders on outreach, Thomas J. Trebat at CU and Jen Lewis at NYU. During the academic year 2008-09, ILAS sponsored, individually and in conjunction with other CU schools and centers, 90 public events with attendance of more than 3,500 persons. CLACS, during the same period, supported 63 public events, which attracted total attendance of over 4,300 people. In the last several years, the World Leaders Forum at CU and the Latin American Leaders series at NYU have hosted over 10 sitting or former Latin American presidents, as well as major figures from business and the arts, with attendance well into the thousands. The universities support K-12 outreach through the Metro Center at NYU Steinhardt School of Education, Teachers College at CU, and a new university-supported graduate student internship program in bilingual public schools. At the postsecondary level, NYU's Faculty Resource Network (FRN) is an award-winning professional development initiative that brings approximately 250 faculty from over 50 minority-serving institutions (community colleges, 13 HBCUs, and 14 HSIs) to campus every summer for 12 intensive seminars, including ones on LAC topics.

1.A.vi. Financial Support for Students - CU and NYU provide financial support for undergraduate majors in LAS, as well as those who seek exposure to the region during their

course of study. For example, ILAS alone provides \$5,000 in annual travel awards to Columbia undergraduates to conduct internships and research in Latin America, in addition to funds available elsewhere in the University. At NYU, the Dean's Undergraduate Research Fund has provided 36 students with a total of almost \$45,000 for research on LACS since 2006. In addition, several departmental prizes encourage and recognize excellence in LAS. Student groups, such as Herencia Latina (NYU) and the Latin American Student Association (CU), receive support to promote LACS cultural and academic events.

At both CU and NYU, the respective Graduate Schools of Arts and Science (GSAS) fully support all their Ph.D. students, providing five years of tuition, fees, health insurance, and stipend. Significant support is also provided for students in masters programs. (Table 1.1) At CU, the total annual support of LACS students is approximately \$3,000,000. During 2008-2009, ILAS distributed about \$52,000 (exclusive of FLAS awards) to graduate and professional school students for pre-dissertation research and the organization of public events. The newly created Lemann Fellowship Program provides tuition and stipend support for graduate students working on Brazil, and grants from other departments and centers (History, Center for the Study of Ethnicity and Race (CSER)) also fund LAS research by students.

NYU provides MacCracken awards of full tuition and stipends for all incoming Ph.D. students. Total support for students working on LAC topics approaches \$5,000,000. Within CLACS, 8 students receive MacCracken and Departmental fellowships that fully support their MA studies. Additionally, NYU students working on Latin America compete successfully for numerous other GSAS and departmental fellowships, including the Torch and Elaine Brody fellowships for dissertation research abroad and the Warren Dean Fellowship, for students working on Latin American history. The university provides an additional \$15,000 as matching

funds for up to 20 LAC-focused MA, PhD, and professional school students who receive Tinker Foundation Field Research Grants.

1.B. (FLAS) Financial Support for Students - In addition to the substantial financial support provided to LAS students for study and research (described in 1.A.vi.), both CU and NYU top up FLAS fellowships to full tuition and stipend awards for 5 academic year grantees each year at each institution. In 2008-2009, NYU GSAS contributed \$120,596 in institutional support for FLAS fellows; CU's institutional contribution to FLAS awardees was of similar levels.

Criterion 2. Quality of Curriculum Design

2.A.i. and ii. Undergraduate Instruction – Undergraduate instruction in LAS at both CU and NYU reflects curricular innovation across departments. Interdisciplinary LAS majors incorporate study in the humanities, social sciences, and the arts, even as they emphasize advanced language instruction, including LCTLs. At both institutions, the majors require training across disciplines and region, and provide opportunities for research and study abroad. LAS undergraduates may join the Honors Program and conduct original research for a thesis. Finally, at both universities, there is also integration between the undergraduate LAS major and MA programs. The major at CU provides credits toward the new MA program in LAS. At NYU, a recently established accelerated BA/MA program for majors in LAS allows students to complete the degrees in 5 years. The latter is a collaborative effort with NYU in Buenos Aires. At both universities, interest in LAS at the undergraduate level is on the rise, and the numbers of LAS majors and minors increased by 73% and 86%, respectively, in the last 4 years.

Table 2.1 Undergraduate Programs and Majors, 2008-09			
Program	Majors	Minors	Requirements
Spanish and Latin American Literature and Culture (NYU DSP)	106	154	-- 9 courses beyond the intermediate level, including --Advanced Grammar, Critical Approaches, Readings in Spanish Literature, and Readings in Latin American literature (4 courses) --5 advanced electives
Luso-Brazilian Literature (NYU-DSP)	5	--	-- 9 courses beyond intermediate level Portuguese
Latin American Studies (NYU- DSP)	27	9	--9 LAS courses, including --3 courses in History and/or Politics --3 courses in Literature and Culture --3 courses in other fields --Spanish; and Portuguese or Quechua
Intl. Studies with concentration in LAS (NYU School of Continuing and Professional Studies)	3		-- 3 Writing and Thinking courses -- 2 Historical Perspectives courses -- 5 LAS courses
Hispanic Studies (CU DSP)	40	35	-- Advanced Language, Latin American Literature and Humanities (4 courses) -- 6 advanced level courses, senior seminar -- Spanish, Portuguese, Catalan
Latin American Studies (CU ILAS)	12	24	-- 2 LAC history courses, 2 advanced Spanish and Portuguese courses -- 1 advanced Political Science seminar -- 4 courses in discipline or theme of choice -- Spanish, Portuguese, LCTL
Latin American Area Studies (Barnard College DSP)	8	30	-- Latin American Literature -- Senior Colloquium -- Spanish, Portuguese, Catalan

2.A.iii. and 2.A.iv. Training for Graduate Students - Our two institutions provide comprehensive graduate training on Latin America at the MA and Ph.D. levels in disciplinary, interdisciplinary, and professional fields. At both universities, the traditional locus of LACS has been the GSAS, especially anthropology, history, political science, and DSP. Many other humanities and social science departments have Ph.D and MA students working on the region, as do a variety of professional schools (Table 2.2). Over 10,000 students (4,595 at Columbia, 5,716 at NYU) enrolled in graduate and professional courses with LAC content in 2008-09. ILAS and CLACS provide advising, courses, and research funds for LAC-focused MA and Ph.D. students throughout the University, including the professional schools.

In Fall 2009, CU launched a new MA in Regional Studies-Latin America and the Caribbean (MARSLAC). ILAS is already discussing joint degree programs with other CU schools, such as Social Work, and institutions abroad, such as Sciences Po (Paris). SIPA offers a LACS regional specialization, as well as functional concentrations (e.g., economic development or international economic policy). At NYU, CLACS likewise administers an interdisciplinary LACS MA program. First established in 1966, today it boasts joint MA degree programs with Journalism, Museum Studies, Law, and Library Science; and it is moving to develop joint degree options with MA programs in the Schools of Business and Public Service. The program places a premium on interdisciplinary training and research experience in Latin America.

Table 2.2. LACS in Graduate Programs	
NYU: MA & Ph.D. Programs Incorporating Work on LACS (2008-2009)	
Department	# students
DSP: MA in Hispanic or Brazilian Literature	31
CLACS MA: LACS	25
CLACS: MA: LACS/Joint Journalism, Museum, Law, Library Science programs	11
Ph.D. Programs: History, Anthropology, DSP, Linguistics, Music, Philosophy, Economics, Politics, Sociology, Comparative Literature, Education, Film/Arts	152
Law, Public Policy, and Business	22
CU: MA and Ph.D. Programs Permitting Focus on LACS	
Department	# students
ILAS MA: LACS (data for 2009-2010)	10
SIPA MIA and MPA Programs with concentration in Latin America	102
SIPA Joint Degree Programs with FGV (Brazil) and CIDE (Mexico)	11
DSP MA in Hispanic Cultural Studies and Pedagogy	0
Ph.D. Programs: Art History, Archaeology, Anthropology, Architecture and Urban Planning, Economics, Ecology and Environmental Biology, Earth and Environmental Sciences, English and Comparative Literature, History, Political Science, Sociology, Spanish and Portuguese	92
Other Professional School Programs: Business, Social Work, Public Health	41
TC Concentration in Latin American Education for students in M.A. and Doctoral Programs in International Development Education and Comparative International Education.	25

A CLACS-ILAS consortium agreement specifically enables MA students at each University to register for graduate courses at the other. At least 12 courses per semester are cross-listed to facilitate inter-university registration. Since 2007, the centers have collaborated on

an interdisciplinary course co-taught by faculty at Columbia (John Coatsworth, SIPA and History) and NYU (Jorge Castañeda, CLACS and Politics). Graduate students at both institutions are also regular participants in joint ILAS-CLACS faculty-student working groups, and they collaborate on the planning of graduate student conferences. Arrangements at the university level further permit Ph.D. students at CU and NYU to cross-register for courses at all member institutions of the New York Inter-University Doctoral Consortium (IUDC), which among others includes the City University of New York (CUNY), The New School, and the State University of New York at Stony Brook (SUNY-SB).

2.A.v. (FLAS) Student Training – CU and NYU provide high quality training for students in a variety of disciplines and professional fields. Please see Criteria 2Aiii-iv

2.B.i. Academic and Career Advising – Our two schools provide academic and career advising at their individual centers, academic departments, professional schools, and university career services. Both have Offices of Career Services, the Wasserman Center at NYU and the Center for Career Education at CU, which provide comprehensive support, job listings, and placement data. ILAS and CLACS also share information on LAC-related career opportunities in New York through a variety of email lists and social networking platforms.

The Director, Executive Director, and Student Affairs Coordinator at ILAS provide course, financial aid, internship, and career advice to MARSLAC, SIPA, and other students throughout the University. Academic advising also is a key component of the year-long MA core course involving the active cooperation of the affiliated LACS faculty. SIPA's Office of Career Services also advises students on job placement and internships. At CLACS, MA students are advised by the Director, Assistant Director, and core faculty on courses, research, and careers. The curriculum includes professionalization and research methodology modules, and the CLACS

Internship Seminar hosts leaders from Latin America-focused non-governmental organizations (NGOs), United Nations agencies, and non-profits in the metro area to give students and the public information on career possibilities in LACS.

