Excellence in Latin American Studies for a 21st Century World

STRATEGIC PLAN 2008–2012

LLILAS

Teresa Lozano Long
Institute of Latin American Studies

THE UNIVERSITY OF TEXAS AT AUSTIN
You will find little argument that the Teresa Lozano Long Institute of Latin American Studies (LLILAS) is the largest and most well respected institute of its kind in the nation. UT has amazing resources in faculty, libraries, electronic resources, museums, and performing arts that contribute to the breadth of our program offerings. With the $10 million endowment from Teresa and Joe Long we have been able to transform potential into excellence.

Of the Lozano Long Endowment, 55% is earmarked for student travel awards and scholarships at both the undergraduate and graduate level. For our undergraduate LAS major, we now can offer travel scholarships to subsidize a semester of study abroad. There is no substitute for experience abroad to give students the cultural context for their studies and improvement of language skills. Undergraduate scholarships attract dedicated students to our program who leave the university not only with the analytic skills honed through Liberal Arts, but also with a knowledge of the Hispanic heritage so important in charting the future of Texas with our changing demographics.

Graduate fellowships have allowed us some ground on which to compete with other academic institutions that can offer substantially more funding to attract the best and brightest to UT. This includes students from Latin America whose presence enriches our programs by bringing different perspectives to the discourse. Provision of graduate student teaching fellowships provides not only financial support, but also teaching experience for those students considering careers in higher education.

Our course offerings and ability to recruit and retain distinguished faculty have been bolstered through our Lozano Long Annual Visiting Professorship and Latin American Professorships. The Visiting Professorship allows us to bring to UT prominent scholars from Latin America to teach for a semester, enriching our course list. Their time at UT reinforces collaborative research with UT faculty and academic exchange through participation in conferences. The Lozano Long Latin American Professorships are used to supplement a UT faculty member’s base salary by providing funds to further research interests. These have been effective in retaining faculty courted by outside institutions and in recruiting top-level faculty in the highly competitive environment of academia.

A commitment to policy and research development as well as public outreach...
is facilitated by conference and lectureship funds that provide a context for exchange and examination on issues relevant to Latin America, but also to our national and state agendas such as urbanization, immigration, and cultural integration. We also have been able to expand our relationship to the arts that so readily unites us in an appreciation of cultural contributions.

The impact of the Lozano Long Endowment has been substantial on our academic program, but we realize, as Teresa and Joe Long did when they requested that their endowment be matched, that meeting the full potential for Latin American Studies at UT will take additional endowment funding. LLILAS is a partner in the leadership role UT has assumed, out of ability as well as necessity, to increase and strengthen ties to Latin American institutions for the benefit of Texas and the nation. With consideration for the many areas of academic excellence LLILAS embraces, we have assessed our strengths and weaknesses to develop a strategic plan for matching the Lozano Long Endowment, which is encapsulated in six objectives:

1. Reinforce our student programs and recruitment through scholarships, study abroad, internships, and student exchanges.
2. Extend our existing public outreach within Texas and the United States.
3. Increase collaboration with Latin American institutions, mainly in higher education, but also including government, the non-governmental sector, and the private sector.
4. Strengthen both the interdisciplinary and multidisciplinary focus of our programs in teaching.
5. Develop our own research agenda in Latin America that is collaborative, interdisciplinary, and comparative between countries.
6. Develop scholarly resources that support our research and communication missions.

The LLILAS strategic plan lays out a guide for strengthening our student program, teaching, research, and outreach. It encompasses areas in which we must improve our offerings to remain academically competitive and areas in which we should be making more of a contribution due to the incredible resources we have to do so at the University of Texas. We have passed many milestones in the long history of LLILAS, but now more than ever with increasing globalization we must continue on the path to excellence to ensure we can meet its many challenges.

BRYAN ROBERTS
Director, Teresa Lozano Long Institute of Latin American Studies
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INTRODUCTION

Teresa Lozano Long Institute of Latin American Studies (LLILAS)

Founded in 1940 and renamed in 2000, the Teresa Lozano Long Institute of Latin American Studies in recognition of a generous endowment, LLILAS at the University of Texas at Austin is one of the world’s oldest and most distinguished centers of its kind. LLILAS is a designated National Resource Center (NRC) and Foreign Language Area Studies (FLAS) award recipient under Title VI of the Higher Education Act, integrating more than 30 academic departments at UT Austin. Affiliated with LLILAS are 137 faculty members, drawn from the different academic departments, who devote research and teaching time to Latin America.

In addition, LLILAS has four Visiting Professorships: The Tinker, endowed by the Edward Larocque Tinker Foundation, for distinguished Latin American scholars; the Joe R. and Teresa Lozano Long Annual Visiting Professorship, established as part of the Lozano Long Endowment, for scholars from a Latin American country; the Rio Branco Professorship, funded by the Brazilian government through the Brazil Center, for distinguished Brazilian scholars; and the Matias Romero Professorship, funded by the Ministry of Foreign Relations of Mexico, for distinguished Mexicans. LLILAS hosts an active Visiting Scholars and Research Fellows program, which provides access to the university’s libraries and attracts approximately 15–20 scholars a year to conduct research at UT. LLILAS also has a Visiting Resource Professors (VRPs) program. Approximately 8 VRPs are invited by UT Latin Americanist faculty members each year to lecture for one to two weeks in either undergraduate or graduate classes.

