

U.S.-MEXICO

HIGHER EDUCATION PARTNERSHIPS FOR INTERNATIONAL DEVELOPMENT

1995-2001

THE ASSOCIATION LIAISON Office
FOR UNIVERSITY COOPERATION IN DEVELOPMENT

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Introduction

"Everyday more people, more institutions and synergies are aligning to improve the 21st century global society." Victor A. Arredondo, President, University of Veracruzana, Mexico.¹

Mexico-United States relations have taken center stage in U.S. foreign policy. The U.S. and Mexico share complex political, socio-economic, environmental, and health interests, and U.S. relations with Mexico have a direct impact on the lives and livelihoods of millions of Americans. President Bush's first foreign visit was to Mexico, underscoring this key bilateral relationship.

The complexity of our common interests and challenges requires collaborative and sustainable responses to shared development goals. The U.S. Agency for International Development (USAID) programs in Mexico directly address these major issues. The U.S.- Mexico higher education partnerships program is a key instrument that brings together the expertise of higher education institutions in the United States and Mexico, so USAID/Mexico works with partner institutions at the proposal stage, and provides complementary funding to support higher education partnerships as a direct and vital part of the mission's program. These partnerships make important contributions to the achievement of the mission's goals and strategic objectives.

Since 1995, USAID, through the Association Liaison Office for University Cooperation in Development (ALO), has supported 18 partnerships for development cooperation between higher education institutions in the U.S. and Mexico. The Association Liaison Office for University Cooperation in Development (ALO) made competitive awards through cooperative agreements with USAID. Four more partnerships will receive funding in 2001. In only a few years, USAID has helped fuel a deeper and broader range of engagements in international development by U.S. and Mexican institutions. The most successful and enduring partnerships are those which continue to identify mutual needs and strengths, create better mechanisms for fruitful exchange of ideas and resources, maintain flexibility in addressing shared and individual goals, and build for the future by gradually expanding the scope of their collaborations.

¹ Victor A. Arredondo, "Networking for Social Action and Sustainable Economic Growth," paper commissioned for the Aspen Institute International Peace, Security and Prosperity Program conference, *The International Poverty Gap: Investing in People and Technology to Build Sustainable Pathways Out*, Atlanta, Georgia, October 24-26, 1999.

USAID/Mexico funding of \$400,000 over two years has facilitated the further expansion of the program and assured more significant achievements of the partnerships. These partnerships promise to have an impact far greater than the USAID dollars being spent. The partners are adding resources that leverage the grants, sometimes twofold. The partnerships demonstrate the evolution from one-way development assistance to two-way, mutually beneficial development cooperation. As they jointly pursue development goals, institutions are also improving their missions of teaching, research and public service.

Overview

Three types of partnerships operate. *The U.S./ Mexico Partners in Development Program* (1995-1997) was designed to enhance the contribution of higher education to economic and social development through collaboration with business and industry. ALO supported linkages between six U.S. and six Mexican higher education institutions. The initiative grew from a partnership between higher education associations in the two countries: the Association Liaison Office for University Cooperation in Development (ALO), on behalf of six major associations representing all sectors of U.S. higher education, and the Mexican Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES), on behalf of Mexican universities.

The six U.S./Mexico partnerships grew out of an ALO/ANUIES conference, with the Latin American office of the Institute of International Education, on the *Relevance of Higher Education to Development*. The conference, held in February 1995 in Mexico City, sought to engage educators, business leaders, and government officials in an intensive examination of collaboration between Mexican and U.S. higher education institutions and the private sector.² In the resulting pilot initiative, ALO provided seed grants that ranged from \$11,013 to \$15,394 per partnership. Partnerships covered agribusiness development, applied technology transfer, economic development, environmental sustainability, tourism, and water resources management. Institutions leveraged this modest funding to attract additional resources from several sources including foundations and corporations.

² Pallan Figuero, C., J. Claffey, and A. Adelman (Eds.), *Relevancia de la Educación Superior en el Desarrollo*, Mexico City: ANUIES, 1995.

Through the *International Workforce Development Partnerships* program (1998-2001), administered by ALO and the American Association of Community Colleges (AACC), five U.S. community colleges have worked with partner institutions in Mexico to enhance the skills of professionals in the import/export field, the environmental sector, and industry.

The Workforce Development partnerships have built on the experience of U.S. community colleges to design and implement education programs geared towards the needs of local communities. As leaders in workforce development in the United States, community colleges have engaged with business and industries to design curricula, training courses, and other programs to upgrade the skills of local workers. These institutions adapted this approach in their partnerships with Mexican institutions. Awards have ranged from \$24,000 to \$50,000. All have involved significant cost-sharing, sometimes ranging from two to three times the grant amount.

The *Higher Education Institutional Partnerships for Development Cooperation* (1998-current) reflect the recent trend in the international development community to move away from one-way development assistance programs towards two-way, mutually beneficial cooperative ventures. Between 1998 and 2000, ALO's program of competitive awards has provided grants of up to \$100,000 to seven U.S. institutions to strengthen partnerships for development cooperation with higher education institutions in Mexico. Four more institutions will receive grants in 2001.

