**Unit Name:** Latin American and Caribbean Center

**Code:** (Leave blank)  

**University:** Florida International University

**Director:** Eduardo A. Gamarra

**Address:** DM-353 University Park

**Telephone:** (305) 348-2894  

**E-Mail Address:** gamarrae@fiu.edu

**Suncom:** 441-2894  

**Web Site Address:** http://lacc.fiu.edu

**Fax:** (305) 348-3593  

**Affiliated Universities:**

---

**Mission and Areas of Focus**

---

**Mission Statement:**

LACC’s mission is to foster high quality research, education and services on Latin America and the Caribbean, building on the unique assets of our inter-American setting.
PART I: ORGANIZATION, TRENDS AND GOALS

A. ORGANIZATIONAL ISSUES
   a. Provide an organizational chart that delineates the functions of all faculty and staff and includes any advisory boards. For centers involving more than one SUS university, include such information for each participating institution as well as giving the Statewide structure.
   b. Describe changes in administrative structure in past year and proposed changes.

   In Summer 1998 LACC director, Mark B. Rosenberg, assumed the position of Provost for an interim period, and Eduardo A. Gamarra was appointed Director of LACC for a period of at least one year. In January 1999 Rosenberg was asked by Chancellor Herbert to take on the additional responsibilities of Acting President while President Maidique recovers from surgery, through a period that could extend to June 30, 1999. A. Douglas Kincaid continues at LACC Research Director and Lidia V. Tuttle was promoted to Associate Director on October 1, 1998. LACC continues to grow and thrive as it fulfills its mission and will maintain the current administrative structure of Gamarra, Kincaid and Tuttle, pending the outcome of the provost search.
   c. Do you anticipate future recruitment for key administrative positions.

   We do not anticipate recruitment for any additional key administrative positions, but we will request support for program development in the appointment of a faculty member as Director of Student Programs. The Director of Student Programs will be responsible for the Master in Latin American and Caribbean Studies, six certificate programs, the Foreign Language and Area Studies fellowship program, and other fellowship/scholarship programs for which LACC receives outside support. Gamarra is currently performing this function.
   d. Provide a list of current advisory board members.

   The Americas Advisory Board is composed of the following: Pedro Alvarez, Cresencio Arcos, Tom Cash, Noble Cook, Rui Da Costa, Joyce De Guatemala, Charles Dusseau, Robert Elizondo, Henry Fischel-Bock, Dario Gamboa, Juan Garcia, Lydia Harrison, Paul Koch, Alex Krys, Dawn McCall, George Mencio, Martha Pantín, Manuel Rodriguez, and Roberto Schaps. For organizational affiliation and addresses of board members, please see attached list.

B. EXTERNAL TRENDS
   What external trends may influence your programs or operations over the next five years?
   How do you intend on adjusting to these?

   Federal funding for area studies programs remained stable in 1998-99, but the trend continues for funding to move away from traditional area studies. Kincaid has carried out LACC’s leadership role—at FIU as well as nationally—in redefining or reinventing area studies to focus on issues that affect not only a region, but the world more generally. As we face the new millennium, the issues are broader and more complex. Some of the trends that will influence our programs include, international migration; environmental threats and sustainability; the devastation and reconstruction of Central America in the aftermath of natural disasters; political instability in the Andes; trade, markets and the instability of the global economy; governance; access and barriers to technology use; the Y2K problem and the in Latin America; drug trafficking, increasing crime and threats to personal security; cultural intersections; and changes in administration in the US and Florida.

C. STRATEGIC DIRECTIONS AND AREAS OF EMPHASIS
   Provide a vision of your unit in five years from now. Include strategic directions and special areas.
of emphasis in which you expect to be known for excellence. Specify the University Academic Themes
that these pursue.

LACC’s vision is to become the leading area studies center in the US focusing on Latin America and the
Caribbean, with special expertise on the innovative application of information technology to advanced pedagogy,
research and public education. LACC will continue efforts to be positioned to understand and explain the state of
US-hemispheric relations and patterns of trade and hemispheric integration. Being at the cutting edge of Latin
American Studies in the United States, LACC will continue efforts to consolidate its interdisciplinary character by
building on its current strengths in the social sciences and branching out into the colleges of engineering, urban and
public affairs, and business. LACC will continue to be known for its expertise in the Caribbean and Central
America, but LACC’s strength will range from traditional social science concerns such as US-Latin American
relations and class structures to environmental technology, information technology, and commercial integration.

In carrying out its mission through planned activities LACC pursues primarily three of the University’s
academic themes: International, Environmental, and Information. LACC focuses on the other two themes—Urban
and Health, when specific events or projects demand it, as has been the case with recent natural disasters in Central
America and the subsequent reconstruction of the region.

D. LONG RANGE GOALS AND ANNUAL OPERATIONAL GOALS (You have a choice between using the “lineal” or
“column” format for your goals and objectives. The two formats follow on the next two pages).
University goals are stated on page 4 of FIU: Reaching for the Top. See electronic version at
www.fiu.edu/provost.

Under each of the applicable University goals, list your Long Range Goals in priority order, the first being of
greatest importance. You should have 4 to 12 Long Range Goals, no more than 12. State expected outcomes in 5
years and how success in attaining these can be measured. For those that were included in your plans last year,
state the outcomes.

For each of the Long Range Goals noted above provide your objectives, the actions you intend on taking in 1-2
years. Provide an outcome and assessment of the goals/objectives specified last year and state your new
objectives for two years into the future. Specify how these outcomes and assessments were used to improve your
programs.