LLILAS has the most respected M.A. program in Latin American Studies in the United States, with dual programs with the LBJ School of Public Affairs, Community and Regional Planning, Communication, Business, and UT School of Law. In any one year, approximately 90 graduate students are enrolled in the LLILAS M.A. program. LLILAS offers a Ph.D. degree in Latin American Studies for students with a demonstrated need for an advanced interdisciplinary research degree not available in traditional departments. There are currently 8 candidates in the program. LLILAS also offers a B.A. allowing for concentrations in several disciplines and joint majors. Approximately 120 students are enrolled in the LAS majors program including double majors in Journalism, RTF, Plan II, Government, History, and Fine Arts. The Teresa Lozano Long Institute of Latin American Studies Student Association (ILASSA) organizes an annual international student conference on Latin America, the largest of its kind in the United States.

Endowments for student support include the Teresa Lozano Long Graduate Fellowship, the Anna Mae Ford Memorial Scholarship, the Debra J. Herring Memorial Fellowship, the Anna Luiza Ozorio de Almeida Graduate Research Fellowship, the Evan Frankel Fellowship, the Karl Schmitt Endowment, and the Davidson Family Endowed Scholarship.

Housed within LLILAS are the Mexican Center, the Brazil Center, and the Center for Indigenous Languages of Latin America (CILLA). The Mexican Center, established in 1980, has a mission to stimulate an active learning environment about Mexico at the university through the promotion of scholarship and research, and to publicize UT’s role as a major research center on Mexico. The Brazil Center, begun in 1994, has a mission to promote and coordinate Brazilian studies at UT and awareness of Brazil and Brazilian culture in the broader Central Texas community. The University of Texas is home to one of the most comprehensive Brazilian Studies programs in the United States. CILLA promotes research and training programs about
indigenous languages, which form an important part of the society and culture of Latin America. At a time when indigenous populations in Latin America are growing and acquiring increasing political strength, a center of this sort is particularly relevant. LLILAS also has an active Argentine Studies Program to facilitate scholarly exchanges.

LLILAS also coordinates and supports a series of research programs, known as “research clusters,” on the basis of known research strengths and activity with a focus on programs that are collaborative, interdisciplinary, and comparative between countries. Program areas encompass social and public policy, human rights, democratization, humanities, indigenous studies, and the environment.

LLILAS has an active community and K-12 Outreach Office with a fulltime director who develops and organizes educational programming for teachers and community groups, and maintains a lending library of pedagogical materials. LLILAS Publications publishes on average 1 to 2 books a year with the University of Texas Press with a cumulative 75 titles in print. The strength of the program is first-time translation into English of well-known Latin American works in the social sciences, with a focus on undergraduate and graduate level textbook adoption. Also central to scholarly resources is LANIC (Latin American Network Information Center) at http://lanic.utexas.edu. Established in 1992, LANIC is the premier gateway to access academic databases and information services on or from Latin America via the Internet and works actively to develop online resources.

The university has exceptional resources in place that support LLILAS programs. The Benson Latin American Collection is the leading specialized university library on Latin America in the world. Comprising 900,000 volumes, the Benson Collection houses the largest U.S. library of Latin American documents outside of the Hispanic Division of the Library of Congress. The largest university-owned collection of Latin American contemporary art is housed at the Blanton Museum, with over 1,800 works by more than 600 artists. An important part of the Blanton’s arts education program for Austin-area schools, it is a valuable tool for teaching, research, and viewing. UT has one of the few degree programs in Latin American art curation.
The Teresa Lozano Long Institute of Latin American Studies (LLILAS) seeks to improve knowledge and understanding of Latin America through education, research, and exchange. By these means it aims to contribute to closer collaboration between Texas, the United States, and the Latin American countries in the economic, political, and cultural spheres. LLILAS’s goal is to excel in every area that is required to: a) give solid academic training to the most talented youth who wish to incorporate an international dimension into their education or dedicate their careers to Latin America or to U.S.-Latin American relations, b) strengthen academic capacities here and in Latin America through collaborative research and teaching with our colleagues in the South, c) enrich understanding and appreciation of Latin American society, history, and culture in Texas, the U.S. and internationally, and d) contribute through research and policy discussion to the economic, social, and political advancements of the Latin American region in constructive association with Texas and the United States.
Since its foundation in 1940, LLILAS has necessarily evolved to meet the challenges of working in a region that is now predominantly urban, democratic, immersed in global economic and political relations and which has a mass higher educational base capable of mounting master’s and doctoral programs in most academic fields. To fulfill its mission, the institute must inform and update its constituencies about the considerable diversity of Latin American countries in their global economic and political relationships, in their levels of economic and social development, in their cultures and languages, which apart from Spanish and Portuguese, include a large number of indigenous languages. This diversity has increased in recent years as the previously high degree of internal economic and political centralization in the region has lessened in the face of administrative decentralization and the spread of market forces and popular movements demanding recognition of rights and greater territorial autonomy, such as those of indigenous populations.