The partner institutions have shared interests in the following fields: agribusiness development and enhancement of agricultural production, improvement of social service delivery, promotion of democratic governance and civic engagement, and strengthening of public health and environmental protection practices. Each of the partnerships has leveraged additional funding; cost-sharing, required at 25% of the grant, has ranged from \$30,000 to over \$600,000.

Institutional Partnership awards are an important means of enabling higher education partnerships that start small to scale up, either by replicating their success in new locations, or by expanding the project focus. Three of the six U.S. institutions awarded grants in 1998 and 2000 had received seed money to initiate partnerships under the U.S./ Mexico Partners in Development Program between 1995 and 1997. In all three cases, the partnerships expanded to include new topic areas and activities. One partnership enabled U.S. students to participate in a study abroad program focused on NAFTA; two partnerships enabled Mexican students to strengthen their skills in community outreach in the field of public health.

A concentrated effort by USAID/Mexico to help shape the partnerships to better match the mission's strategic objectives has assured synergy with main-stream mission programs. This has enabled the U.S. and Mexican partner institutions to contribute to sustainable development in Mexico, and has helped to strengthen the role of higher education institutions in international development. Partnerships between U.S. and Mexican higher education institutions, in which benefits flow in both directions, promise to be a major source for development cooperation in the decades ahead. They are turning institutional relationships of mutual interest into engines of reform in their respective nations and confronting problems of global concern.

Why Higher Education Partnerships?

Higher Education Partnerships are an important long-term development assistance investment and a vital part of United States international development collaboration. Such partnerships provide:

- *Continuous Access to Critical Expertise.* In an increasingly technologically interdependent world, rapid access to new research, technical expertise and information is critical. American and Mexican colleges and universities are highly responsive to human needs, all the more so as globalization and population growth present worldwide challenges. Long-term higher education linkages foster a steady exchange of knowledge and skills between partners that strengthens each institution, with e-mail and distance-learning now facilitating a continuous flow of information.
- *Cost-Effective Engagements.* Pooling resources with a U.S. higher education institution or consortium bolsters Mexico's capacity to meet development challenges. Through cost sharing, institutions leverage their partner institution's resources without exorbitant costs; the whole becomes significantly greater than the sum of its parts. For example, in existing USAID-sponsored partnerships, it is not unusual to see higher education institutions contributing as much as 100% of USAID's share. Likewise, higher education's contribution can leverage additional funding from partners in commerce and industry. The partnership between the State University of New York at Morrisville, Universidad Tecnológica de Tula-Tepeji and Universidad Tecnológica de Leon secured an additional \$100,000 from government and industry sources in Mexico in support of a project to develop training programs for wastewater management.

■ *Sustainable results.* Higher education collaboration also strengthens educational infrastructure - linkages build stronger, more responsive host country institutions and promote long-term self-sufficiency. Working closely with USAID with its over 50 years of development experience bolsters the capacity of universities and other organizations to identify and solve problems at home, with indigenous resources. This is a critical factor in the sustainability of international development efforts.

The interest and strong commitment of Mexican universities to development and understanding of the situation in their regions make them formidable partners in promoting development in Mexico and in assuring strong partnership arrangements that also benefit the United States. The expertise (particularly in technology and training), cost effectiveness, and staying power of U.S. higher education institutions committed to partnering abroad make them a key American resource for international development.

Reaping Benefits in Mexico

Universities in Mexico are contributing to international development and achieving national goals by educating competent professionals in the fields of science, technology, business and management, and by addressing priority community issues through their extension programs:

- People to people exchanges dispel distrust and increase understanding of the workings of globalization;
- Higher education partnerships create opportunities to foster links with industry and business in Mexico and with local communities, and leverage private support for programs that prepare students for the workplace;
- Linkages with the private sector in both the U.S. and Mexico meet the demands for professional training and develop better trading and cooperation partners;
- Access to new knowledge through collaboration in research and teaching and the acquisition of new technologies accelerates innovation and helps Mexico build a competitive edge.

Bringing Back Benefits to the United States

Experience has proven that when U.S. colleges and universities contribute to international development, it benefits the U.S. as well as the host country:

- American faculty and students develop sharper global perspectives from working in development;
- Higher education partnerships provide an effective means of building and strengthening bridges of understanding and cooperation between the U.S. and other nations, contributing to global stability and peace;
- The application of insights, knowledge and practice gained from international partnerships for development bolsters America's competitive edge in areas as diverse as engineering, environmental management, microenterprise development, information technology.

Project Impact

Encouraging local initiatives for economic development

Four partnerships address the goal of encouraging broad-based economic growth and agricultural development. Partners have created agribusiness advisory councils to promote linkages with the private sector in both the U.S. and Mexico; established a small business center to support microenterprise development; supported a regional coalition to promote innovation in technology, and cooperated in developing industrial internships for engineering students from the U.S. and Mexico.