Use the matrix on the next page to produce a scattergram of how your goals contribute towards excellence in the
University goals and themes. (Each academic unit has a special mission so it needs not address all of the six
University Goals or 5 academic themes).

Upon completing the matrix place the cell identifier after each of your Long Range Goal statements. (For example:
Goal 3, Urban)

**University Goal I.** To graduate a well educated, technologically sophisticated, and ethnically diverse student
body, who can think critically about a changing world; and to continue to enhance undergraduate teaching while
broadening graduate and professional programs.

LACC Long Range Goal 1: The MA in Latin American and Caribbean Studies, administered by LACC, will
enroll an average of 30 students per year, while at the same time LACC continues to strengthen its undergraduate
and graduate certificate programs.

**Measurable Outcomes (Assessment Criteria and Procedures):** Increase promotion and advertisement of the
MALACS program, broaden recruitment and increase enrollment. Attract ethnically diverse cohorts of graduate
students. Seek funding to increase provision of financial assistance. Develop and provide courses using cutting-
edge technology applications. Continue recruitment of undergraduate students for LACC certificate programs, which broaden and enhance FIU’s undergraduate teaching.

1998-99 Objective 1: Admit an additional ten students to the MALACS, for a total of 25 in the program’s second year, following the successful outcome of the 1997-98 objective of admitting 10 students in the first year of the program. Increase the number of students enrolled in LACC certificate programs.

1998-99 Outcome: Advertised in the Chronicle of Higher Education, in Hemisphere magazine, and on the web. Developed, printed, and disseminated attractive brochures for the MALACS and for LACC certificate programs (brochures attached). Responded individually and in a timely manner to inquiries from prospective students. Admitted 9 students to MALACS in 1998-99 (8 females and 1 male, with an ethnic composition of 5 Hispanic and 4 White) and increased the pool of students interested in entering the program in 1999-2000. Graduated the first MALACS recipient in Spring 1999, with 3 students expecting to defend their theses and graduate in Summer 1999. Kincaid developed a new graduate research methods course and taught it in Spring 1999, jointly with the University of Florida, using the latest technology for collaborative distance education.

Use of Results for Program Improvement: LACC is developing two additional joint FIU/UF courses in Latin American studies, following the successful implementation of the first one noted above. LACC continues to aggressively implement recruitment strategies to increase enrollment in the MALACS and certificate programs, responding to needs identified by prospective students and recommendations from the Americas Advisory Board and the business community in Miami and in Latin America. Identified needs and recommendations that LACC is pursuing include the development of a joint MBA/MALACS program, and an EMBA with Latin American focus.

New 1999-2000 Objective: Continue efforts to develop the MALACS as a nationally and internationally recognized program of excellence. Admit an additional 20 students to the MALACS, attempting to attract outstanding students with high GPA and GRE scores, while simultaneously serving students who might have lower academic credentials, but demonstrate serious commitment to the program. Respond to national and international inquiries about the program, seeking to attract a diversity of applicants, while at the same time providing opportunities for applicants who are place bound. Increase the number of students enrolled in LACC certificate programs. Develop and teach another course jointly with UF, where both students and faculty will use the latest technology, thereby enhancing student learning, FIU’s distance learning efforts, and SUS collaboration.

University Goal IV. To be recognized as a leading institution for teaching and research in the areas of International, Environmental, Urban, Health, and Information, and

University Goal VI. To achieve Carnegie Foundation Research II status by the year 2001, and Research I status by the year 2008.

LACC Long Range Goal 2: LACC will have an established research agenda and a diversified pool of public and private funding sources.

Measurable Outcomes (Assessment Criteria and Procedures): Number of grants written and grant funding secured.
1998-99 Objective 1: Implement the projects for which funding was received, and work closely with LACC-associated faculty to identify new funding sources and research interests that can result in competitive proposals for targeted areas of interest.

1998-99 Outcome: From June 1998 through May 1999 LACC received grant funding totaling $747,313 (does
not include grants to the Cuban Research Institute; See CRI report). Funds received by LACC during this period include $500,000 from USAID for the Central America 2020 project; $79,166 for the first year of a $232,000 grant from the Fund for the Improvement of Post-Secondary Education for the Dancing Across Disciplines project; $87,647 from the US Department of Education to fund LACC as a National Resource Center for Area and Language Studies; $72,000 from the US Department of Education to fund Foreign Language and Area Studies (FLAS) Fellowships; and other smaller grants. From July 1998 through May 1999 LACC submitted proposals totaling $268,389. Kincaid, LACC research director, worked on additional grant writing projects submitted by and credited to other units.

Use of Results for Program Improvement: LACC continues efforts to seek outside funding with particular emphasis on funding for research projects and for graduate assistantships/fellowships. Of utmost importance in LACC’s and FIU’s efforts to attract outside funding is the need to identify adequate sources of institutional match support required by agencies and organizations when proposals are submitted. This crucial point became evident in Spring 1999 when LACC submitted a $993,246 preliminary proposal to the US Department of Education/FIPSE for the Learning Anytime Anywhere Partnership (LAAP) program—a new effort on the part of USDE to encourage innovative, collaborative, distance learning projects. The proposal “Learning Anytime Anywhere Partnership in Latin American and Caribbean Studies” was submitted in collaboration with American University, the University of Florida, and the University of Puerto Rico, with LACC as the lead institution. This effort was not credited to LACC by DSRT as a processed proposal because adequate institutional match from FIU was not forthcoming. The proposal was to create a set of collaborative certificate programs based on curricula shared among the four universities, to be delivered to non-traditional students using an asynchronous distance learning format. Although the proposal was not selected to advance to the final competition in the first year of the LAAP program, in 1999-2000 LACC will submit a revised proposal strengthened by the recommendations of reviewers. In anticipation of the next submission, Kincaid is working to secure institutional match support to make LACC’s proposal more competitive.