To meet these challenges and fulfill its mission requires the institute to rethink the ways in which it relates to Latin America, to the broader academic community of the University of Texas, and to other communities in Texas and the United States. We see this rethinking as encapsulated in six main and interrelated objectives:

**GOAL 1**
Reinforce our student programs and recruitment through scholarships, study abroad, internships, and student exchanges.

**GOAL 2**
Extend our existing public outreach within Texas and the United States.

**GOAL 3**
Increase collaboration with Latin American institutions, mainly in higher education, but also including government, the non-governmental sector, and the private sector.

**GOAL 4**
Strengthen both the interdisciplinary and multidisciplinary focus of our programs in teaching.

**GOAL 5**
Develop our own research agenda in Latin America that is collaborative, interdisciplinary, and comparative between countries.

**GOAL 6**
Develop scholarly resources that support our research and communication missions.
Goal 1
Reinforce our student programs and recruitment through scholarships, study abroad, internships, and student exchanges.

Latin America as a world region is vital to Texas and the United States, and the University of Texas has long had an interest in the area. The Latin American Studies M.A. program at the University of Texas is universally viewed as one of the premiere programs in the country and indeed the world. Each year LLILAS graduates approximately 25–30 M.A. students. On average a third of them enter doctoral programs or higher education. Approximately 20% work with the U.S. government and 10% with international organizations. Over a third enter the private sector. Whatever the task, these graduates carry with them a deep understanding of, and dedication to, Latin America.

LLILAS also intends to encourage all of its M.A. students to spend either a summer or (preferably) a semester abroad, studying and doing research in Latin America. We also see great value in developing internship programs in Latin America in the private sector or with international organizations, and graduate research assistantships to allow graduate students to work closely with faculty members on research projects and thereby increase their own research capabilities. LLILAS also would like to expand other professional development opportunities, especially in the way of travel money for students to attend professional meetings and present findings from their own research.

Meeting these and other student-oriented needs can enhance the already outstanding program that LLILAS offers and help to ensure its continued stature as one of the top tier programs globally.

The undergraduate program at LLILAS is interdisciplinary in nature and seeks to provide students with an understanding of, and appreciation for, Latin America in all its aspects. In keeping with the Liberal Arts tradition, it is the goal of LLILAS to foster in its undergraduate students the ability to write forcefully and cogently; to think critically, analytically, and questioningly; and to demonstrate fourth-semester proficiency in a language other than English, in this case, Spanish or Portuguese. Where possible, LLILAS will encourage study abroad with a view to instilling in students comprehension of the diversity of Latin American cultures and of students’ roles as global citizens.

It is the mission of LLILAS to prepare students for careers that incorporate what they have learned in the liberal arts generally and in Latin American Studies specifically, and to facilitate graduation in a timely fashion.

Many of our students come from backgrounds and circumstances that make study abroad difficult. It is a goal of LLILAS to enable as many majors as possible to study in Latin America. Not only is this an invaluable personal experience for the student, but it can be essential, depending on the student’s course of study. Moreover, the improvement of language skills that comes with study abroad can enhance chances for future employment.

Implementation
Secure increased funding for graduate level scholarships

The Lozano Long endowment has enabled us to recruit top-rate students into the LLILAS programs, but our ability to recruit the best students is still limited by our having to limit scholarship offers to one year. Our current level of student support is not on level with our peer Latin American institutions. Though the strength of our faculty and library resources attracts the best and the brightest to apply to our master’s program, it is difficult to compete with the financial support other institutions are offering. To cite an example, with the applicant pool for admission to the program in fall 2007, both of the top applicants turned down their pre-emptive fellowship offers as did 4 of the 6 candidates for FLAS fellowships, both representing...
one-year funding. These students elected to enter the Latin American programs at Georgetown, Florida, and UC Berkeley and San Diego, which offered them two years of fellowships. That year’s entering class was down over 40% from previous years. The M.A. program takes two years, three for joint programs, but at present LLILAS has no two-year guaranteed financial assistance available. A significant percentage of our entering class can expect to receive no funding in their first year. Financial support is critical if UT is to continue its tradition of attracting the finest students from within the United States as well as from Latin America and elsewhere in the world.

Encouraging Latin American students to attend UT enriches the diversity of our programs. We would like to offer UT departments scholarships for entering Latin American students, which the departments would have to counter with a further year’s funding. Since many foundations have withdrawn scholarship help given to Latin American students in U.S. institutions, it is increasingly difficult for departments to find funding for promising Latin Americans, particularly where departments are reluctant to offer teaching assistantships to non-native speakers. Seeking funding for additional student assistantships is thus a priority.