2.B.ii. and 2.B.iii. Formal Research and Study Abroad Programs - In 2008-09, NYU and CU students chose from hundreds of study abroad programs. NYU is committed to ensure that 50% of its students study abroad, and indeed since 2007, it has been the country's top institution in the number of students who study abroad. A new program, NYU in Buenos Aires, which enrolled 180 students in 2008-9, and a long-established program in Madrid (where 25% of the content courses deal with LACS) offer a broad cross-disciplinary curriculum, including language and translation courses. Specific departments and professional schools at NYU also host their own diverse array of more focused study abroad options in Mexico, Cuba, Peru, Brazil, Ecuador,

Table 2.3 Selected Study Abroad and Exchange Programs in Latin America, 2008-09

Country	Type of Program	Host Institution	CU Students	NYU Students
Country	Program	Table 23. Formal Study Abroad Programs	CU	NYU
Argentina	Formal study abroad	NYU Buenos Aires; CU Argentine Universities Program (Butler)	16	180
	Exchange	NYU Stern School of Business with Universidad Austral and IAE Business School	-	2
Brazil	Exchange	NYU College of Arts and Sciences (CAS) with U. F. de Minas Gerais and U.F. de Santa Catarina; NYU School of Law; Escola de Direito de São Paulo; CU with USP School of Business.	25	2
	Summer Intensive	CU CERC (Ecosystems) with IPE, São Paulo; NYU Steinhardt with CTO Rio de Janeiro	40	25
Chile	Exchange	NYU CAS; Pontifica Universidad Católica de Chile; CU with CIEE	5	3
Cuba	Formal study abroad	NYU Tisch with U. de la Habana, Cuban National Institute of Film and Television, and Ludwig Foundation of Cuba	-	18
Dominican Republic	Summer Program	CU CERC with Punta Cana Ecological Foundation	22	-
Mexico	Joint Degree Program	NYU Stern School of Business; Monterrey Tech; NYU CAS; Universidad Autónoma de México		2
	Joint Degree Program	CIDE Mexico City (CU SIPA)	5	
Peru	Formal study abroad	NYU Hemi	-	30
	Field Research Site	NYU School of Medicine, International Health Program		14
Spain	Formal Study Abroad	NYU Madrid (25% LAS)	-	172

and elsewhere. (Table 2.3).

At CU, LAC study abroad has been increasing steadily over time. CU and Barnard College (BC) programs in Latin America benefited 64 undergraduates in 2008-09 with academic-year concentrations in Argentina, Brazil, Chile, and Mexico, among others. Formal study abroad programs at the Master's level at SIPA include the joint program with CIDE in Mexico City and the new joint program with the Fundação Getúlio Vargas in Sao Paulo, which will be launched in 2010.

Students also have access to funding for research in the region, at CU through the Office of Global Programs and at NYU through Deans' summer and academic-year travel fellowships at both undergraduate and graduate levels. ILAS and CLACS offer student summer travel research and internship grants with assistance from the Tinker Foundation, private donors, and institutional funds. In 2009, ILAS awarded 42 grants to graduate students and 5 grants to undergraduate students for summer travel to the region, while CLACS funded 18 graduate students.

Both universities facilitate access to the study abroad and language programs of other institutions. For example, in 2008-9, CU students engaged in formal study abroad through external programs in Ecuador (IES and SIT), Mexico (SIT and UNAM), and Brazil (CIEE). As a member of the Consortium for Latin American Studies Programs, NYU receives and promotes extensive information on summer LCTL programs to students, and CLACS students have enrolled in such programs as the University of Michigan's summer Quechua program in Cuzco.

Criterion 3. Quality of the Non-Language Instructional Program

3.A.i. and ii. Disciplinary and Geographic Coverage- Together CU and NYU offer exceptional breadth and depth of courses on LAC. They fill in the other's disciplinary or

country-specific gaps and create remarkable depth in fields in which faculty disciplines overlap. A total of 658 courses with at least 25% LAC content (308 at CU and 350 at NYU), are offered in 21 disciplines and 10 professional schools; 251 courses are mostly focused on LAC, and 162 of them (68 at CU, 88 at NYU) have 100% LAC content. (Table 3.1). Enrollment data are indicative of impact: at CU, for example, more than 2300 students enrolled in courses with at least 50% LAC content in 2008-09; enrollment data for NYU over the same time period show over 2700 students enrolled in courses with at least 50% LAC content.

Table 3.1 Non-language LACS courses and faculty by discipline								
Discipline	Courses > 50% LAS		Courses < 50% LAS		Faculty > 50% LAS		Faculty < 50% LAS	
	CU	NYU	CU	NYU	CU	NYU	CU	NYU
Anthropology	7	2	4	18	7	9	1	1
Architecture	3	NA	9	NA	4	NA	1	NA
Art, Music, Film, Dance	12	12	4	10	6	10	3	4
Biology, Environment	5	0	3	7	5	0	1	0
Business	1	3	13	9	2	0	8	5
Comparative Literature	1	9	1	2	2	1	0	0
Economics	7	9	16	7	7	2	6	1
Education	7	13	0	16	9	3	0	6
Public Health	1	4	8	27	8	3	1	4
History	14	8	8	2	8	4	0	1
Interdisciplinary studies	6	21	34	32	4	2	1	1
International and area studies	29	39	56	14	10	8	2	1
Journalism	4	2	0	3	1	0	0	0
Law	1	0	0	35	6	1	1	4
Linguistics	0	2	2	0	0	3	0	1
Political Science	8	9	14	16	7	4	1	1
Psychology	0	0	3	0	0	0	0	0
Public Policy	5	3	8	15	0	3	1	1
Social Work	2	NA	4	NA	2	NA	1	NA
Sociology	3	0	4	1	0	8	2	1
Total	117	136	191	214	88	61	30	32

For undergraduates, CU offers 269 courses with a substantive (at least 25%) LAC content and 214 such courses in its 10 graduate schools. NYU offers 102 upper-level specialized undergraduate courses and 248 graduate and professional courses on Latin America in over 30 departments and interdisciplinary programs, all with at least 25% LAC content.

3.B.i. Depth of Specialized Course Coverage. The two schools offer depth of course coverage in different, often complementary areas. Both are particularly strong in anthropology and history; and both departments of Spanish and Portuguese are strong as centers for literary and cultural studies. CU’s particular strength includes international affairs, economics, and sustainable development; NYU has increased its offerings on politics, history, education, and interdisciplinary studies. Broad geographic coverage is supplemented with particular depth in Brazil and the Caribbean. NYU has depth in Andean, Caribbean, and Brazilian region issues. In the professional schools, Columbia has depth particularly in SIPA, but also in Public Health, Social Work, Architecture, and Education; NYU has professional school strength in Education, Public Health, and Public Policy. (Tables 3.1 and 3.2).

Table 3.2. Non-Language Courses by Subregion or Country, 2008-2009							
	Mexico	Central America	Brazil	Caribbean	Andes	Southern Cone	Comparative/Regional
Courses (CU)	3	0	6	6	2	2	289
Courses (NYU)	1	1	8	18	1	1	320

3.C. Interdisciplinary Courses -At both schools, interdisciplinary training is a hallmark of graduate and undergraduate education. This commitment is evident in courses, joint faculty appointments, and interdisciplinary degrees. The undergraduate major and the MA programs at both schools seek to combine deep and rigorous training with a multidisciplinary perspective on modern Latin America.

At CU, ILAS is one of the seven regional institutes where the curriculum, focused on political economy, development, and public policy, is inherently interdisciplinary. ILAS assists in course development and recruits Latin Americanist instructors and guest speakers from many fields and disciplines, as is the case with the year-long Brazil Seminar and the seminar on the Political Economy of Mexico. CU also has particular strength in programs that coordinate training across departments. SIPA M.A. and M.P.A. students are required to choose a regional concentration that involves interdisciplinary coursework. The core course of the new MA program gives students a critical understanding of the major approaches to LACS. Students are then required to take courses in two disciplines.

At NYU, the required core curriculum for all undergraduates (called the Morse Academic Program) offers 12 interdisciplinary courses in Latin American Culture. The MA in LACS features an interdisciplinary two-semester core sequence and requires students to take courses in different disciplines. Beginning in 2008, CLACS pioneered a new model that links an interdisciplinary team-taught course with a themed public research colloquium series. Support for the course/colloquium model is granted to pairs of scholars from different disciplines by annual competition.

3.D.i. Availability of Non-language Faculty - Both schools have made an effort to increase LAC faculty, including in the professional schools. Core area studies faculty (50% or more dedicated to LAS) numbers 88 at CU and 61 at NYU, almost double the total five years ago. In addition, other professors, at least 30 at CU and 32 at NYU, devote important time (between 25-50%) to Latin America. (Table 3.1. A full list of faculty is found in Appendix III.)

3.D.ii. Pedagogy Training for Instructional Assistants As part of their five-year funding package, and in preparation for future teaching careers, CU graduate students serve as teaching

assistants (TAs) in LACS courses. At NYU, the five-year funding package is now work-free. Advanced students are encouraged to serve as course assistants at additional pay in a total of 193 courses in LACS and languages. At CU and NYU, all graduate student teachers receive pedagogy instruction from their departments and the university, including intensive, 3-5 day orientations prior to their teaching duties, and they are monitored in their work by faculty and offices of instruction. Instructional assistants also have access to support services, including classroom videotaping and in-class evaluations by the Center for Teaching Excellence. At NYU, the FAS Deans award 12 prizes for excellence in teaching by graduate students, prizes that have been earned by LACS focused Ph.D. students several times in recent years.

Criterion 4. Quality of the Language Instructional Program

4. A.i and ii. Instruction in Spanish, Portuguese, and Less Commonly Taught Languages -

The NYCCLAS faculty in Spanish and Portuguese includes 40 (22 at CU, 18 at NYU) full-time, tenure track professors, 27 of who are specialists in Latin American literatures and cultures (16 at CU, 11 at NYU). Our institutions offer all levels of language instruction in Spanish and Portuguese: 127 courses in Spanish (50 at CU, 77 at NYU) and 31 in Portuguese (11 at CU, 20 at NYU), plus additional courses in Quechua at NYU and Nahuatl at CU. More than 7000 students were enrolled in these language and literature courses in 2008-09. (Table 4.1; Appendix II)

In the last four years, the Consortium has focused on developing its LCTL programs. Both schools now offer Portuguese through the advanced level; and initial NRC funding spurred administrations at both institutions to pick up 100% of salaries for Portuguese instruction.

NRC funding has also helped NYU and CU to develop new LCTL offerings. Given its strength in Andean studies, NYU established Quechua instruction, enrolling 20 students in the first year (2008-9), and providing training to the intermediate advanced level by the end of AY

2009-2010. Quechua students have used FLAS fellowships, which are matched by the university, for academic year Quechua at NYU and summer Quechua instruction in Cuzco. Along with the addition of a full-time Quechua instructor, CLACS added depth to this LCTL program with the launch of the NYU Andean Institute, a globally accessible web-based portal for innovative research, Quechua language resources, and area-related events, including a new monthly Quechua conversation night. In 2009-2010, NYU is also piloting a Mapuche language distance learning partnership with an Instructor of Mapuche at the University of Chile, a model that we may replicate to meet demand for academic-year LCTLs not covered by the Consortium or at regional universities.