New 1999-2000 Objective: Continue work on the projects for which funding was received, and work closely with LACC-associated faculty to identify new funding sources and research interests that can result in competitive proposals for targeted areas of interest.

University Goal IV. To be recognized as a leading institution for teaching and research in the areas of International, Environmental, Urban, Health, and Information.

LACC Long Range Goal 3: LACC will develop a capacity to teach and conduct research on South America including Brazil, the Andean region, and the Southern Cone.

Measurable Outcomes (Assessment Criteria and Procedures): Number of faculty conducting research in this area, number of courses taught, and research produced and disseminated at conferences and workshops.

1998-99 Objective: Host MERCOSUR Conference in November; work with FIU’s Center for International Business, Education and Research (CIBER) on programs focused on South America; and increase the number of students enrolled in the MERCOSUR and Brazil Certificate Programs.

1998-99 Outcome: The “Relations of MERCOSUR with Regional Economic Blocs: Convergence or Conflict” seminar and roundtable was held November 18-19, and two events focused on Brazil—“Human Rights Issues in Brazil” and “Business and Political Outlook in Brazil”—took place on February 12 and 18, respectively. Moreover, LACC was the principal host of President Menem’s visit to campus in Spring 1999. LACC used Title VI Foreign Language and Area Studies funding to provide three fellowships for FIU graduate students to
participate in the intensive Portuguese summer program in Rio de Janeiro, Brazil. In addition, LACC was instrumental in FIU’s recruitment of three new faculty members who specialize in South America (two in Political Science: Timothy Powers and Astrid Arraras; and one in International Relations: Felix Martin).

**Use of Results for Program Improvement:** LACC will continue to respond to local, national, and international interest in this area, with the special interest and support of the Consular Offices in Miami, with which LACC has established strong working relationships. These programs and relationships have resulted in LACC’s bringing to Miami and FIU numerous public officials, including several presidents and presidential candidates, governors, mayors, and other high-ranking dignitaries.

**New 1999-2000 Objective:** LACC will continue to encourage the research and curriculum efforts of faculty working on South America, including Brazil, the Andean region, and the Southern Cone, by providing travel support to attend conferences and conduct research, and staff support for jointly-sponsored activities initiated by faculty members. LACC will continue to host the visit of dignitaries to campus, responding to requests from the Consular Corps in Miami and others. For example, the Consulate of Brazil has asked LACC to host at FIU the new Ambassador from Brazil to Washington, who will visit Florida to confer with Governor Bush, in August 1999. Recruitment efforts for the Brazil and MERCOSUR Certificate Programs will continue, through visits to targeted classes at the beginning of the Fall 1999 and Spring 2000 semesters, dissemination of brochures, advertisement, and creation of a new database for systematically tracking student inquiries and enrollments in the programs.

**University Goal IV.** To be recognized as a leading institution for teaching and research in the areas of International, Environmental, Urban, Health, and Information.

**LACC Long Range Goal 4:** LACC will continue development of a comprehensive Caribbean studies program that includes Haiti and the Anglophone Caribbean.

**Measurable Outcomes (Assessment Criteria and Procedures):** Success will be determined by the number of courses taught, number of faculty hired, number of scholarly articles written, and grants sought and received.

**1998-99 Objective:** Continue development and implementation the Haitian Creole Summer Institute; implement first Haiti study abroad program. Present the 6-part Caribbean Lecture Series during the Spring 1999 semester, bringing to campus scholars and public officials of international renown, who are experts on issues related to the Caribbean.

**1998-99 Outcome:** LACC included in the work plan for its 1997-2000 Title VI National Resource Centers proposal a commitment to develop and implement a Haitian Creole Summer Institute beginning with Summer 1998. Building on the experience of the first year of the Institute, LACC moved to institutionalize this activity as an annual summer semester offering with three courses. In Summer 1999, for the first time ever, a one-week study Haiti abroad course was offered. To teach and provide leadership in this effort, LACC provided summer funding for Modern Languages professor Jean Robert Cadely, through LACC’s Title VI grant. Religion professor Terry Rey also had a leadership role in the development of the Haiti program, as did LACC director Gamarra and program coordinator Bowers. LACC successfully presented the Caribbean Lecture Series, working closely with Sociology Professor Anthony Maingot, who secured outside support to help defray the expenses associated with the lecture series.

**Use of Results for Program Improvement:** Based on the experience with the Haitian Summer Institute, LACC has identified the following needs to improve the program: secure additional sources of funding for FIU students interested in participating in the Haiti study abroad experience; increase student interest in the study of Haiti and
Haitian Creole to increase enrollment; identify affordable housing for the Institute and similar short-term programs in the face of limited summer housing at FIU; develop FIU commitment to the program to continue summer salary support for faculty when grant funding expires; develop a structured curriculum for the Haiti study abroad portion of the program; and develop an administrative component to support language faculty working on projects such as this one. On the other hand, the Caribbean Lecture Series demonstrated the effectiveness of LACC’s tradition of working jointly with LACC-associated faculty to bring excellent programs and speakers to FIU. This effort highlighted the crucial role of fundraising and securing outside support for program development because State funding is not available for these activities. Because of the multiplier effect of outside fundraising and collaboration with LACC-associated faculty, and the opportunity to leverage resources for program development, LACC will continue efforts such as these.