**IMPLEMENTATION**

**Increase funding for study and research abroad**

All our programs are concerned with expanding student horizons through exposure to different cultures both in the classroom and through study and research abroad. We also emphasize through classroom and extra-classroom activities the importance of constructive engagement through ideas and actions to improve relations between the United States and Latin America, to better conditions of life in the latter region, and to spread understanding of Latin America in Texas and the U.S. To meet these demands, our teaching program concentrates, as do other teaching programs at UT, on helping students develop the analytic skills needed to provide a judicious assessment of existing knowledge, the creative intelligence needed to imagine constructive alternatives to the status quo, and the practical skills to implement their newfound knowledge. As an area studies program, it is our special mission to deepen students’ awareness of the importance of context (social, geographical, cultural, etc.) in shaping outcomes and planned change.

Another challenge in fulfilling our teaching mission is enabling students to obtain research or study abroad experience in Latin America. The Lozano Long endowment provides funds at both the undergraduate and graduate levels for study abroad, and at the graduate level for research abroad. We also have used a three year in five funding cycle from the Tinker Foundation to provide summer research travel money for graduate students. The demands for these funds exceed supply and in the case of the Tinker Foundation, two years in every five are not funded. The demand will far exceed supply if we are to reach the goal of every student being able to study or do research abroad. Our aim is not to cover the full cost of study or research abroad, but to subsidize that study or research sufficiently so that it is within the reach of all our students when their own contributions are taken into account.

**IMPLEMENTATION**

**Secure funding for student internships**

At both the undergraduate and graduate levels, our goals require us to develop more systematically than we have in the past, internship opportunities, both short- and long-term, for our students in Latin America. Many of our students are already pursuing unpaid internships, but paid internships open opportunities otherwise closed by financial constraints. The development of international internships has the added advantage of combining the aforementioned advantages of travel abroad with work experience that would make our graduates very attractive to potential employers.

We have been collaborating with the Rapoport Center for Human Rights in the Law School on internships with the Inter-American Commission of Human Rights and appropriate Human Rights NGOs. Part of the challenge here is administrative. We would like to expand internship programs, but are limited by the lack of financial support for students and infrastructure.
GOAL 2
Extend our existing public outreach within Texas and the United States

The institute through its Outreach Office fulfills the important function of ensuring that teachers throughout Texas are aware of, and have access to, good teaching material about Latin America. There are opportunities to extend that outreach through collaboration with Latin American organizations to promote cultural exchanges and through lecture programs targeted to the general public as well as to specific communities, such as the governmental and business communities.

IMPLEMENTATION
Secure funds for lecture series for the public, governmental, and business communities

LLILAS helps organize outreach lecture series through the Third Age University in the Thompson Center. We also would like to offer short-term courses on Latin American issues to the business and governmental communities. Some of these could be offered as a public service; but we are also exploring offering fee-earning Executive Courses. In the case of the Executive courses, these would be targeted to Latin American constituencies, particularly in Mexico, as well as to constituencies in Texas and the United States. Possibilities that are currently being explored are courses for Mexican legislators on U.S. government procedures and courses on the differences and similarities between U.S. and Mexican legal procedures.

IMPLEMENTATION
Secure increased support for professional development and curriculum resources for educators

As LLILAS Outreach and Hemispheres (the consortium of the four UT area centers) move forward with professional development and curriculum development, we are limited by our travel and publication budgets. Currently, the LLILAS Outreach Director travels to approximately eight school districts each year, all of which are within driving distance of Austin. With additional support, we could extend our offerings to a more geographically diverse array of school districts and educator meetings, covering more of the state of Texas as well as neighboring states that do not have access to quality area studies resources. Also, we are limited by our publication budgets to providing resources electronically. While Title VI and Fulbright funds have allowed LLILAS Outreach to organize a number of professional study abroad opportunities for educators, institutional funding for these programs has been limited.

IMPLEMENTATION
Establish a fund for ongoing support of the ArtesAméricas Program jointly presented by the UT Performing Arts Center (PAC) and LLILAS

The mission of ArtesAméricas is to share UT Austin’s knowledge of Latin America by serving as a resource for the performing arts throughout the Americas. To accomplish this mission, in collaborative efforts throughout the Americas and with student involvement as a principal objective, ArtesAméricas: presents Latin American and U.S. Latino artists at the UT Performing Arts Center and encourages the presentation of Latin American and U.S. Latino artists throughout the Americas; shares accompanying educational materials with the Americas; and plans, facilitates, and executes both educational exchanges and professional exchanges throughout the Americas.

As the Performing Arts Center works to build audiences for Latin American performing artists, we often find that linguistic and cultural barriers keep both the on-campus and greater public away. This issue is endemic in
the arts-presenting community nationwide. Presenters can, however, use two important techniques to help bridge these differences. First, they can ensure that translations of foreign-language work be sensitively created and seamlessly communicated. Second, they can create materials and programs that offer audiences a social, cultural, and even personal context surrounding the artist and work being presented, as well as the performing arts of a particular country or region. In the field of international presenting, these two processes are commonly referred to as “contextualization and translation.”