CU used NRC funding to develop instruction in Nahuatl language and culture. For 2009-2010, 3 courses in Nahuatl are offered, enrolling seven students from three universities. One focuses on classical language and culture sponsored by the Department of History; and others are a two-semester sequence in the DSP focused on the contemporary spoken language. The History course used NRC funding to host an indigenous speaker to teach a week-long intensive language immersion seminar. The two-semester course is taught through a hybrid learning model combining live distance education in collaboration with the Zacatecas Institute for Teaching and Research in Ethnology in Mexico. At CU and NYU, NRC funds have been used to support external evaluation of LCTL teaching materials and methods, and to send LCTL instructors to attend summer training programs.

4.B.i. Level and Type of Instruction - Students gain language training through the advanced level in Spanish and Portuguese. CU offers Nahuatl at the beginning level, and NYU offers Quechua through the intermediate level. (Table 4.1, Appendix II). In addition to advanced courses in Spanish and Portuguese, both DSPs offer advanced level content courses, taught

entirely in either language. At CU, these include “Advanced Language through Content.” At NYU, most advanced literature and culture courses are taught in Spanish or Portuguese, including all courses listed under Topics in Spanish American or Brazilian Literature and Culture. These content courses are all beyond the third level of language instruction.

Table 4.1: Languages Taught at CU and NYU 2008-2009							
Language	Levels	Instructional Courses Offered	Students	Literature Linguistics & Culture Courses	Students	Professional School Courses	Students
Spanish	Beg., Inter., Adv.	262	3770	131	1784	71	770
Portuguese	Beg., Inter., Adv., Port. for Spanish Speakers	21	223	8	37	9	93
Nahuatl (2009-10)	Language and Culture, Beg.	2	7	1	19	NA	NA
Quechua	Beg., Inter.	6	20	NA	NA	NA	NA
Total		291	4020	140	1840	80	863

4.B.ii. Language Offerings Across the Curriculum—At both universities, content courses are taught in Spanish and Portuguese in the DSPs. There are also Spanish language courses taught in the professional schools, geared, for example, to students preparing for careers in law, business, social work, public health, and medicine. Courses in Spanish and Portuguese are also offered in other academic disciplines and departments. At ILAS, the Tinker and Cardoso Visiting Professors, who combined teach three advanced social science courses a year, generally teach entirely or partly in Spanish or Portuguese. Likewise at NYU, courses by the Andres Bello chair are often taught in Spanish. At NYU a new undergraduate course entitled “Cultura Popular en la Ciudad Latinoamericana” in Fall 2009, was taught entirely in Spanish in 2009 and cross-listed in DSP and Anthropology. A similar collaboration with History is planned for 2010-2011.

4.C.i. Language Faculties. Spanish and Portuguese instruction at CU is carried out by the combined faculties of DSP and DSLAC. The combined faculties number approximately 22 full-time tenure track members and 20 full-time instructors. Since 2005, a third full-time instructor in Portuguese has been added, as well as a position for an assistant professor specializing in

Brazilian film and literature. NYU's DSP includes 25 full-time tenure track faculty members and 27 full-time non-tenure track faculty members. Most lecturers were hired specifically for their expertise in language teaching and for their ability to incorporate content-based learning into their curriculum. In the last four years, the DSP has hired a new dedicated lecturer for Portuguese, who, in tandem with the Director of Portuguese language, developed new sections of beginning and intermediate courses, designed new upper level language and culture courses, and supported training of two instructors at the Language Resource Center (LRC).

4.C.ii. Language Pedagogy - At CU, internal departmental pedagogy seminars have included 3 sessions on the task-based approach and 3 on language through content. Graduate Instructional Assistants in the language departments take a pedagogy practicum which introduces them to research on language learning as well as proficiency-based teaching and testing methods. Instructional Assistants also take a year-long seminar with Guadalupe Ruiz Fajardo, the director of CU language programs in Spanish and Portuguese. With NRC support, ILAS funds an annual three-day conference on methodologies in the teaching of Spanish as a second language, which brings world-renowned experts on didactics to lead workshops attended by lecturers, faculty, and students from CU and NYU's DSP and Barnard's DSLAC Spanish instructors from other NYC universities and high schools. All language lecturers and instructors are invited and encouraged to participate in CU's "Methodological Developments in Teaching Spanish as a Second Language" workshops. In 2008-09, workshops on "Focus on Form" and "Discourse and the Language" drew large audiences. The 2009-10 workshops will delve into "Cognitive Linguistics for the Teaching of Languages" and "Pragmatics for the Spanish Class."

At NYU, all language lecturers and graduate student instructors enroll in Methodology of Spanish Language Teaching, which provides a theoretical foundation and practical experience

for teaching Spanish to English speakers from the beginning to the advanced level. The course includes study of linguistic structures specifically geared to teach content-based language classes and develops a language-teaching portfolio specific to different levels of language teaching, including curriculum development, and methods for evaluating listening, speaking, writing and reading skills. Each year all new instructors take a three-day intensive teaching workshop that combines observation, evaluation, micro-teaching, and presentation of teaching techniques at all levels of language teaching. In addition, each course has a Language Instruction Coordinator trained in ACTFL-OPI testing to oversee performance-based instruction. While no graduate students instructors teach either Portuguese or Quechua at NYU, recently hired faculty in those languages have participated in intensive foreign-language training at the LRC, and in the case of Quechua, also external training in MOPI. Instructors in all three languages are evaluated yearly by the course coordinator and the Director of the Language Program to encourage teaching excellence throughout the program.

4.D.i. Performance-based Instruction – In 2007, CU adopted a new methodology rooted in the task-based approach to language teaching, advocating using language to accomplish communicative tasks, and on cognitive linguistics for language concept and description.

Accordingly, the DSP at CU acquired new textbooks and revised syllabi, teaching materials, and evaluation methods organized around tasks pertinent to students, such as writing a CV or finding a roommate. NYU uses performance-based language training. Instructors follow ACTFL guidelines for communicative methodology and teaching evaluation. Students study grammar lessons prior to class; instructors elicit the grammar rules of the day from students through a series of questions and answers; and instructors reinforce through a brief explanation followed by communicative practice at the end of the class. At both schools, students are required to

engage with the neighboring Latino community to complete such projects as analyses of advertising in Spanish or Latino artwork, and interview Spanish-speaking neighbors, which the student must analyze from linguistic and social perspectives. In addition, two courses at NYU address the specific language needs of heritage learners.

4.D.ii. Resources for Language Training and Practice - At both CU and NYU, members of the DSP, including linguists specialized in language pedagogy and instructors trained in literature, culture, and language teaching, have collaborated to create online collections of didactic materials targeting grammar and vocabulary issues for language lecturers. Interactive learning is mobile via elaborate electronic systems (called “Courseworks” at CU and “Blackboard” at NYU), with practice exercises, dictionaries, library resources, foreign periodicals, and music. Through the innovative LRC at CU, multimedia tools, including smart classrooms with real-time satellite feeds, online tutorials and distance learning courses such as Nahuatl are offered. A Technology Fellow helps TAs learn online technology resources and convenes at least two technology workshops per year. At NYU, the library assists with audio streaming for language-learning purposes; and language learning and practice is supported in learning labs in student dormitories and through longstanding extracurricular conversation programs such as Speaking Freely. A robust collection of Latin American films and music collections—including resources in LCTLs—at both university libraries allow students to enhance listening and speaking skills.

4.D.iii. Language Proficiency Requirements - The DSP at both CU and NYU integrate the 4 elements of language teaching (reading, writing, listening, and speaking) into their programs. To demonstrate successful mastery of a language level, students must pass oral and written exams throughout the semester. The university language requirement at both universities consists of 4

semesters of formal instruction in the language, after which students should reach an intermediate proficiency equivalent to American Council on the Teaching of Foreign Languages (ACTFL) (1983, revised 1985) intermediate (or to levels A1, A2 and B1 of the *Common European Framework of Reference for Languages* (2001)). Students with a previous knowledge of Spanish and Portuguese can take a placement exam in order to be exempt from the requirement. Each one of the 4 semesters includes 65 hours of formal instruction, therefore complying with the recommendation of ACTFL and other language teaching institutions in terms of contact hours. At NYU, undergraduate majors in LAS must complete one semester beyond the language requirement in Spanish, plus at least one semester in either Portuguese or Quechua. NYU has thus formally incorporated Portuguese and Quechua into the LAS major.

Criterion 5. Strength of the Libraries.

5.A.1. Relative Strengths. The NYCCLAS library systems offer complementary strengths and a long tradition of contributing to local, regional, national, and international efforts to promote access to LACS resources. CU's network of 22 campus libraries form one of the nation's top ten academic library systems and holds an estimated 10.3 million volumes, 102,253 serial subscriptions, 6.3 million microforms, and extensive collections of other non-book formats. The Latin American collections exceed 400,000 titles, of which over 270,000 are in Latin American languages, and approximately 1,500 serials, along with microforms, videos, DVDs, sound recordings, and maps. Columbia's geographic strengths include Mexico, Brazil, the Southern Cone, and Spanish Caribbean. Subject specializations are architecture, fine arts, economic development, history, human rights, literature, political science, sociology, and anthropology. Butler Library has a LAS Reading Room with 5,000 core texts to support graduate study and research. The CU Libraries and ILAS collaborate to provide stable and permanent access via an

institutional repository to the new Working Papers Series, featuring research by CU faculty, students, and other affiliates. In 2009, CU received a \$715,000 grant by the Mellon Foundation to develop methods for capturing and archiving web-based information published by human rights organizations. A significant component of this project involves preserving online publishing of LA organizations. The Electronic Data Service purchased spatial digital elevation data for Mexico City, Monterrey, and Guadalajara, Mexico, unavailable at any other university in the Northeast.

The Libraries of NYU hold more than 5 million volumes, 67,000 journal subscriptions, 5.4 million microforms, 500,000 government documents, 104,000 sound and video recordings, a wide range of electronic resources, music scores, playscripts, and one of the nation's largest collections of United Nations documents. Bobst Library includes 219,500 Latin American titles, including 559 current journal subscriptions. The strengths at NYU are in history, performing arts, music, media studies, and migration studies; regional strengths include Brazil, Mexico, Argentina, and the Caribbean. In 2007, the Research Institute for the Study of Man (RISM) transferred its Library of Caribbean Research to NYU, including nearly 10,000 monographs, government documents, rare nineteenth-century newspapers, and original manuscripts related to Cuba, Haiti, Bolivia, and elsewhere. The collection complements holdings in Caribbean Pidgin and Creole languages. Also noteworthy is the Hemispheric Institute Digital Video Library (HIDVL), a collaboration between NYU Libraries and Hemi, which brings together Latin American video source material previously scattered in small, little-known archives.