**New 1999-2000 Objective:** Identify new avenues to disseminate information about the Haitian Creole Summer Institute—emphasizing its uniqueness—to increase local and national awareness and participation. Continue to provide summer support for professor Cadely. Develop curriculum for study abroad portion of the Institute. Identify sources of funding for students to participate in Haiti study abroad. Work with FIU housing to accommodate out-of-town participants. Continue to support faculty research and curriculum development efforts on the Caribbean.

**University Goal IV.** To be recognized as a leading institution for teaching and research in the areas of International, Environmental, Urban, Health, and Information, and

**University Goal V.** To be recognized as one of the nation’s top urban public research universities, while maintaining the highest quality of undergraduate programs.

**LACC Long Range Goal 5:** Attain increased E&G support to reflect LACC’s contributions to the University, including LACC’s continued efforts and success in securing outside funding for graduate fellowships that increase FTEs by enabling students to attend FIU.

**Measurable Outcomes (Assessment Criteria and Procedures):** Success would be measured in increased E&G funding for LACC operations—which has remained flat for ten years—and in Academic Affairs allocating to LACC the LACC lines (faculty administrators and USPS) that are now controlled by Arts & Sciences.

**1998-99 Objective:** Provide information to Academic Affairs to demonstrate how LACC efforts contribute to the generation of FTEs—the one measure used as the basis for E&G allocations—and increase LACC E&G support by at least ten percent. Quantitatively demonstrate the role played by LACC in attracting students to FIU by providing fellowships, thereby increasing FTEs.

**1998-99 Outcome:** LACC has not been successful in attaining an increased base allocation at the beginning of each fiscal year. However, Executive Vice Provost Blucker has demonstrated an increased awareness of LACC’s mission and programs, with resulting support from Academic Affairs for special requests, including consideration of eventually allocating directly to LACC the lines that are in the Center.

**Use of Results for Program Improvement:** On the part of LACC, faculty, administrators and staff have an increased awareness of the need for accountability, resulting in the development and implementation of databases and other tracking mechanism to demonstrate results. Moreover, LACC has placed an increased emphasis on personalized services to students—beginning with recruitment, finding sources for funding, advising, providing space and furnishing a graduate student room within LACC, identifying internships in the community and other opportunities for mentoring, and providing assistantships to participate in LACC projects.

**New 1999-2000 Objective:** Continue implementing accountability systems and student support services. Identify
other ways to contribute to FTE generating activities. Demonstrate how LACC activities that don’t generate FTEs nevertheless contribute to excellence, thereby attracting students to FIU.

**University Goal III.** To solve critical social, educational, environmental, health and transportation problems through applied research and service, and

**University Goal IV.** To be recognized as a leading institution for teaching and research in the areas of International, Environmental, Urban, Health, and Information.

**LACC Long Range Goal 6:** LACC will develop and work closely with an external advisory board.

**Measurable Outcomes (Assessment Criteria and Procedures):** Success will be measured in LACC’s ability to meet the three objectives it had in establishing the Americas Advisory Board. First, the board would serve as a source of funds to enable LACC to carry out programs and activities that would otherwise not be possible given the limits of state support and funding. Second, members of the advisory board would help LACC to identify possible programs that should be developed. Third, members of the board would assist LACC in the identification of knowledgeable individuals with whom the program should have contact.

**1998-99 Objective:** In 1997-98 LACC was successful in assembling a 19-member Americas Advisory Board. The board meets quarterly. A list of members (as of June 1999) is attached to this report. In 1998-99 LACC sought to respond to requests and recommendations of the Americas Board, to strengthen the relationship between LACC and the board, and to seek additional support from board members.

**1998-99 Outcome:** In 1998-99 board members identified salient topics for discussion at the quarterly meetings, including the change in US Cuba policy, the Y2K crisis in Latin America, and impact of new tax laws in Brazil. By providing the latest information and research on critical social issues, in response to requests to its advisory board, LACC disseminates research and provides service to the community, and LACC is recognized as a leading center for teaching and research on Latin America and the Caribbean.

**Use of Results for Program Improvement:** Board members recommended the development of an MBA/MALACS joint program; an EMBA with Latin American focus; and dissemination of more timely analysis of issues affecting the business community. LACC is responding to these recommendations by exploring with the College of Business the development and implementation of the recommended programs, and by providing the analysis requested.

**New 1999-2000 Objective:** Continue to respond to requests and recommendations of the Americas Board, to strengthen the relationship between LACC and the board, to seek additional support from board members, and expand the size of the Board.

**University Goal II.** To promote research and creative activities which contribute to the social, artistic, cultural, economic, environmental, scientific, and technological foundations of the 21st century.

**LACC Long Range Goal 7:** LACC will support faculty and graduate student research and travel to conferences whenever feasible.

**Measurable Outcomes (Assessment Criteria and Procedures):** Success will be measured in the number of faculty and students who receive support and LACC funds spent on this effort.