The overall goal is to create effective translation mechanisms and contextual materials that work toward ensuring greater understanding and appreciation of the work of Latin America’s finest performing artists. Projects may include the publication of educational materials about artists, the commissioning of works that both integrate and prompt additional exploration of the region’s history and culture, and the organization of interdisciplinary workshops and other public events that address themes relevant to visiting artists. Such projects make outstanding outreach tools, exposing and educating audiences both on and off campus about Latin America. Additionally, these projects will facilitate the integration of Latin American performing arts into curricula across campus.

**IMPLEMENTATION**

**Establish a student fellowship program co-administered by LLILAS and the PAC**

This program will encourage students in the College of Fine Arts and Latin American Studies to branch out respectively into area studies or the performing arts. Modeled after the PAC’s successful Arts Management Fellowship, the student would be supervised by the Outreach Director at LLILAS and the Director of ArtesAméricas. During the appointment, the Fellow would work and learn in a variety of departments at both the PAC and LLILAS, ultimately working toward the completion of a capstone project in Latin America at the end of the year.

**IMPLEMENTATION**

**Establish a fund for a LLILAS-sponsored Artist Speaker Series, co-curated with the PAC**

The series would present performing artists in an accessible non-performance setting to promote greater interaction among students of the College of Fine Arts and Latin American Studies. The series would allow LLILAS to address the relevance of the performing arts to students in a variety of disciplines and would expose students in the College of Fine Arts to social, historical, and cultural issues that affect the performing arts in Latin America. A recent visit by Colombian choreographer Álvaro Restrepo accomplished this goal: Restrepo’s activities included a Law School talk about human rights in Colombia as related to his dance company, El Colegio del Cuerpo, and master classes in dance in which he made the connection between his approach to dance and the situation of contemporary Colombia.

**IMPLEMENTATION**

**Creation of the Gerard Béhague Memorial Fund**

Dr. Gerard Béhague was a member of the School of Music faculty at UT Austin from 1974 until his death in 2005. He held a diploma from the Brazilian Conservatory of Music, a diploma (equivalent to the M.M.) from the University of Paris, and a Ph.D. from Tulane University. He served as chairman of the Department of Music from 1980–89; in 1985, he was named the Frank C. Erwin, Jr., Endowed Professor in Music and, in 1991, the Virginia L. Murchison Endowed Regents Professor of Fine Arts. Throughout his tenure at the university, Dr. Béhague was actively involved with the Institute of Latin American Studies, through which he both pursued and shared research with colleagues beyond his field. He founded and subsequently edited the Latin American Music Review, a journal that provides a unique forum for academics from all of the Americas to publish in three languages; in recognition of his work in Brazilian music studies, he became the first non-native Brazilian to receive the title of Commander of the Order of Rio Branco from the Brazilian government.

The Gerard Béhague Memorial Fund will perpetuate Dr. Béhague’s legacy by both strengthening the university’s dedication to Latin American performing arts and increasing opportunities for students to study the arts in a holistic way—in their appropriate cultural settings. Dr. Béhague himself reasoned, “Higher education must provide systematic opportunities for students to travel abroad and to experience a foreign culture firsthand.” The fund established in his honor will provide new generations of scholars access to the resources for which he ardently campaigned: international study and contextualization of the performing arts.
GOAL 3

Increase collaboration with Latin American institutions, mainly in higher education, but also including government, the non-governmental sector, and the private sector

The practice of individual U.S.-based scholars and students conducting their own disciplinary research in Latin America remains important and is aided by the improved scholarly infrastructure now available in the region; but individual research and study abroad need to be complemented by seizing the increasing opportunities for collaborative research with Latin American colleagues, for exchange programs of students and professors with Latin American universities, and for creating study abroad centers located in Latin America that provide both language and disciplinary training for UT students and are linked institutionally to local universities and research centers.

As part of its mission, LLILAS has had a long-term role in helping the university develop enduring institutional relationships with Latin American universities and research agencies. We expect this role to continue, and we will assist the university in establishing study and research abroad centers in Latin America through advice, through our many academic and government contacts in Latin America, and through helping design teaching and research programs into which we channel students using institute funds.

IMPLEMENTATION
Secure support for joint research

between UT Austin and Latin American institutions through establishing funds that counterpart those provided by Latin American institutions and governments for collaborative research involving students and faculty

The University of Texas has recently signed agreements with several Mexican institutions as highlighted in UT’s spring 2008 “Mexico Week,” as well as the Universidad de la Habana in Cuba and the Secretariat of Social Development (SEDESOL) of Mexico. Such agreements lay the foundation for academic exchange of both faculty and students, and LLILAS already has been cited to play a management role in the process. However, this potential can only be reached with support for travel and symposia. Academic exchange with Latin American institutions often allows for a combination of pure research with practical application making the educational or research process more relevant to achieving outcomes. Exchange possibilities reach across colleges and are open to the social sciences, humanities, and the sciences.