The CU and NYU libraries offer a wide range of electronic resources, from major electronic research tools such as the Handbook of Latin American Studies and Latin American Newstand, to high-end computing and applications for data and Geographic and Information

Systems (GIS) analysis. Both institutions provide access to the Latin American Public Opinion Project (LAPOP) and Latino Barómetro, survey and public opinion data useful for research on global health, education, business, public administration, and environmental studies.

5.A.ii. Institutional Support - In FY 2008-09, the CU Libraries allocated \$271,260 for LA acquisitions of books and some serial and electronic purchases. An additional \$10,339 in endowed funds supported Spanish-language purchases in history and humanities. These numbers do not include supplemental spending on serials, electronic resources, and audiovisual materials. The budget for materials from and about Spain and Portugal, which partially supports LAS, was approximately \$65,000. A total of \$364,630 per year is spent on processing LA acquisitions. The Library also expends approximately \$125,000 per year on staff associated with LA related collection development and public services, including Librarian Pamela M. Graham, who holds a Ph.D. in political science with a concentration in Latin America.

During the 2008-09 fiscal year, NYU Bobst spent more than \$207,000 to purchase materials in LAS, of which \$47,000 was earmarked for major purchasing, in addition to the expenditures for serials, videos, sound recordings or electronic media, which represents a sizeable and regular supplement to the LA materials budget. Bobst also devoted \$211,700 in direct salary funds for staff members who focus on LA materials. The LAS librarian, Angela Carreño, who holds an M.Phil. in Latin American and Caribbean history, is assisted by 3.5 full-time equivalent staff members and 2 graduate students.

5.B.i and ii. Networks for Resource-Sharing and Coordinated Collection Development

Both institutions are members of the Metropolitan Reference and Research Library Agency (METRO), a network of 250 libraries in the New York metro region, which facilitates access to unique items held in both libraries. Both belong to the Research Libraries Group (RLG), now

part of the Online Computer Library Center (OCLC); and both institutions participate in the 60-plus member SHARES program, which expedites interlibrary loan services and provides preferred access for on-site use of CU's and NYU's libraries. Both CU and NYU are members of the Seminar on the Acquisition of Latin American Library Materials (SALALM). In 2008-09, CU Pamela Graham served as President of SALALM and organized the annual conference in Berlin, Germany, which allowed for productive networking among European, US, and Latin American based library specialists. Angela Carreño at NYU is an active member and former President. Both NYU and CU are founding members of the regional sub-group of SALALM, the Latin American Northeast Library Consortium. NYU and CU also contribute to the Global Resource Network's Latin Americanist Research Resources Project (LARRP), which consists of 56 U.S. and Canadian academic libraries and LA partner institutions.

Criterion 6. Quality of Staff Resources

6.A.i. Qualifications of Teaching Faculty and Other Professional Staff. All full-time faculty at CU and NYU are chosen in accordance with nationally accepted standards. LACS faculty at both institutions are a mix of senior professors (about two-thirds of permanent faculty members are tenured) and younger scholars preparing to assume leadership positions (Appendix III). ILAS and CLACS both are led by a tenured faculty member who devotes 100% of teaching and research time to the region and the respective centers. At CU, Pablo Piccato, a historian who specializes in Mexico, became Director of ILAS in July 2008. Professor Piccato has focused his efforts on the new MA program in LACS, revamping the undergraduate major, teaching, and expanding ILAS activities in Mexico. At NYU, Ada Ferrer, a historian of Cuba and the Caribbean, became CLACS director in September 2009. She has focused on consolidating LCTL offerings and the Public Research colloquia and expanding K-16 outreach and teacher training.

CU has moved to strengthen the professional management of ILAS. Thomas J. Trebat is the full-time Executive Director of ILAS and CBS. A Ph.D. economist with expertise in Brazil, he brings more than 30 years of experience on LA in banking, philanthropy, and academic research, including 9 years as Citigroup's Chief Economist for LA. In addition to his management duties, he teaches courses on Latin American economics and on Brazil and advises students. With partial support from Title VI funds, ILAS's new Student Services Coordinator Eliza Kwon-Ahn handles the growing needs of students in degree programs. She has an MA in LAS from NYU and is assisted by a staff of graduate assistants. Teresa Aguayo, the full-time Senior Program Coordinator of ILAS and CBS, manages outreach activities, including K-12 outreach assisted by a graduate student at TC. Teresa has a Master's degree in Economics from the New School for Social Research.

At NYU, Assistant Director and Outreach Coordinator Jen Lewis is responsible for the administrative operation of CLACS, including travel grant competitions, grant writing and management, and budgetary control. She oversees all K-12 and post-secondary outreach activities, coordinating closely with Steinhardt and other NYU NRCs. The co-coordinator of the NYCCLAS consortium and its outreach activities, Lewis has a MA/MEM degree in International Relations and Environmental Management from Yale University. She is assisted by a full-time assistant, Carolina Pimentel, and 4 graduate students. Two full-time Assistant Professor/Faculty Fellows, Rafael Sánchez and Carmen Medeiros, serve as advisors to students, help organize public events, and participate in the operation and governance of CLACS, in addition to teaching three courses a year.

6.A.ii. Professional Development for Faculty and Staff - LACS faculty at CU and NYU have important resources at their disposal that are designed to enrich research, teaching, and

collaboration with colleagues in Latin America and the U.S. At both schools, junior faculty receive a semester development leave that is often combined with other grants for a full year of leave after three years of teaching. Schools and departments also provide generous research support and additional competitive summer research support. At CU, faculty also receive support from CSER and the Institute for Social and Economic Research and Policy (ISERP) through seed grants, research infrastructure, and administrative support for externally-sponsored research. With partial support from the NRC, ILAS has vastly expanded faculty grants for purposes such as research, travel, and course development. In the last 3 years more than 90 faculty grants have been made with a total expenditure of about \$360,000. At NYU, faculty grants supported by both NRC funds and CLACS-administered funds support at least 6 junior faculty research projects each year, for a total of approximately \$25,000 in the last three years. Additional research and travel support to LACS faculty from GSAS Research Challenge Funds, the Provost's Humanities Initiative, and other sources total approximately \$50,000 per year.

All NYU and CU administrators regularly participate in staff development workshops on topics such as fiscal operations, grant administration and personnel management. Both staff also attend professional networking events, such as LACS meetings at other regional universities, Latin American Studies Association (LASA) meetings, regional NRC meetings, and LCTL consortium meetings. They are encouraged to enroll in classes, to learn new skills such as web management and video technology, and to visit with staff at other NRC centers to exchange views and information. During 2008-2010, members of CLACS full-time staff enrolled in courses at the Steinhardt School of Education, aimed at strengthening outreach initiatives, as well as Advanced Portuguese in SCPS to maintain proficiency in the language.

6.A.iii. Commitment to Students -- The two center directors dedicate 75% of their time to teaching, supervision, and advising of students. All members of the affiliated faculty at ILAS and CLACS serve as advisors to students enrolled in the MA programs across the universities focusing on LACS.

At CU, Trebat teaches one or two courses per semester, advises undergraduate and graduate students, and provides internship and career advice. Kwon-Ann provides further advising and support to students in the MA program, majors and SIPA concentrators, and to a large number of fellowship applicants. At NYU, Lewis, Ferrer, and two CLACS APFFs provide course, administrative, and career advice for approximately 25 current CLACS MA students, as well as to LAS students in programs across the university. In addition, CLACS-sponsored programs such as the Masters' Paper Workshop and Works in Progress in Latin American Society and History (WiPLASH) provide regular opportunities for graduate students to present work and receive feedback and support from their peers and faculty members.

6.B.i. Staffing and Oversight- In addition to the staff described in 6.A., ILAS and CLACS call upon dedicated LACS faculty from a variety of departments, professional schools, and the libraries (Table 6.1). In 2009-2010, the directors launched a yearly joint meeting of the two executive committees in order to find new avenues of collaboration. ILAS's Executive Committee is comprised of 9 tenured members of the faculty and is chaired by John Coatsworth, Dean of SIPA and current President (2009-10) of LASA. It meets formally up to 4 times per year and is the main governance body of ILAS, approving all major decisions and appointments. Full-time faculty members decide on grant and FLAS allocation, the design of and admissions to the MA program, and appointments of distinguished scholar positions. At NYU, the Executive Committee is comprised of 14 full-time tenured faculty members from different disciplines

within Arts and Science and the Professional Schools; the positions are held on a rotating basis for three year periods. The committee meets 3 times per year to discuss overarching programmatic planning and appointments. Members of the Executive Committee participate on targeted committees for admissions, searches, FLAS, and travel grant selections.

Table 6.1. Executive Oversight Structure at CU and NYU	
Committee	Members
Columbia University (ILAS)	
ILAS Executive Committee	John H. Coatsworth; Pablo Piccato; Carlos J Alonso; Claudio W. Lomnitz; Maria V. Murillo; Regina Cortina; Jose Antonio Ocampo; Alan Dye; Jose C. Moya; Thomas J. Trebat
Faculty Grants Committee	John H. Coatsworth; Pablo Piccato; Thomas Trebat; Ana Maria Ochoa; Graciela Montaldo; Nelson Fraiman
MA Steering Committee	Pablo Piccato; Pablo Pinto; Jose Moya; Miguel Urquiola; Nara Milanich; Thomas Trebat; Christopher Weiss
O’Gorman Scholars Committee	John H. Coatsworth; Pablo Piccato; Claudio W Lomnitz; Thomas Trebat
FLAS Student Grants Committee	Pablo Piccato; Thomas Trebat; Caterina Pizzigoni; Alan Dye; Maria Teresa Conde; Eric Verhoogen; Lesley Bartlett; Urbano Garza; Ruth Borgman
Tinker Student Grants Committee	Pablo Piccato; Thomas Trebat; Nicolas Stier; Pamela Graham; Frances Negrón; Alessandra Russo
New York University (CLACS)	
CLACS Executive Committee	Ada Ferrer; Jim Fernandez; Marta Peixoto; Barbara Weinstein; Sinclair Thomson; Renato Rosaldo; Noelle Stout; Guillermina Jasso; Juan Flores; Jill Lane; Jo Labanyi; Marcelo Suarez-Orozco; Millery Polyné; Sonia Ospina
MA and Program Committee	Angela Carreño, Ada Ferrer, Juan Flores, Marcelo Suárez Orozco, Barbara Weinstein
FLAS Selection Committee	Ada Ferrer, Odi Gonzales, Jen Lewis, Marta Peixoto, Sonia Ospina
Tinker and Faculty Travel Grants	Ada Ferrer, Jen Lewis, Carmen Medeiros, Millery Polyné
Faculty Searches	Ada Ferrer, Jill Lane, Rafael Sánchez, Noelle Stout, Sinclair Thomson
Admissions	Ada Ferrer, Jen Lewis, Carmen Medeiros, Rafael Sánchez

6.B.ii. NRC Oversight Arrangements - Oversight of NRC activities is performed by a consortium committee consisting of Piccato, Ferrer, Trebat, and Lewis, which is convened at least twice a semester and is chaired by the two center directors. The committee discusses priorities, joint projects, and outreach activities over a multiyear period. On a regular basis, there is close coordination in the K-12 program, the LCTLs program, cross registration in graduate courses, and collaboration in the faculty working groups. As the lead institution in the

consortium, ILAS compiles, verifies, and files a great deal of information about the use of shared resources by both centers in preparation for the periodic NRC reports.