**1998-99 Objective:** Seek outside funding to increase the number of awards given by LACC to faculty and graduate students to conduct research or present papers at professional conferences.
1998-99 Outcome: At the beginning of the Fall 1998 semester, LACC director Gamarra announced to faculty and graduate students LACC’s annual faculty development program and the criteria for consideration of requests. LACC funded 30 faculty travel requests for approximately $18,000. LACC’s Title VI Foreign Language and Area Studies Fellowship grant provided funding for four graduate students to participate in summer study abroad programs. Three of these students attended the intensive Portuguese language program in Rio de Janeiro, and one student received support to travel to Haiti as part of the Haitian Summer Institute. Other 1998-99 examples of LACC’s support for faculty efforts in language and area studies included the co-sponsorship of the Spanish in the US Conference (LACC provided funding for keynote speakers and staff support for conference chair, associate professor Ana Roca in Modern Languages); co-sponsorship of the Panamanian Literature Conference (LACC provided staff support, duplicating and mailing of materials, travel to Panama, and partial funding for publication of conference proceedings to conference co-chair professor Maida Watson, Modern Languages); and LACC provided partial support for publication of the book *Doctrina Social Cristiana y Desarrollo Economico*, featuring research by professor Jorge Salazar Carrillo (Economics).

Use of Results for Program Improvement: LACC has long recognized the importance of providing support for faculty research, especially that which results in curriculum development in Latin American and Caribbean area studies. In awarding faculty travel and other support LACC gives preference to faculty members engaged in research and curriculum development efforts related to area studies, to faculty members who work with students enrolled in the MALACS or in LACC certificate programs, to faculty who participate in LACC-sponsored activities, and to junior faculty members.

New 1999-2000 Objective: Increase efforts to secure outside funding that will provide support for faculty and graduate student research, and seek to establish an endowment for LACC graduate fellowships.
EXCELLENCE IN PURSUIT OF UNIVERSITY GOALS AND STRATEGIC THEMES

Identify how your Long Range Goals align with the University goals and strategic themes. Place a mark, goal number, or identifier for your long range goal, in the cells which best reflect the areas in which your unit pursues excellence. Place the resulting matrix cell name after each of your goals in Part I of the planning and accountability report. For example: University Goal III, Urban.

<table>
<thead>
<tr>
<th>MATRIX OF UNIVERSITY GOALS AND THEMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>I. Well Educated Students</td>
</tr>
<tr>
<td>To Graduate a Well Educated, Technologically Sophisticated, and Ethnically Diverse Student Body, Who Can Think Critically about a Changing World; and to Continue to Enhance Undergraduate Teaching While Broadening Graduate and Professional Programs;</td>
</tr>
<tr>
<td>II. Research &amp; Creative Activities</td>
</tr>
<tr>
<td>To Promote Research and Creative Activities Which Contribute to the Social, Artistic, Cultural, Economic, Environmental, Scientific, and Technological Foundations of the 21st Century;</td>
</tr>
<tr>
<td>III. Applied Problem Solving</td>
</tr>
<tr>
<td>To Solve Critical Social, Educational, Environmental, Health and Transportation Problems Through Applied Research and Service;</td>
</tr>
<tr>
<td>IV. Strategic Themes</td>
</tr>
<tr>
<td>To Be Recognized as a Leading Institution for Teaching and Research in the Areas of International, Environmental, Urban, Health, and Information;</td>
</tr>
<tr>
<td>V. Ranking</td>
</tr>
<tr>
<td>To Be Recognized as One of the Nation's Top Urban Public Research Universities, While Maintaining the Highest Quality of Undergraduate Programs;</td>
</tr>
<tr>
<td>VI. Research I</td>
</tr>
<tr>
<td>To Achieve Carnegie Foundation Research II Status by the Year 2001, and Research I Status by the Year 2008. To reach this goal in 2008, it is projected that for three years 2002/03 to 2004/05 we must award an average of 95 doctoral degrees, and receive $100 million in contracts and grants, $63 million from the Federal government.</td>
</tr>
</tbody>
</table>
PART II: BUDGET, PERSONNEL, AND INFRASTRUCTURE

On the following pages are specific topics which are of importance for the management of our programs. Feel free to add qualitative statements and comments as needed to convey your intentions.

A. INFRASTRUCTURE

1. Proposed program changes in campus locations. **None**
2. Proposed space for new staff (faculty, adjunct, graduate students, and support staff).
   
   In 1998-99 LACC gave up one large office (DM-351) to provide a graduate student room with four computer workstations with Internet access for research. The graduate student room is filled to capacity on a regular basis, demonstrating the need for additional space for graduate students. In addition, LACC provides space for graduate students who receive assistantships and work on LACC-sponsored projects.

   With the addition of the Institute for International Professional Services beginning in July 1999, LACC will need space for a director, coordinator and support staff.

3. Proposed space for relocations of present staff (faculty, adjunct, graduate students, and support staff).
   
   LACC continues efforts to raise outside funding for a LACC building with adequate space (minimum 10,000 sq. ft.) for its various centers and institutes and their faculty, staff and students.

B. EXTERNAL FUNDING

1. Contracts and Grants: The University goal is to increase by 17% per year.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>95-96 Actual</th>
<th>96-97 Actual</th>
<th>97/98 Actual</th>
<th>98/99 Goal</th>
<th>99/00 Actual</th>
<th>00/01 Goal</th>
<th>01/02 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACC</td>
<td>322,367</td>
<td>370,588</td>
<td>250,000</td>
<td>747,313*</td>
<td>275,000</td>
<td>300,000</td>
<td>325,000</td>
</tr>
</tbody>
</table>

   *Does not include grants received by the Cuban Research Institute, detailed in the CRI report.