IMPLEMENTATION
Develop distance-learning courses

The development of distance-learning courses will allow LLILAS to take advantage of research relationships in place between UT faculty and colleagues in Latin America. Classes would be taught jointly to the benefit of all participating institutions. These video conference courses require substantial organization, but they have the advantage of putting our students in direct contact with their peers in Latin America and exposing them directly to Latin American scholars. They also offer a feasible alternative to bringing those same scholars to UT or sending students to Latin America.

IMPLEMENTATION
Establish travel funds to foster collaboration with study abroad

partner institutions through symposia and lectures

Providing for faculty participation in symposia or lecture presentations would strengthen our study abroad programs and maximize the potential of the agreements in place with our partner institutions. Closer academic ties allow for better program development to meet the needs of our students. In turn, students would have an opportunity to meet faculty prior to opting for study abroad and would have the benefit of faculty input in program selection.
The content of our research and teaching must build upon the wide range of faculty present in nearly all the colleges and schools of the university with a research and teaching interest in Latin America. This is already reflected in the range of disciplines that offer courses to the M.A. in Latin American Studies (some 16 departments) and in the five joint M.A. programs offered by LLILAS with the Business School, the College of Communication, Community and Regional Planning, the LBJ School, and the Law School. An important priority is to develop courses at both undergraduate and graduate levels that are jointly taught from different disciplinary perspectives and to provide courses that make possible multidisciplinary concentrations such as Latin American development, social policy, the environment, and civil rights.

A major priority in our graduate degrees is to be able offer on a regular basis a sequence of core courses: in methodology (quantitative and qualitative); an advanced introductory course to Latin American Studies; and a core course in the student’s concentration. Depending on the concentration, we also would like to develop courses that combine classroom and practical experiences, on the lines of the LBJ School’s Policy Research Projects (PRPs). These courses could involve work with government agencies, private sector firms, or NGOs in Latin America. The distances involved are a limitation, but the LBJ School has successfully carried out such courses involving Mexico.

The intention of these proposed course changes is to enable students to graduate with an ability to demonstrate even more effectively than at present their thorough grasp of Latin America and its diversities, cultures, and languages and who are able to discuss and write authoritatively with respect to this diversity and its implications for current affairs in the region. In becoming informed citizens, they will take on positions of responsibility and influence either within the United States or in Latin America. They also will have the foundation to proceed to advanced graduate work and to undertake the tasks of teaching and doing research and thereby of playing significant roles in a variety of venues.

Undergraduate studies leading to the B.A. degree in Latin American Studies have been designed to provide both a general, broad-based knowledge of Latin America, through the core curriculum required of all majors, and an opportunity for each student to pursue a more specialized area of interest. A major priority is to increase the number of core courses offered on a yearly basis that cover Latin American culture, economics, geography, society, and politics either in a single disciplinary course or in an interdisciplinary course.

We aim to prepare students for careers that incorporate what they have learned in the liberal arts generally and in Latin American Studies specifically. Upon graduation, students will serve as informed citizens in matters pertaining to Latin America and to U.S.-Latin American relations. Students will be able to secure graduate work and/or careers in business, journalism, public policy, education, the Foreign Service, human rights, and non-governmental organizations that work with Latin America.

The breadth of our faculty includes research programs as well with the aim of having the expertise to cover all Latin American countries and to be active contributors to inter-regional teaching, research, and conferences. The number of LLILAS affiliated faculty and the reputation of the institute confer on us the responsibility of taking a truly Latin American focus that excludes no country or sub-area of the region.
IMPLEMENTATION
Secure endowments for teaching fellowships to guarantee the teaching of core courses at undergraduate and graduate levels

One way to ensure course offerings is to create teaching fellowships attached to LLILAS, which would provide course development funds to encourage departments and faculty to provide core courses for LLILAS. This model also could be used to encourage more inter- and multidisciplinary teaching through jointly taught courses. Also, courses could be organized by one faculty member who would be responsible for designing the overall structure of the course and its content and who would arrange for other faculty to give lectures on their specialty relevant to the purpose of the course.

IMPLEMENTATION
Secure additional funds for Latin American Professorships to recruit or retain distinguished faculty across departments

The Latin American Professorships are used to attract and retain outstanding permanent faculty across departments by providing funds to supplement salary offers. The University of Texas has a reputation for the strength of its Latin Americanist faculty, who are critical to the success of LLILAS’s programs. Recruitment of distinguished scholars can be highly competitive among academic institutions, and these funds allow us to have an edge in the process. They also allow LLILAS a concrete means to encourage the recruitment of Latin Americanists faculty in different departments to maintain our strengths and secure classes with Latin American content. Use of the funds designated in the Long endowment for such professorships has proven their value in recruitment and retention of distinguished faculty, but additional funds are needed given the breadth of our program.