Procedures for more efficient subrecipient monitoring and financial communication have been implemented since 2009 and involve monthly meetings between Trebat, Lewis and their staffs, as well as written reports. Both centers maintain a close consultation about allowable expenses, monitor the appropriateness of all expenditures under the terms of the grant, and discuss specific items that require further information.

6.C. Non-discrimination Policies of CU and NYU - Both institutions are committed to a policy that ensures equitable access and non-discriminatory enrollment and employment for from groups that have been traditionally under-represented. CU and NYU have standing policies prohibiting discrimination, clearly stated procedures for adjudicating grievances in these domains, and a firm commitment to create campus cultures that incorporate diverse people and viewpoints, as well as people with special needs. At NYU, all short lists for faculty positions must be reviewed by an affirmative action representative before any interviews, and written justification in staff hiring must be submitted to the affirmative action officer. In addition, the university has established the Office of Equal Opportunity to ensure equal treatment for students, faculty, and staff with special needs. The Moses Center for Students with Disabilities empowers physically challenged students to be independent by providing appropriate support services.

At CU, the Associate Provost for Equal Opportunity and Affirmative Action is responsible for implementing the Affirmative Action Plan (AAP), which is reviewed annually and executed through a special Office of Equal Opportunity and Affirmative Action. The Office oversees a hiring program for the physically challenged and services for staff with disabilities. Written in accordance with the regulations of the Office of Federal Contract Compliance

Programs, the AAP charts CU's yearly progress as an employer and sets goals for the year ahead. A recent \$15 million University Diversity Initiative increased faculty diversity in the Arts and Sciences and the professional schools.

Groups historically underrepresented have a strong presence at our institutions. At NYU, 26% of faculty and 43% of staff are minorities; at CU, 25% of the faculty and 47% of staff are minorities. At NYU, women represent 39% of its faculty and 40% of its staff; at Columbia, women are 39% of faculty and 52% of staff. At both ILAS and CLACS, affiliated faculty, staff, and students represent gender balance and diversity.

Criterion 7. Outreach Activities

Our outreach activities connect us to New York City's large communities of K-12 and postsecondary educators, graduate centers, immigrant communities, businesses, diplomats, media, artists, and non-governmental organizations concerned with LACS. These activities generate significant regional and national impact.

7.A.i. K-12 Educators - New York City's growing school-age population, of which over 40% is of LAC origin, drives a need for teaching on LAC and professional development for NYC K-12 teachers. Our K-12 Outreach program, in partnership with the NYU Steinhardt School of Education, MetroCenter for Urban Education, and CU Teachers College, held numerous conferences and symposia in 2006-2009 tailored to the needs of teachers, students and practitioners (Table 7. 1). Some events organized by MetroCenter and TC focused on teacher development through regional children's literature and provided teachers with the opportunity to meet the authors, incorporate books as classroom resources, and improve their knowledge of LAC. At CU, TC hosts an annual "Educating across the Americas" conference, attended by many in-service K-12 teachers, at which faculty and graduate students from throughout the

country deliver papers on LAC. Other K-12 events have a social science or history focus, for example, a joint K-12 teacher conference focused on the politics of race in May 2009 sponsored by CLACS and NYU’s Kevorkian Center for Near Eastern Studies and a scheduled April 2010 conference on social movements in Latin America to be held at TC. Some are designed to provide in depth context on newsworthy events in the region, including, for example, a major teachers’ workshop called Haiti in Context in April 2010. NYU also coordinates LAS workshops for teachers which take place at the NY Times, MOMA, and UNICEF.

The cumulative impact of our joint ILAS-CLACS K-12 program is substantial: over the last 3 years our programs have reached directly more than 1,000 New York City and State K-12 teachers. According to our post-meeting satisfaction surveys, these teachers have collaborated and shared curriculum resources (such as books) with at least two colleagues. As a consequence of our programs with their teachers, we believe that many thousands of NY children have benefited from our K-12 program; and we are committed to its continual expansion and refinement in close partnership with our two schools of education and local communities.

Table 7.1: Selected CU-NYU K-12 Outreach Events 2006-2009					
Activity	Dates Held	K-12 Participants	Students Reached	Potential impact	Description
ALAS Conferences	Annually 2006-2009	150	NA	National	Cutting edge research on education in the Americas presented to teachers by scholars from throughout U.S.
Four “Voces” Programs: Dominicanas, de los Andes, Mexicanas (2)	2007-08	300	17,340	Regional	Content workshop using Latin American literature and curricular development: books by Latin American authors distributed to all participants.
Museum and Media partnerships,	2008-09	100	3,200	Local	Collaborations with museums, galleries, community centers and online news sites:
Voces Hispanicas Programs (4)	2008-09	300	16,652	Regional	Encounters between K-12 teachers and Latin American authors with distribution of books.

In-school programs, e.g., Heritage School, PAIHS	2009	45	25	Local	Presentation and discussion of cultural maps of Latin America with teachers; LA history workshops in 11 th grade history class at PAIHS.
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7.A.ii. Outreach to Postsecondary Institutions -- NYC is home to many other vibrant graduate centers in LACS whose faculty are our colleagues in research and often co-sponsors of events.

Both NYU and CU interact regularly with colleagues in LAS at the New School, Fordham University, SUNY-SB, and CUNY. Over the past four years, the NYCCLAS used NRC funds to support at least 5 faculty working groups per year on different subjects and LAC regions. These working groups (some established jointly by CU and NYU faculty) have given rise to a large number of public colloquia that have drawn participation not only across our two campuses, but from the region at large. One working group, the NYC Latin American History Workshop, hosts monthly meetings in which scholars and graduate students from a large number of regional institutions regularly participate. Latin Americanists across NYC have been actively engaged in the CLACS Public Research Colloquium, which draws notable scholars in the field to discuss recent work with graduate students, affiliated faculty, and the general public. Graduate students across the city in anthropology, history, politics, and literature participate in a bi-weekly forum for junior faculty and doctoral students to present current research and receive feedback from their peers at area institutions. In existence for twenty-five years, the FRN hosts faculty from community colleges and minority serving institutions (MSI) at NYU for intensive seminars featuring recent scholarship in myriad fields, including LACS, and opportunities to develop teaching and curriculum strategies. At CU, an important vehicle for outreach to LA scholars at local colleges and universities has been the University Seminars, a tradition at CU since the 1940s. Two of the more than 70 Seminars specifically address Latin America and Brazil; their success is built upon involvement of the broader community of scholars in NYC.

Table 7.2 Selected Outreach to Postsecondary Institutions 2008-2009				
Event Series	Participants	# Attendees	Topics	Country of focus
Joint CU-NYU Faculty Working Groups	Faculty, graduate students from NYU, CU, SUNY-SB, CUNY, Fordham	475	Migration, History, Andes, Modernity, Memory and Violence, Brazil, Caribbean,	All of LA and Caribbean
CLACS Research Colloquium	Faculty from CU, CUNY, Fordham, New School.	600	Fall 2008: Modernity; Spring 2009: Historical Memory	Mexico, Southern Cone, Andean region
CLACS Brown Bags, WiPLASH, and co-sponsorships	Faculty and graduate students from NYU, CU, New School, CUNY	750	Indigenous politics, Migration, Human Rights, Sustainable development, history, literature	Andes, Venezuela, Brazil, Chile, Colombia
LAS Film Series at NYU and CU	Students and faculty from throughout NYC	2000+	“Documenta Brasil”; “Revolución: The New Latin American Left”	Brazil, Mexico, Venezuela, Bolivia
CU University Seminars	Invited faculty from NYC institutions	320	Various topics	Brazil and Latin America
CU Mexican Lecture Series	Faculty and students from NYC schools	150	History and politics	Mexico
Inter-University Doctoral Consortium	CU, NYU, New School, Princeton, Rutgers, CUNY, SUNY	159	Cross-registration between doctoral students	All of LA and Caribbean

7.A.iii. Business, Media, and the General Public - Outreach opportunities to business, media, and the general public are particularly strong by virtue of the Consortium’s location in NYC. The city is host to the most important national broadcast companies, Spanish-language TV and radio stations, and many representatives of the electronic and printed media from Latin America. CU and NYU faculty are regularly interviewed on Latin American topics by radio, television and print media in the US and the Americas. In recent years, our two institutions have sponsored a large number of conferences, talks, lectures, book presentations, and film screenings open to the public, and have collaborated with government, business, cultural, educational, and non-profit institutions (see Table 7.3). Most of the almost 200 events sponsored in 2008-09 at CU and NYU were open to the general public and occasionally covered by international press.

Our consortium’s location in New York City allows also for interaction with leading public figures from Latin America. The World Leaders Forum at CU and the Latin American

Leaders Series at NYU have become a regular setting for Latin American presidents and leading business and cultural figures to reach large audiences in NYC and beyond. Recent guests have included the sitting and former presidents of Brazil, Bolivia, Chile, Mexico, and Argentina.

Outreach to journalists is also facilitated by both universities' journalism schools. At CU, the School of Journalism administers the Maria Moors Cabot Prizes, the most prestigious public service awards for journalists covering Latin America. As of 2008, 257 prizes and 55 special citations have been conferred on journalists from the U.S. and throughout the Americas. ILAS sponsors special events open to the general public with each year's group of Cabot winners. At NYU, the Arthur L. Carter Journalism Institute is the major connective force between the university and local and global media outlets, propelled by a successful joint graduate degree program between CLACS and Journalism. Students in that program recently founded *Latin America News Dispatch*, an online news site with original news stories about Latin America. Students pursue internships at CNN, the Americas Society, ReMezcla, Newsweek, and New York Daily News, among others.