2. Private Sector Fund Raising Funding, Restricted Gifts, Cash and In-Kind Services by Calendar Year (January 1 to December 31). Total Dollars. Please confer with Vice President Gallagher to develop, refine your development plans and goals for 1999, 2000, and 2001.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7,550</td>
<td>10,655</td>
<td>53,831</td>
<td>30,000</td>
<td>51,000</td>
<td>35,000</td>
<td>40,000</td>
<td>45,000</td>
</tr>
</tbody>
</table>

   Actuals reflect new gifts, cash, pledge payments and in-kind gifts received during the calendar year from Jan 1 to Dec. 31.

C. BUDGET AND PERSONNEL

Enter into the following “Budget and Personnel Report” your budget and personnel request. See “Academic Plans” web page for Appendix I: Instructions for completing Budget and Personnel Forms. The BOR checks these figures, so make sure they total and balance correctly. **Rate is defined in Appendix I.** If you have questions call Academic Affairs budget office: Matilde (305) 348-2168.
If there are expenditures and position allocations from accounts outside of unit, please note these on a page following the table. Be sure to note actual in 1998/99 and requests for 1999/2000 and 2000/2001 on the following individual pages. Discuss your budget and position justifications and comments following the Budget and Personnel Report.
## Actual Expenditures for the Institute/Center

<table>
<thead>
<tr>
<th>Positions and Rate</th>
<th>SUS Appropriated Funds</th>
<th>Contracts And Grants</th>
<th>Fees for Services</th>
<th>Private &amp; Other (Specify)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Positions  (FTE in Personyears)</td>
<td>4.49</td>
<td>.25</td>
<td></td>
<td></td>
<td>4.74</td>
</tr>
<tr>
<td>A&amp;P and USPS Positions (FTE in Personyears)</td>
<td>4.0</td>
<td>.25</td>
<td></td>
<td></td>
<td>4.25</td>
</tr>
<tr>
<td><strong>Total Positions</strong> (FTE in Personyears)</td>
<td><strong>8.49</strong></td>
<td><strong>.50</strong></td>
<td></td>
<td></td>
<td><strong>8.99</strong></td>
</tr>
<tr>
<td>Sum of Salary Rates For These Faculty Positions</td>
<td>262,077</td>
<td>7,500*</td>
<td></td>
<td></td>
<td>269,577</td>
</tr>
<tr>
<td>Sum of Salary Rates for These A&amp;P and USPS Positions</td>
<td>123,573</td>
<td>3,000*</td>
<td></td>
<td></td>
<td>126,573</td>
</tr>
<tr>
<td>Sum of Salary Rates for Faculty, A&amp;P, and USPS Positions</td>
<td>385,650</td>
<td>10,500</td>
<td></td>
<td></td>
<td>396,150</td>
</tr>
</tbody>
</table>

**BUDGET NOTES:**
*amounts reflect only partial funding of .25 for 1998-99, the remainder for these positions was paid from other sources reported elsewhere.

Faculty lines: Gamarra (director) LACC line in Arts & Sciences; Kincaid (research director) line in Sociology; Tuttle (associate director) LACC line in Arts & Sciences; Bowers (outreach coordinator) LACC line in Arts & Sciences.
Sciences; Newman (editor/writer) .49 FTE line in LACC.
USPS lines: Jurado (administrative assistant) LACC line in Arts & Sciences; Martell-Herrera (program assistant) .75 FTE line in LACC and .25 LACC line in Arts & Sciences; Avello (senior computer program analyst) LACC line in Arts & Sciences.
A&P line: Botta (coordinator publications) line in LACC.
Other lines:
CRI: Faculty lines (director Perez, line in Sociology, and assistant director de Aragon, LACC line in Arts & Sciences) and USPS lines (administrative assistant Penley and unfilled senior secretary, LACC lines) not reported here and are included in the Cuban Research Institute Report.
SOAC: Faculty lines (systems administrator Espinoza, program coordinator Hidalgo, and .51 FTE editor/writer Newman) and USPS line (office manager Zamora) not reported here and are included in the Summit of the Americas report.
<table>
<thead>
<tr>
<th>Positions and Rate</th>
<th>SUS Appropriated Funds</th>
<th>Contracts And Grants</th>
<th>Fees for Services</th>
<th>Private &amp; Other (Specify)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Positions</td>
<td>5.5</td>
<td>1.0</td>
<td></td>
<td></td>
<td>6.5</td>
</tr>
<tr>
<td>A&amp;P and USPS Positions (FTE in Personyears)</td>
<td>5.0</td>
<td></td>
<td></td>
<td></td>
<td>5.0</td>
</tr>
<tr>
<td>Total Positions (FTE in Personyears)</td>
<td>10.5</td>
<td></td>
<td></td>
<td></td>
<td>11.5</td>
</tr>
<tr>
<td>Sum of Salary Rates For These Faculty Positions</td>
<td>345,077</td>
<td>35,000</td>
<td></td>
<td></td>
<td>380,077</td>
</tr>
<tr>
<td>Sum of Salary Rates for These A&amp;P and USPS Positions</td>
<td>152,073</td>
<td></td>
<td></td>
<td></td>
<td>152,073</td>
</tr>
<tr>
<td>Sum of Salary Rates for Faculty, A&amp;P, and USPS Positions</td>
<td>497,150</td>
<td>35,000</td>
<td></td>
<td></td>
<td>532,150</td>
</tr>
</tbody>
</table>