IMPLEMENTATION
Develop a postdoctoral fellowship program that is interdisciplinary to attract emerging Latin Americanist scholars

In our recent review of LLILAS’s strengths and weaknesses, it was evident that one area in which we are lacking is the ability to offer postdoctoral fellowships. Given the interdisciplinary reach of LLILAS’s affiliated faculty, their comparative focus, and the extent of Latin American research resources held at UT, such a program would be a benefit to preparing the next generation of scholars on the region, whether based in the U.S. or Latin America. The LLILAS program would benefit from additional course offerings. We are particularly interested in developing a postdoctoral program in the general area of the development of citizenship, identity, and sustainable development in Latin America. The bases are the interlinked LLILAS research programs looking at the evolution of human rights, particularly the rights of indigenous and African origin populations, the contemporary and historical role of community participation in managing both the urban and the rural environment, and the significance of the recovery of memory through personal testimonies, media, and museums in advancing rights and democracy in Latin America. Research efforts link faculty in Anthropology, Community and Regional Planning, Fine Arts, Law, Sociology, History, Government, Linguistics, and Spanish Literature.
GOAL 5

Develop our own research agenda in Latin America that is collaborative, interdisciplinary, and comparative between countries.

This program will build on the existing strengths of our faculty and on our extensive links with Latin American scholars and institutions and U.S.-based researchers on Latin America. Here the challenge is to provide the structures and incentives that bring the Latin American affiliated faculty together to identify research topics and to establish working groups to initiate exploratory research and seek external funding. Since Latin America contains countries that range widely in size, levels of development, and the nature of their economic and political regimes, it provides useful comparative counterparts that can form part of an international curriculum and interregional conferences, such as the one organized by LLILAS and the South Asia Institute in 2006 on welfare regimes in India, China, Turkey, Argentina, Brazil, and Mexico.

IMPLEMENTATION
Creation of endowed research centers

We want to build upon the strengths of our affiliated faculty and of the library and other infrastructural resources at UT to make LLILAS an active research center undertaking a limited number of research programs on Latin America that are predominantly collaborative, interdisciplinary, and comparative between countries. We see this as the unique contribution that LLILAS can make to research and one that sets it apart from the disciplinary focus of most academic research on Latin America. We see this type of research as also strengthening our other objectives in teaching, collaboration, and furthering the understanding of Latin America. Some of these research programs will be done in collaboration with other units of the university, such as the LBJ School, the Law School, or the College of Fine Arts.

The general principle that we will follow in developing these research programs is the research group model that has a long history in LLILAS. Research groups are made up of faculty and advanced graduate students who meet on a regular basis to plan research on a particular topic, hold a workshop/conference to consolidate these plans, and elaborate research proposals for external funding. We will group topics into broad thematic programs to maximize the possibility of including a diverse group of faculty. The institute will provide initial seed money for the programs, which will be located administratively in the institute and hold their meetings in the institute. The program group will be responsible for formulating specific research initiatives for which they will be expected to secure their own funding. In collaboration with Liberal Arts and Central Development specialists, LLILAS staff will help members of the program identify suitable government, foundation, or corporate sources of support and help with the processing of applications.

The best way to assure sustained support for innovative multidisciplinary research in Latin America is through the creation of well-endowed research centers corresponding to the priority areas. Where a research program proves its value by the commitment of its members and the potential importance of its activities in the eyes of donors, we will actively seek endowment funding to provide the staffing and seed monies that will ensure a permanent presence for that program.

IMPLEMENTATION
Secure funding for the Mexican Center and the Brazil Center

In the cases of the Brazil Center and the Mexican Center, our institutional ties are sufficiently important that they have been formalized through centers with their own programs and direction. Both the Brazil Center and
the Mexican Center administer student and faculty exchange programs with government departments and research agencies of Brazil and Mexico. They are also allocated funds from the two governments to help administer these activities. The Brazil Center has an active program of events dedicated to strengthening the presence of Brazil on campus and in the community. It sponsors conferences and workshops on Brazilian topics, as does the Mexican Center. The Mexican Center uses COLA endowment funds to offer short-term visiting scholarships to Mexican academics, primarily to use the Benson Collection, and funds short-term visiting professors to participate in a credit-bearing Mexican seminar. The Mexican Center also administers research and scholarship funds targeted at research in Mexico and at Mexican students.

We recognize that given the importance of Mexico and Brazil to the university and to Texas, and the consequent need for a special and ongoing administrative responsibility for relations with the two countries, there is a continuing case for the two centers’ having their own direction within LLI-LAS and expanding their activities. The best solution to make that outcome possible is to secure endowment funding—perhaps in exchange for naming the centers after the donor—that will provide for administrative support and seed resources for conferences, exchanges, and research.
The Benson Latin American Collection has been a major part of the institute’s attraction for students, faculty, and visiting scholars. As we enter the digital age, we need to collaborate with the Benson Collection and UT Libraries in providing access to electronic statistical data on Latin America. Public and private agencies now make available in electronic micro-data form survey and census data that enable researchers to conduct their own analyses of political, economic, social, and demographic trends. Our goal would be to collect these data systematically for each Latin American country and ensure that we held and kept updated the major time series. The Latin American Network information Center (LANIC) of the institute has for the last fifteen years provided a unique public service that facilitates access to Internet-based information to, from, or on Latin America. Through LANIC, the institute would collaborate with UT Libraries, the Benson Collection, and the Population Research Center in developing a statistical archive for Latin America, which we would see as extending the Benson’s attraction for students, faculty, and visitors to the institute and the university.