Table 7.3 Outreach to Business, Media, and the General Public 2008-2009

Activity	Location	Topic	Participants
Public research colloquia, film series, public speaker series	CLACS, ILAS	Current events, economics, history and politics, art exhibits, films, cultural criticisms, poetry readings	Attendance by the general public was over 4000
ILAS collaboration with the Council of the Americas	NYC	Political and economic updates on Latin America	The largest U.S. businesses involved in Latin America
Latin American Presidential Lectures. CU World Leaders Forum, NYU Latin American Leaders Series	CU and NYU	Addresses by leaders from Bolivia, Dominican Republic, Mexico, Brazil, Chile, Argentina, Colombia	More than 1,700 members of the NYC area general public
Media contacts by CU and ILAS faculty	CU and NYU	Current developments in Latin America	General public, specialized financial audiences
Brazil Seminar	CU, Center for Brazil Studies	Current issues and problems in Brazil	Brazilian government leaders, 200 attendees from the general public
Brazil Study Group at Council of the Americas, chaired by ILAS faculty	CU	The future of U.S.-Brazil Relations	Representatives of key U.S. businesses involved in Brazil

Contemporary Art of the Americas student group	NYU	Contemporary art visits or lectures	General public
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Title VI funding has been instrumental in improving our consortium websites which both ILAS and CLACS upgraded in 2008-09. By providing information on our academic programs, research, and outreach activities, our websites have become tools for outreach, as measured by the increasing number of “hits” and the number of pages consulted by the average user. At CU, the online Working Papers Series has publicized the research of faculty and students, expanding the reach of findings and discussions about LAC. At NYU, the Hemispheric Institute has been particularly dynamic in the use of the web to document and disseminate performance-related events. The newly designed CLACS website at NYU is home to an innovative web portal which supports the “Andean Institute” and “Caribbean Institute,” being developed in 2009-2010 to feature information (including resources for K-16 teachers) on these regions. The new website is also home to the CLACS Blog, another means to reach out to the general public. Finally, ILAS and CLACS are making increased use of simultaneous web broadcasting and video recording to make presentations and discussion more widely available.

Criterion 8. Program Planning and Budget.

8.A. Quality and Purpose of Activities. Our proposal conforms to the purpose of the NRC program: to strengthen nationally recognized centers of excellence in area studies and foreign languages, to improve graduate and undergraduate training in these areas, and to make such knowledge and training more widely available to teachers, students, professionals, governmental agencies, and the American general public. The Consortium’s proposed activities revolve around seven key areas.

1) Curriculum and Instruction

1a) Language Instruction. We propose to consolidate recent and important gains in our LCTL programs and to expand language training options for students in professional schools.

Specifically, funding is requested to: (a) provide assistance for course development materials, including films and digital material, for content-based intermediate and advanced courses in Brazilian Portuguese and Spanish for our professional school students and advanced undergraduates; (b) assure continued growth of the Nahuatl program at CU through partial funding of an adjunct professor (stipend, travel, course development costs); (c) purchase software and other digital materials to enhance both classroom and distance learning in LCTLs and to share virtual classrooms with other NRCs; (d) supplement Quechua instruction at NYU with extracurricular activities (such as Quechua Conversation Night), launched in 2009-10; (e) develop directed learning opportunities for individual students in LCTLs, including Mapuche at NYU and Mixtec and Creole at CU. [7% of total NRC request]

1b) Area Studies Instruction: We propose to expand our breadth and depth of non-language offerings across the university and to cultivate greater opportunities for interdisciplinary teaching and learning. Specifically, we seek funding to: (a) continue developing cross-disciplinary, jointly taught LACS courses to be accompanied by the research colloquia open to the general public; (b) develop new LACS courses, including ones taught in Spanish and Portuguese, to strengthen the undergraduate major and our MA programs in LACS; (c) support adjunct faculty to fill temporary curricular and disciplinary gaps in specialized fields, such as human rights and urban studies; and (d) support new collaborative efforts at LAS instruction in our respective professional schools, including: at CU new joint courses with Social Work, SIPA, and the Earth Institute; and at NYU the development of joint courses with the Wagner School of Public Policy,

and area studies workshops for medical school students doing research in Latin America through the International Health Program. [10% of total NRC request]

2) Outreach

2a) K-12 Outreach and Teacher Training: Sharing a home with the largest public school system in the nation (1.1 million students) and the largest Hispanic population in any city in the country (2.16 million in 2000), the NYCCLAS bears a responsibility to mount a dynamic and effective K-12 outreach program. To this end, we request funding to (a) support and expand teacher training conferences and workshops on LAS topics, including collaborative efforts with other NRCs; (b) expand existing in school-programs for NYC teachers and students, such as those at the Heritage School (CU) and PAIHS (NYU); (c) develop related materials for teachers, including resource lists, essays, and lessons plans to be made available nationally on our websites, or in manuals such as *Teaching Global History: A Dialogue between Teachers and Historians*, currently under preparation by NYU faculty; (d) partial salary to support part-time K-12 assistants (one at each school) for the specific purpose of planning K-12 activities and liaising with educators in the New York City Department of Education (NYCDOE), our two Schools of Education, and other local and national outreach organizations; (e) expand our LAS speakers' bureau and better train the advanced graduate students and faculty who visit public schools; and (f) organize cultural and library events for K-12 teachers, including expanding existing workshops at the NY Times, MOMA, and UNICEF to other LAS-related institutions in the city. [7% of total NRC request]

2b) Post-Secondary (13-16) Outreach and Teacher Training. We seek funds (a) to expand the Consortium's outreach to community colleges and MSI through collaboration with the FRN at NYU. Funds would offset the costs of (a) providing at least one LACS seminar at the annual

Network Summer program, which brings over 250 faculty members from 53 community colleges and MSI to NYU for intensive weeklong workshops; (b) covering partial costs for LAS courses at a Network Winter program for MSI faculty at NYU in Buenos Aires to be launched in January 2013; and (c) partial scholarships for faculty at those institutions to attend Consortium conferences over the course of the year. [3% of total NRC request]

2c) General Public Outreach. We seek funds to support and expand the kinds of activities described in Criterion 7, including (a) the annual joint ILAS/CLACS conference; (b) public research colloquia (tied to cross-disciplinary graduate courses); (c) other Latin American public programs, including film festivals, and panels and workshops on recent LAC events. In addition, we seek funds to (d) offset costs of newsletters, blogs, e-bulletins, and websites as outreach tools; and (e) enrich the content of our region-specific consortium websites: Andean and Caribbean at NYU and Brazilian and Mexican at CU. [11% of total NRC request]

3) Faculty Development. We request funds to support cross-campus, faculty-led initiatives on teaching, research, outreach, and collaboration. Specifically, funds will support: (a) faculty working groups that focus on common Latin American themes by bringing together faculty from CU, NYU, and other NYC area institutions; (b) a special joint faculty working group to be convened by Professor Alfred Stepan of Columbia to examine democratization comparatively in Latin America and parts of the Muslim World; (c) faculty travel for the purposes of research, curriculum development, conferences, and strengthening consortium linkages in Latin America. [20% of total NRC request]

4) Student Support and Enrichment.

4a) FLAS Support. We request funding each year for 10 academic year FLAS fellowships (5 each at CU and NYU, assuming awards for graduate students); 6 summer FLAS Fellowships (3

each). As has been the case in the past, more than 75 percent will be awarded in priority LCTL languages, initially Portuguese or Quechua. We will continue to set aside about one-half of the awards for professional degree students intent on careers in government, the non-profit sector, or business. [50% of total federal request]

4b) Student Enrichment. We seek funds for: a) support of student-organized conferences, such as the History Graduate Student Conference at CU; (b) partial support of student-initiated print and web publications, such as the Latin American News Dispatch at NYU; and (c) the development of a database of student placements to help students network with non-academic professionals working in LACS. [1% of total NRC request]

5) Library Development: Funding is requested for (a) library acquisitions; (b) partial salary support for library assistants at CU; (c) bibliographer travel for the purpose of acquisitions and attendance at annual meetings. [9% of total NRC request]

6) Program Operation. We request funding for administrative salary support for: a) at ILAS, a modest salary supplement for the Consortium Administrator and partial salary support (less than 40% in year one) for the new position of Student Affairs Coordinator with responsibility for our new MA program and undergraduate major; b) At NYU, partial salary for a new position of Program Assistant, to assist with outreach, website, and publications. At both institutions, NRC funds will be gradually replaced over the grant cycle by university funds. We also request funds for (c) partial support for graduate student assistants to help implement outreach activities; (d) staff professional development travel for the purposes of outreach and linkages with Latin American institutions and other NRCs; (e) professional service fees for design and maintenance of websites for outreach and communication uses; and (f) upgrade and improvement of data collection on Consortium activities as a useful tool in evaluation. [23% of total NRC request]

7) Program Evaluation: We request funds for (a) stipends for program evaluators to consult on ongoing evaluations and to help assess the quality and impact of our curriculum and outreach efforts; (b) development of methodologies for collecting and analyzing quantitative data on activities of the Consortium, such as attendance, web visits and downloads, numbers of K-12 students reached through teachers and the long-term impact of our K-12 program; and (c) assistance to the DSPs of both schools in developing objective measures of student performance in language proficiency, particularly for new LCTL courses. [2% of total NRC request]

8.B.i. Development Plan and Timeline: The key accomplishments (See Appendix I – Timeline) will include: (a) Our LCTL program, especially in Quechua and in Nahuatl in alliance with Yale with focus on recruiting native instructors, providing them with pedagogical and proficiency assessment training, and developing instructional tools; **(FLAS Competitive Preference; NRC Invitational Priority 1)**; (b) expansion of the MARSLAC program at CU in close coordination with the CLACS MA program and consolidation of joint degree programs; (c) improvement of our instructional program at all levels and areas through further development of the undergraduate major in LAS with new courses and increased majors; the development of new graduate courses, including cross-disciplinary courses tied to the public research colloquia topics, to be cross-listed at both schools; and collaborations with our professional schools to boost faculty affiliations and to promote study of LA and language learning in professional fields **(NRC Invitational Priority 3)**; (f) expansion and improvement of our ongoing K-12 teacher-training and outreach programs, through coordinated conferences and in-school workshops and through further dissemination of teaching materials on our websites for national impact; (h) continuation and expansion of our post-secondary outreach through activities such as major annual Consortium conferences on LA, our faculty working groups and associated public

research colloquia, and increased collaboration with FRN to share LAS content and resources with post-secondary faculty from institutions eligible for funding under part A or B of Title III or under Title V of the HEA (**NRC Invitational Priority 2**); (i) increased faculty research support and staff professional development, as detailed in attached budget. (j) coordinated library acquisition strategies to stimulate greater sharing of materials on LA in the New York City area.