BUDGET NOTES:
*Includes the new Institute for International Professional Services.
**Includes graduate students working on the Latin American Studies Association Conference.
<table>
<thead>
<tr>
<th>Salaries &amp; Benefits</th>
<th>Faculty, A&amp;P, &amp; USPS</th>
<th>676,186</th>
<th>92,050</th>
<th>768,236</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Personal Services</td>
<td>Housestaff (UF and USF only)</td>
<td>50,000</td>
<td>80,000</td>
<td>130,000</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>50,000</td>
<td>40,000</td>
<td>90,000</td>
<td></td>
</tr>
<tr>
<td>Operating Capital Outlay</td>
<td>20,000</td>
<td>15,000</td>
<td>35,000</td>
<td></td>
</tr>
<tr>
<td>Total Positions (FTE in Personyears)</td>
<td>10.5</td>
<td>2.0</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>956,186</td>
<td>627,050</td>
<td>15,000</td>
<td>1,598,236</td>
</tr>
<tr>
<td>Faculty Positions (FTE in Personyears)</td>
<td>5.5</td>
<td>2.0</td>
<td>7.5</td>
<td></td>
</tr>
<tr>
<td>A&amp;P and USPS Positions (FTE in Personyears)</td>
<td>5.0</td>
<td></td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>Faculty Positions</td>
<td>362,323</td>
<td>70,000</td>
<td>432,323</td>
<td></td>
</tr>
<tr>
<td>A&amp;P and USPS Positions</td>
<td>159,677</td>
<td></td>
<td>159,677</td>
<td></td>
</tr>
<tr>
<td>Faculty, A&amp;P, and USPS Positions</td>
<td>522,000</td>
<td>70,000</td>
<td>592,000</td>
<td></td>
</tr>
</tbody>
</table>
PART III: SUCCESS INDICATORS

(These specify goals for each of the success indicators noted in Academic Affairs policy 13.0, soon to be revised to 13.20)

A. RESEARCH/SCHOLARSHIP/CREATIVITY (Publications and other media are produced, or faculty productions give credit to the center/institute/museum for its support).

1. Number of publications and other media produced, or faculty productions which give credit or acknowledgment to the unit for its support.

LACC publishes *Hemisphere* magazine three times a year (sample issue enclosed). Data on publications by LACC-associated faculty are not available at this time. LACC is developing and implementing a system to gather this information from faculty members.

<table>
<thead>
<tr>
<th></th>
<th>95/96 Actual</th>
<th>96/97 Actual</th>
<th>97/98 Actual</th>
<th>98/99 Goal</th>
<th>98/99 Actual</th>
<th>99/00 Goal</th>
<th>00/01 Goal</th>
<th>01/02 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books authored and published</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>Articles published in refereed journals</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
<td>#</td>
</tr>
</tbody>
</table>

List categories most appropriate

B. FACULTY INTEGRATION/COLLABORATION/SUPPORT (Academic faculty are an integral part of the unit. The center/institute/museum provides forums for the presentation of faculty research and supports faculty teaching, research and service interests).

- Indicate ways in which faculty are involved with the unit, such as advisory committees, forums, presentations, etc.
- Indicate the forums provided by the unit for the presentation of faculty research and those which support faculty teaching, research and service interests.

Every month LACC publishes a calendar of events, which includes opportunities for faculty to present research at seminars and colloquia open to students, faculty and the community. (Sample 1998-99 calendars are attached).

LACC supports faculty travel to conferences to present papers and participate in panels revolving around faculty research interests. Faculty associates participate in nearly every workshop sponsored or co-sponsored by LACC and its institutes. For example, in 1998-99 as in years past, associate faculty participate in our annual Journalists and Editors Workshop co-sponsored with *The Miami Herald*, and in other workshops and seminars. Faculty members participate also on the *Hemisphere* magazine advisory board, committees to hire new staff, and graduate programs committees for the selection of MALACS students. Faculty from across the University are members of LACC’s Advisory Board and participate in the annual board meeting.
C. GRADUATE STUDENT SUPPORT (Provides graduate student employment (.25 FTE or more) to enrolled University graduate students).

1. Number of Graduate Students supported with funds from the unit. Funding from all sources is to be included in this count. The goal is to increase the number of graduate students who stay on campus enhancing the educational experience.

<table>
<thead>
<tr>
<th></th>
<th>Fall 95/96 Actual</th>
<th>Fall 96/97 Actual</th>
<th>Fall 97/98 Total</th>
<th>Fall 98/99 Goal</th>
<th>Fall 98/99 Actual</th>
<th>Fall 99/00 Goal</th>
<th>Fall 00/01 Goal</th>
<th>Fall 01/02 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>7</td>
<td>7</td>
<td>9</td>
<td>8</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
</tr>
</tbody>
</table>

Note: Graduate student support varies dependent on outside grant funding secured by LACC. Grants have time limitations and LACC continues to secure other grants to replace the ones for projects that expire. For example, through Spring 1998 LACC had funding from the Mellon Foundation for fellowships in Caribbean Studies. Beginning in Fall 1997 LACC has received funding for four Foreign Language and Area Studies Fellowships through its US Department of Education Title VI grant. The FLAS provides not only assistantship support but full tuition and fees. The 2-year Central America 2020 project funded by the US Agency for International Development provides for two graduate research assistantships. These figures do not include graduate students supported by the Summit of the Americas Center.