The second area where we need to strengthen our support infrastructure is LLILAS Publications. The publications area of LLILAS has, over time, produced an impressive series of books on Latin America in cooperation with the University of Texas Press. Financial constraints have reduced those publications to a much needed and internationally valued translation series. To represent the range of interests represented by the institute and its affiliated faculty, we need to promote new series of publications, particularly on contemporary social, economic, and policy issues. We also need to have the capacity for in-house publishing to make available selected papers presented in the many conferences and lectures that the institute sponsors. In particular, we need to publish the annual Lozano Long lecture, the first of which was given by President Fernando Henrique Cardoso and the second by President Ricardo Lagos.

**IMPLEMETATION**

**Secure funds for development of the Latin American Electronic Data Archive (LAEDA)**

In response to faculty input on needed scholarly resources, LANIC has presented plans for the development of the Latin American Electronic Data Archive (LAEDA), which would house and deliver electronic data from Latin America. The aim of this project is to expand access to statistical data on Latin America and to ensure that the University of Texas at Austin retains its leadership role in the collection and dissemination of Latin America-related data.

In the last couple of decades, the amount of statistical data available in electronic format in Latin America has mushroomed. The increased production of such electronic data has been a welcome development for social scientists both because it has increased the amount of data available and because it has made the data available in a format that can be easily analyzed with statistical programs and other computer software. Unfortunately, the availability of this electronic data tends to be limited, short-lived, and difficult to integrate into traditional library collections. To address the collection and retrieval of statistical data, LANIC, in collaboration with UT Libraries, the Benson Collection, and the Population Research Center, proposes the development of LAEDA. The goal of LAEDA is to acquire and preserve data sets relevant to research and policy development focused on Latin America and to make available via a user-friendly Web interface the microdata files for data extraction and analysis. LAEDA
will seek to collect the electronic data produced by a variety of public and private institutions, including government ministries, international organizations, the news media, and private survey firms.

**IMPLEMENTATION**

**Secure support for LLILAS Publications book series**

The LLILAS Publications program goes back to the earliest days of the institute when Dr. Charles Hackett set it as a goal of the institute planners in 1938. In a letter to UT President Calhoun, Dr. Hackett recommended that annual funding be allocated for institute-sponsored publications, believing that the future institute should have a permanent publications program. In 1945 ILAS began publication of the Latin American Studies Series, which was followed by the Latin American Monograph Series in 1954, copublished with the University of Texas Press. This series continued until the late 1980s, when, in response to scholarly demand, the Publications Committee developed several new book series for the institute, including the very successful Translations from Latin America Series, which it has continued publishing to the present day. The LLILAS Translations Series was the first to publish major works in history and the social sciences from Latin America. Support for the Publications program will further the proven series as well as allowing the option to develop new series.

LLILAS publishes 1–2 books per year with UT Press, one of which on average is a translation of a major work from Latin America. Originally, authors were required to submit translated text, but this became problematic. To ensure the quality of the translation, LLILAS began working with authors to locate English-as-a-first-language translators, and funding is always an issue. Translations are used in graduate and undergraduate courses in Latin American Studies and appeal across disciplines. Our books also are of interest to general readers. An example is *Beautiful Flowers of the Maquiladora*, which was published in 1997 and has remained continuously in print, with several reprints, for more than 10 years. It has been used in numerous courses and is also widely read by the general public.

With support, LLILAS Publications can develop a new series on the social, political, and economic sciences published jointly with UT Press. This would reflect the work of the many scholars associated with the institute and UT. Support would also allow for an in-house publication of papers given by special invitation and conference memoria. These provide both a record of the work presented and a means to share it with an audience beyond the participants. These would be in-house publications rather than with UT Press, with the goal of rapid availability and dissemination of timely information.
Implementing the goals set forth in the strategic plan can be done only with a substantial increase in funding. LLILAS currently has an annual operating budget of just over $2 million. State funds account for approximately a quarter of the budget and for the most part cover staff salaries and administrative support. We aggressively pursue granting opportunities and grant funds account for another quarter of the budget, though they are bound to the objectives of the grants. Endowments and gifts make up the other half of our annual budget. Increasing our endowments is the funding measure behind achieving the goals of the strategic plan.

We have set as a baseline in raising additional endowment funds the $10 million match to the Lozano Long Endowment. Distribution of this target amount to our stated objectives is:

**GOAL 1**
Student Support  30%

**GOAL 2**
Public Outreach  20%

**GOAL 3**
Collaboration with Latin American Institutions  15%

**GOAL 4**
Teaching Support  15%

**GOAL 5**
Research Development  10%

**GOAL 6**
Scholarly Resources  10%