8.B.ii. Effective Use of Resources and Personnel: As we have done successfully in the past, we will leverage resources through cooperation with schools and departments across the two universities, as well as seeking additional funding from private foundations and donors. We will build upon the tradition of cooperation between CU and NYU to cross-list graduate courses, to stimulate learning of LCTLs, and to coordinate our outreach activities. Development and provision of resources for Quechua, Nahuatl, and Portuguese instructors will be the shared responsibility of our Centers, the respective DSPs and LRCs and our LCTL partnership with Yale to expand enrollments and facilitate cost-sharing in technology (including for live distance education), curriculum materials, and travel for instructors. Teacher-training outreach, including K-12, will involve our Centers and our Schools of Education. Key personnel at CU and NYU (e.g., deans, budget officers) were consulted to ensure that adequate resources will be directed toward the proposed activities, including long-term institutional support for recent new hires such as the Student Affairs Coordinator at CU and the Program Assistant at CLACS.

8.C. Cost Effectiveness: Total funding requested is in line with the administrative recommendations. As both universities have committed significant funds and staff, incremental administrative costs to continue running the Consortium are very reasonable. The principal cost-effective factor is a well-conceived pooling of resources by the two partner centers, which agree upon consortium governance procedures and outreach strategy. Promoting shared approaches to

K-12, post-secondary, and public outreach, cross-listed courses, LCTL teaching, and university alliances in NYC is an efficient use of NRC funding. Co-sponsorship of events and courses will occur with the CIBER at CU and with other Title VI centers on both our campuses.

8.D. Long-term Impact on Undergraduate and Graduate Programs: By strengthening the undergraduate curriculum in LACS and the LCTL instructional programs, our Consortium strategy will boost numbers of majors and provide more opportunities for all students to learn about an area vital to the U.S. At the graduate level, we believe that our curriculum enhancements and our faculty-led activities will continue to drive dedicated LAC faculty development and promote all forms of outreach. We expect to see an increased and measurable demand for E.D., Ph.D., MA, and M.P.A. degrees with concentrations in LAC and more LAC course offerings in our professional schools. Already at significant levels, graduate cross-registrations through the IUDC will increase as students in the NY area become more aware of enhancements in LACS at CU and NYU. Finally, we expect the combined effect of our NRC-supported activities to profoundly improve the training and preparation of Ph.D. students, with far reaching benefits as most of these students will go on to teaching careers.

Criterion 9. Impact and Evaluation

9.A. Broad Impact of ILAS/CLACS - The Consortium's teaching, research, and outreach programs have had a significant impact on our respective universities, the community, the region, and the nation. This impact has increased substantially since 2005, thanks to effective use and leveraging of NRC funding, as well as university support for expansion of our LACS programs. The extent of the increase in measurable impact is reflected in objective outcome indicators. (See Table 9.1 and appendices on faculty and course enrollments.)

Table 9.1 NYCCLAS Key Outcomes and Impacts, 2005-2009		
Activity	2005	2009
Total undergraduate, graduate, and professional enrollments	12,100	20,478
Undergraduate students with principal focus on LACS	96	201
MA Students enrolled in LACS MA Programs (ILAS/CLACS)	18	35
PhD dissertations with LACS focus (previous four years)	175	198
Number of Affiliated LACS Faculty	176	289
Attendance at LACS Post-Secondary Outreach Events	3100	7800
Educator attendance at LACS K-12 Outreach Events	305	895
Faculty receiving funding for research and conferences	2	41

Over the past four years (2005-2009), enrollments in LACS courses have increased 69 percent; and the number of undergraduates with a principal focus in the region by 109 percent. The number of MA students has increased 94 percent, and PhD dissertations on Latin America by 13 percent. Our success in training future scholars and specialists in the field is evident in our graduate placement record. Over the last four years, CU and NYU have awarded doctoral degrees to approximately 198 students (69 at CU and 129 at NYU), in about 20 academic departments and professional schools, whose dissertations have dealt primarily with LA. Each year, our PhD students receive nationally recognized research awards such as Fulbright Hays Doctoral Dissertation Research Grants. The large majority of new PhDs (80% at each institution) enters and remains in teaching careers in colleges throughout the United States. (See Table 9.2).

Table 9.2 Placement of LACS PhDs 2005-2009		
	NYU (129 graduates)	Columbia (69 graduates)
Academic employment (e.g. NYU placements: Bowdoin, Oberlin, CU, UCLA, Syracuse; CU placements: Texas A&M, Brown, Wisconsin, Virginia, Rice)	98	58
Non-academic (incl. govt.)	21	9
No information	10	2

Our success at training students reflects on the growth, dedication, and quality of our LACS faculty. Since 2005, the number of LACS affiliated faculty has increased 64%; and the number of faculty that focuses 50% or more of their time on LACS increased 73%. Members of our faculty win prestigious prizes and fellowships (such as Guggenheim Fellowships and the

Whitney Young Award for Leadership in Education) and serve in leadership positions outside the university, including as president of the Latin American Studies Association, president of the American Historical Association, and advisory boards members for institutions such as Human Rights Watch. Our faculty also collaborates in our outreach programs, which in 2009, directly reached 8,695 people, an increase of 152 percent over the same figure for 2005.

9.B. Section 427 GEPA - Both NYU and CU have strong policies and procedures designed to ensure equal access for members of traditionally under-represented groups. ILAS/CLACS are committed to outreach and inclusion of underrepresented groups in all of our activities. CU has instituted strong measures to enroll minority students who account for 28% of the student body. As just one example, the GSAS Office of Minority Affairs coordinates recruitment through the McNair program, which includes historically Black colleges, the Hispanic Association of Colleges and tri-state colleges where enrollment of minorities is high. At NYU, the Office of African American, Latino, and Asian American Student Services is a university-wide service that both recruits minority students and offers an array of services, including financial aid, academic support, and career counseling. Under the leadership of the Associate Director for Diversity Initiatives, this office plays a vital role for Asian, Black, and Latino students at NYU, who represent approximately 25% of the student body. Both institutions comply with federal requirements pertaining to the disabled and the elderly, and sponsor educational programs to improve staff awareness about making events accessible to the disabled.

9.C.i. Comprehensive and Objective Evaluation. Over the last four years, we have put in place a system of data collection and submitted these data to the critical scrutiny of internal and external evaluators. Feedback has helped us to understand the needs of multiple stakeholders on and beyond our campuses and to implement changes as a response.

Building on the accomplishments of the last four years, we have developed a comprehensive evaluation plan. Designed initially in consultation with Robert Tobias, NYU professor of educational program evaluation and former director of assessment for the New York City Board of Education, and Frances Stage, NYU professor of Higher Education and evaluation consultant all the NRCs at NYU, the plan focuses on eight specific objectives that fall under three of the broad goals of our consortium: student training; teacher training and outreach; and faculty development. In broad overview, the implementation of the plan over the grant cycle will result sequentially in: a) setting of goals and design of monitoring system; b) collection, analysis, and feedback of monitoring data to inform fine-tuning and mid-course corrections of program activities; and c) overall review and forward-looking goal setting. (Table 9.3. See also the Timeline and the Appendix on Project Objectives).

Table 9.3 Evaluation Plan		
Key Objectives	Key Outcome Measures*	Expected Impacts
Activity: Student training		
Expand and enhance the LAS major, minor, and certificate programs, through more courses and more opportunities for study and research abroad.	# of and enrollments in LACS courses; # of majors, minors, certificate students; % of students studying researching abroad; % working in LAS careers	A 25% increase in LAS majors; and 15% increase in students taking advantage of study opportunities in the region, making them better equipped to pursue LAS careers.
Consolidate and Extend LCTL Programs through our on-campus and distance-learning courses, outreach to professional schools, and in collaboration with other NRCs (such as Yale) to deliver high quality instruction in area languages.	# of LCTL courses and enrollments at beginning through advanced levels; # and enrollments of area language courses in the professional schools; Language proficiency levels; Use of language in careers	10% increase in enrollments (incl. professional schools) in Portuguese and 50% in Quechua and Nahuatl; with similar increase in specialists proficient in critical languages.
Strengthen MA Programs by (1) increasing number, diversity and quality of applications; (2) expanding opportunities for internships, joint degrees, fellowships, and linkages to LA; and (3) improving time-to-degree and post-graduation placements	# of applicants, admits, enrolls; # of under-represented minorities; GPAs, GREs of admitted students ; # of students completing joint degrees, internships, research & study abroad; # of student fellowships; Time-to-degree of graduating MAs; # of graduates in LAS careers	60% increase in enrollments in our M.A. programs; placement of graduates in LAS academic careers and careers in areas of national need at a rate at least as high as current levels (80%).
Activity: Teacher Training and Outreach		

Expand and make more effective our K-12 outreach programs to educators, locally in NYC schools with large LAC immigrant populations, and nationally.	# of workshops, conferences for teachers; #attendance at above events; # of in-school programs and students directly reached; #of curriculum materials developed and times requested or accessed; demographics of schools of participants	50% increase (to 1500) of K-12 teachers directly or indirectly reached; high concentration of LAC immigrants & diverse student populations in schools of participants. National dissemination of curriculum materials and lessons learned.
Expand our outreach to community colleges, HBCU, and Hispanic Serving Institutions through a collaboration with the Faculty Resource Network	# of LACS seminars offered in the Network Summer program; # of scholarships to those faculty to attend NYCCLAS conferences; # who attend the Network Winter program at NYU in Buenos Aires	A close partnership with the FRN, which will allow us to reach and help train more community college faculty in LACS.
Expand and improve outreach to the general public	# of events (by type); #audiences at outreach events; Use in courses by faculty Media referrals Satisfaction surveys	High visibility and quality of approximately 500 outreach events, increasing dissemination of LAS knowledge in region.
Activity: Faculty Development		
Stimulate Faculty Research through such means as research grants, support for new inter-disciplinary courses, and faculty working groups	# of research grants; # faculty publications on LACS; # of new courses offered; #faculty working groups	Continued high productivity and scholarly impact in LAS; 5% increase in active, affiliated LAS faculty.
Increase effectiveness of our shared (CU-NYU) faculty initiatives , including joint working groups, the joint annual conference, co-taught courses, and post-secondary and public outreach	#of joint working groups operating; # of shared meetings and conferences # of co-taught CU-NYU courses; # of students cross-registering	A 25-50% increase across all categories of shared initiatives

**Data Sources: Graduate Enrollment Services; Office of the Registrar, Student, Alumnae and Faculty Surveys; Pre- and Post-Course Language Proficiency Tests; Reports of the Outreach Coordinator, Faculty Resource Network reports and surveys; Outreach event satisfaction survey; Website hits and downloads.*

This evaluation plan will be implemented in collaboration with specialists experienced in outcome-oriented performance measurement in an educational context. These will include Robert Tobias and Frances Stage (NYU, above) and Christopher Weiss, director of an M.A. program in quantitative social science methods at CU and a globally experienced evaluator of academic programs. In close coordination with other NRCs, we will conduct programmatic evaluations two times during the grant cycle, drawing on aforementioned evaluation specialists at Steinhardt and area studies specialists for our respective regions. We will ask disciplinary experts drawn from our own faculties and nearby universities in New York to focus evaluations on four specific activities of our centers: our degree programs, area studies, language and LCTL

instruction, and K-12 programs. The goal will be to produce at least two in-depth reports during the grant period to be followed by detailed implementation reports following each evaluation. In 2010-2011, we will also conduct a targeted evaluation of our LCTL programs in Quechua and Nahuatl, established in 2008 and 2009 respectively.