2. Number and percent of above graduate students who are Black:

<table>
<thead>
<tr>
<th></th>
<th>Fall 96/97 Actual</th>
<th>Fall 97/98 Actual</th>
<th>Fall 98/99 Goal</th>
<th>Fall 99/00 Goal</th>
<th>Fall 00/01 Goal</th>
<th>Fall 01/02 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
</tbody>
</table>

3. Total amount of graduate student support (OPS):

<table>
<thead>
<tr>
<th></th>
<th>Fall 96/97 Actual</th>
<th>Fall 97/98 Actual</th>
<th>Fall 98/99 Actual</th>
<th>Fall 99/00 Actual</th>
<th>Fall 00/01 Actual</th>
<th>Fall 00/02 Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$72,000</td>
<td>$98,486</td>
<td>$60,000</td>
<td>$56,909*</td>
<td>$75,000*</td>
<td>$85,000*</td>
</tr>
</tbody>
</table>

*Does not include summer, nor support from the Summit of the Americas Center, nor support through MALACS, which although it is a LACC account is in Arts & Sciences.

D. EDUCATION AND TRAINING (Sponsorship of FTE Generating Courses, Supporting Continuing Education Activities, Training Contact Hours, Conferences, Certificates, etc.).

(If unit does not sponsor courses, write Non-Applicable and delete remainder of section)

Not applicable

2. Number of formally registered certificate students and certificates awarded.

<table>
<thead>
<tr>
<th></th>
<th>96/97 Actual</th>
<th>97/98 Actual</th>
<th>98/99 Goal</th>
<th>99/00 Goal</th>
<th>00/01 Goal</th>
<th>01/02 Goal</th>
</tr>
</thead>
</table>

E. UNIVERSITY AND PUBLIC SERVICE (Contributions of expertise and technical skills to address the needs of the University, professional organizations, community or greater society).

LACC faculty and staff have active memberships in the Latin American Studies Association (LASA) and other professional organizations, including the ASA, APSA, and ASPA, where they serve in several capacities, including committee members and chairs. LACC faculty associates are active in their respective organizations.

LACC directors and faculty administrators represent FIU well through their active participation in numerous community organizations, including the Greater Miami Chamber of Commerce, One Community One Goal, Women in International Trade, and other service organizations.

Faculty share expertise and technical skills with international organizations, consulates, and federal, state and local agencies. LACC directors serve on several University committees.

LACC’s outreach programs include teacher training workshops presented throughout the state (5 conducted in 1998-99), the annual Journalists & Editors Workshop, participation in Leadership Florida, providing expertise to the US Southern Command and other government agencies, and on-going workshops and seminars for the business community.

F. PUBLIC RECOGNITION (Positive public attention is drawn to the University by the activities of the center/institute/museum through newspapers, television and other forms of public media).

LACC, SOAC, and CRI faculty and administrators are in high demand from the national and international print and broadcast media because of their expertise on important issues affecting the region.

SELF SUFFICIENCY (Grant, Contract, and other extramural income which generates external support.)

The goal is to expand non-State funding. From the data you entered in the budget pages earlier “Expenditures for the Institute/Center/Museum” calculate the percent of your total budget that is derived from Education and General dollars.

### E&G Percent of Total Budget

<table>
<thead>
<tr>
<th></th>
<th>Actual 98/99</th>
<th>Goal 98/99</th>
<th>Actual 98/99</th>
<th>Goal 99/00</th>
<th>Goal 00/01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Budget $</td>
<td>545148</td>
<td>174560</td>
<td>700000</td>
<td>1171692</td>
<td>1560012</td>
</tr>
<tr>
<td>E&amp;G Income $</td>
<td>174560</td>
<td>700000</td>
<td>225000</td>
<td>677833</td>
<td>933987</td>
</tr>
<tr>
<td>E&amp;G %</td>
<td>32%</td>
<td>32%</td>
<td>32%</td>
<td>57%</td>
<td>59%</td>
</tr>
</tbody>
</table>

H. QUALITY ASSURANCE (Employs systematic methods of continuously improving the effective and efficient...
Quality Assurance applies to every unit and must be responded to. This is required for SACS Accreditation. Your response will be provided to Susan Himburg, the FIU Self-Study Director, for compliance with Criteria for Accreditation, Section III: Institutional Effectiveness).

A. Discuss the ways you assessed the quality of your programs in 1998-99. Please attach a printed copy of your Quality Assurance Plan, that specifies the guidelines, procedures and assessment instruments used to evaluate the effectiveness of your programs. Attach program evaluation reports, especially if they contain recommendations for program improvement that demonstrate your use of the results. (For assistance in developing a quality assurance plan contact the office of continuous improvement 348-6090.).

B. Discuss the ways in which these assessments were used to improve the quality of your programs. (Specifically discuss 2 improvements resulting from program assessments. Be sure to make clear how these are related to program evaluation results and unit goals).

C. Detail the faculty/staff involvement in the planning/evaluation process. Who participated in or reviewed this planning and accountability report?

In September 1999, LACC is scheduled to have an outside evaluation by Dr. Ann I. Schneider, recognized for her knowledge and expertise of National Resource Centers for Language and Area Studies. Dr. Schneider will conduct an evaluation of LACC programs and consortium relationship with the Center for Latin American Studies at the University of Florida. She is scheduled to meet with faculty, administrators, library staff, and graduate students. Dr. Schneider’s report, expected by September 30, 1999, will be submitted for SACS Accreditation.

I. ADDITIONAL CRITICAL ISSUES WHICH NEED TO BE ADDRESSED (Or comments on future activities which have not been addressed above.).