The collaboration across NRCs at our institutions will also include support for ongoing implementation of the evaluation plan and analysis of data for program improvement. With evaluation specialists and center staff and faculty working closely together, we will improve our outcome measurement and monitoring system. For example, we will design new procedures to keep track of program graduates and methods for recording the impact of our public events, including satisfaction surveys for all outreach initiatives. This strengthened outcome measurement system will allow us to monitor our progress toward objectives while making our programs more transparent to our stakeholder community, including campus constituencies, K-16 institutions and organizations engaged in Latin America-related activities throughout NYC.

Finally, we will use our executive committees to provide feedback on all of our activities on the basis of indicators generated by the outcome-oriented evaluation plan and on the basis of the commissioned evaluations of the four broad program areas mentioned above. Our executive committees meet multiple times per year and in joint session at least once per year; written evaluation reports will be a permanent part of all executive committee meetings.

9.C.ii. Use of Recent Evaluations to Improve Consortium. A 2006 review by the University endorsed ILAS' mission and direction, and recommended scaling up operations to take better advantage of CU's faculty resources. This review resulted in a five-year, \$500,000 Academic Quality Fund through the Office of the Provost. Other internal CU reviews concluded that ILAS needed to reach out to the undergraduate communities at CU and extend into professional

schools beyond its traditional base in SIPA; these recommendations are being implemented. In 2008, ILAS commissioned a review of its area studies program in LAS by Merilee Grindle, Director of the David Rockefeller Center for Latin American Studies at Harvard University. The recommendation to create a new M.A. program in LAS has been implemented.

At NYU, a major internal review in 2006 led to an overhaul of the MA curriculum and the hiring of two Assistant Professor/Faculty Fellows to assist with program advising and teaching. In response to faculty requests, the Dean of GSAS commissioned a comprehensive review of CLACS and other NYU NRCs in 2008. The results of the review helped facilitate the creation of the new co-taught, cross-disciplinary courses that are the foundation of the Public Research Colloquium. CLACS is evaluated annually by the Faculty Policy and Planning Committee for faculty performance and by GSAS for student quality and performance.

An external review of the CU-NYU NRC consortium was conducted in 2009. ILAS and CLACS as a result have adopted enhanced governance procedures, scaled up K-12 activities, and incorporated new technologies to keep track of career placements.

9.D. Improved Supply of Specialists. The increasing numbers of courses offered and their enrollments are detailed in the appendices and in Table 9.1. Ph.D placements in institutions throughout the nation are discussed in Section 9.A. With respect to M.A. graduates, CLACS produces leaders in a wide array of professions, as evidenced by a recent survey of alumni currently working in such organizations as the Americas Society, the United Nations, The Institute of International Education, and the Associated Press. ILAS expects a similar placement experience for graduates of its new M.A. program. Master's recipients in Steinhardt's International Education and Community Health programs, as well as students in the Wagner School of Public Policy (164 students total in 2009), enroll in LACS courses each year. In 2009,

NYU received a national award as a top recruiter for the Peace Corps, placing over 50 former students in LA programs during the past decade. Meanwhile, SIPA at CU graduates as many or more Master's recipients in international affairs and public administration (a total of 713 in 2009, for example) than any other school in the nation, many of whom are exposed to LA for the first time via ILAS courses. 65% of SIPA graduates with LAC background go on to careers in the national and international public services and in the international NGO community where they work on solutions to social problems.

9.E.i. Activities and National Needs. The Consortium uses curriculum development, research grants, language instruction, and public outreach activities to maximize the effect of its comparative strength in schools of public service, international affairs, public health, education, and business. Collaborations with other universities and with public institutions and non-governmental organizations are enhanced with internships, research grants, visiting scholar positions, and a broad array of public activities. The Consortium's public outreach program features specialists who disseminate their knowledge to the public, including speakers drawn from our faculty, LACS specialists in the NYC area and the country, and Latin American public figures who visit New York. All these programs help provide the public with the knowledge and context that help them understand and evaluate major and urgent issues in Latin America.

9.E.ii. Placement and National Need. As shown in table 9.2, most of our PhD graduates pursue careers that involve the training of students and specialists in LACS. For MA and professional school students, our expanding internship programs (which have placed students in CNN, Global Action Project, OAS, and the UN Permanent Forum on Indigenous Peoples) are especially useful in helping students make the transition from degree programs to careers in areas of national need. Graduates from our professional schools occupy prominent places in public service in the US

and Latin America, and in government and international organizations such as Doctors Without Borders, the Council on Foreign Relations, Innovations for Poverty Action, International Planned Parenthood, and the United Nations.

9.F.i. and ii. Addressing National Needs through FLAS. FLAS awards are dispensed with attention paid to training educators and professional degree students who will work in areas of critical national needs, including diplomacy and other forms of public service. Recent placement survey data at CU show that 44% of grantees in 2006-09 have entered or plan to enter careers in teaching; 31% have found careers in public service or the non-profit sector working for such organizations as the UN and NGOs working on problems of global poverty alleviation and peaceful resolution of conflict; the remaining 25% have found careers in various areas of private business, including media (CNN, NBC), and firms engaged in U.S.-Latin American trade. At NYU, 35% of FLAS grantees in 2006-2009 have entered or plan to enter careers in teaching; 47% currently work or plan to pursue careers in public service or non-profits focusing on international development and education; and 18% have found careers in international journalism after completing the joint degree program in LAS and Journalism at NYU.

Criterion 10. FLAS Awardee Selection Procedure

10.A.i. and ii. Selection Plan. The FLAS competition is open to all graduate students from the GSAS and professional schools. FLAS Fellowships are awarded with particular emphasis on Brazilian Portuguese, Quechua, Nahuatl, and other less commonly taught languages. The fellowship competition and application procedures are announced on our websites as well as on the GSAS websites. We distribute flyers to academic advisors in all social science departments and professional schools, hold informational sessions at the start of each semester, and enlist our faculty committees to canvas their students. We distribute detailed information to MA students

from our professional schools, including SIPA and Wagner, and students in the MA programs at CLACS and CU. Incoming students to CU and NYU's graduate programs are encouraged to apply for FLAS funding via information distributed with admission materials. We will continue to make efforts to recruit more fellows who are ethnic minorities, women, and people with disabilities.

Applications for both Academic Year and Summer FLAS fellowships are due by early March of each year. Once applications are received, the FLAS selection committees meet for selection in late March (see Table 6.1). Following review, the fellowship committees rank applicants for both AY and Summer FLAS, and the rankings are transmitted to the respective financial-aid offices for administrative follow-up. Under a cost-sharing requirement, the universities provide matching funds for awardees. In mid-April, all applicants receive written notification of the decisions. FLAS recipients are required either to accept or decline their awards in writing within two weeks of the notice of award.

10.A.iii. Over the last four years, CU has made 17 Academic Year FLAS awards and 10 summer FLAS awards. CU phased out grants for Spanish instruction given rising interest in Portuguese and other LCTLs. During the same period, NYU has made 17 Academic Year FLAS awards and 10 summer FLAS awards, exclusively for the study of Portuguese and Quechua, both designated priority languages by the DOE. At least 25 % of new FLAS awards will support study in the priority languages of Brazilian Portuguese and Quechua; in practice more than 75 % have been awarded for languages on the priority list. ILAS and CLACS propose to further increase the reach of these awards by direct communication with affiliated faculty in professional schools to announce the FLAS competition and hold information sessions for the professional schools. Our

Centers may also seek to use fellowship funds as appropriate to send qualified students for summer training in LCTLs at other NRC institutions.

10.B.i. The application procedures for FLAS are described in detail on our respective websites, in print material available at our Centers, and in our admissions brochures. Each applicant must provide a statement of purpose and plan of study, which includes a description of how the language is relevant to their education and career goals. The application is accompanied by two letters of recommendation and a current transcript. For Summer FLAS applicants, applications must include a detailed description of the language program for DOE approval.

10.C.i and ii. At CU and NYU, the FLAS selection committees consist of faculty in ILAS and CLACS and representatives of the GSAS, professional schools, and language and culture departments (see Table 6.1). Each committee member independently ranks the FLAS applicants based on DOE priorities, evaluating personal statements, academic transcripts and recommendations for evidence of commitment to the language, particularly for students who intend to achieve advanced proficiency. The committees also select fellows who aim to use the language in future professional service. The committees meet to award FLAS Fellowships to the highest ranked students studying Brazilian Portuguese, Quechua, Nahuatl, and other LCTLs.

Criterion 11. Invitational Priorities

The Consortium’s plan of operation addresses all five of the NRC Program Invitational Priorities and both FLAS Competitive Preference Priorities as follows:

Table 11.1 Competitive and Invitational Priorities	
NRC Invitational Priority 1	Title VI funds will help to strengthen our Portuguese instruction at all levels and to extend instruction through the intermediate and advanced levels in Quechua and Nahuatl. Funds will facilitate the preparation of tutorials, language maintenance programs, and distance education in collaboration with other NRCs.

NRC Invitational Priority 2	Funding will allow for expanded training for teachers in community colleges and minority serving institutions, especially through the Faculty Resource Network at NYU. Activities will include summer LAC seminars, a FRN program in NYU in Buenos Aires, and scholarships for faculty from eligible Title III and Title V institutions to attend Consortium conferences.
NRC Invitational Priority 3	Funding would strengthen close alliances already forged with TC and the Steinhardt School at NYU to improve teacher training on Latin America. Funding for faculty research and travel will strengthen bonds with SIPA (international and public affairs), business, public health, social work, architecture, and other professional schools on both campuses.
NRC Invitational Priority 4	A new ILAS/CLACS faculty working group, under the direction of Professor Alfred Stepan of CU, is proposed to examine the lessons of democratization in Latin America as these apply to Islamic societies. Leveraging other funds, the working group would establish linkages with educational institutions in Indonesia and India, and with NYU Abu Dhabi.
FLAS Competitive Priority	Funds are sought primarily for the purpose of allowing students to reach advanced level proficiency in Portuguese, Quechua, and the Amerindian languages. At least 25% of FLAS fellowships will be for priority LCTL; in practice, more than 75% of grants have been made for languages on the priority list.
FLAS Invitational Priority	CU and NYU seek Title VI funds to support recruitment activities targeted at professional schools with students more likely to enter government service or a professional field. Approximately one-quarter of FLAS grants are going to students at professional schools on both campuses.