OHIO STATE UNIVERSITY / COLEGIO DE POSTGRADUADOS EN CIENCIAS AGRÍCOLAS

The partnership between *Ohio State University (OSU)* and *Colegio de Postgraduados en Ciencias Agrícolas (CP)* has strengthened the efforts of both institutions to enhance private sector agribusiness opportunities under the North American Free Trade Agreement (NAFTA). A rapidly growing population and economy have created new markets in Mexico for basic commodities and processed foods. Increasing Mexico's ability to meet such needs by establishing agribusiness programs at universities will facilitate economic development. A 1995 U.S./Mexico Development Partnership grant enabled reciprocal visits by four university administrators of both institutions to each other's campus to familiarize themselves with the respective programs and personnel and begin drawing up plans for cooperation. The partnership agreement covered four main areas of activities: education; research, outreach and transfer

of technology; trade and investment linkages under NAFTA; and joint contract ventures between OSU's College of Food, Agricultural and Environmental Sciences (CFAES) and CP.

The partnership enabled CFAES and CP to establish an annual study abroad program. OSU students spend one academic quarter at CP studying Mexican history, culture, agricultural development, and NAFTA. It has included opportunities for young leaders from Ohio's agribusiness and agriculture production sectors to visit farms and agribusinesses in Mexico. The program has also strengthened teaching and research at both institutions. One CP faculty member entered a Ph.D. program at CFAES, and CFAES established a graduate seminar in rural development taught by a visiting professor from CP. Joint research by CP and CFAES professors has focused on the transition of the Mexican agricultural sector in the last decade. Collaborative research programs have generated case studies that have proven useful in both CP and OSU classrooms.

In terms of outreach and technology transfer, CP faculty and a prominent Mexican producer made a presentation on Mexican agriculture to Ohio agribusiness persons at a state-wide Farm Science Review seminar co-sponsored by the Ohio Department of Agriculture and attended by U.S. exporters. CFAES agricultural economists presented a seminar on Mexico to CEOs and other high-level officers of Countrymark and Growmark Cooperatives. CFAES and CP developed plans for OSU Extension personnel to work with CP counterparts. Delegations of CP and CFAES administrators and faculty visited Ohio and Mexican agribusiness firms. The president of the Ohio Agribusiness Association participated in these visits to demonstrate the commitment of Ohio firms to developing stronger ties with Mexico.

Through a Higher Education Institutional Partnership award in 1998, CP established an Agribusiness Advisory Council to build linkages between higher education and agribusiness in line with the Mexican government's intention to privatize the agribusiness sector. The Council proved instrumental in establishing links with the Mexican private sector. CP developed and offered the first short course in agribusiness management to 30 Mexican representatives from business, government and higher education. OSU continues to assist in the development of CP's Master's degree program. OSU faculty and Agribusiness Advisory Council members visited Mexican agribusiness enterprises to forge linkages between Ohio and Mexico's agribusiness sectors.

MARICOPA COMMUNITY COLLEGE DISTRICT/UNIVERSIDAD VERACRUZANA

The goal of the partnership between Maricopa Community College District (MCCD) and Universidad Veracruzana (UV) is to establish a small business center at UV to improve the profitability of the microenterprise sector. The center will promote better business planning, microfinance development, marketing services, and offer environmental compliance training and consulting. Under a 2000 Institutional Partnership award the two institutions have exchanged faculty and staff. UV representatives were introduced to the Maricopa County small business environmental services program, which promotes competitiveness and environmental protection practices for small businesses. MCCD organized visits to a small business center, a micro-loan program, a small business incubator and the environmental science program at Paradise Valley Community College. During these visits UV staff developed a business plan and began serving clients in Xalapa upon return to Mexico. Further visits from the State Director for the Arizona Small Business Development Center Network and the director of the Maricopa Small Business Center have provided guidance for the microenterprise initiative.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO / THE NATIONAL DIRECTORATE OF TECHNOLOGICAL INSTITUTES

California Polytechnic State University (Cal Poly), San Luis Obispo and the National Directorate of Technological Institutes through Instituto Tecnológico de Culiacán received a U.S./Mexico Partners in Development pilot grant in 1995 to support the Cal Poly initiative for Technological and Educational Advancements in Mexico for Innovation and Needed Growth (TEAMING) and development of the Center for Technological Innovation (CTI). Cal Poly's agreement with the Secretariat of Public Education for the TEAMING initiative created opportunities for its faculty to participate in project development with a diverse Mexican faculty from polytechnic colleges in various Mexican cities. CTI, in Culiacán Sinaloa, was envisioned as a regional coalition of private industry, state government, the Technological Institute of Culiacán and Cal Poly, to enable faculty, staff and students of both institutions to participate in industrial symposia, professional development courses, training seminars, and research endeavors. The coalition also sought to develop proposals for industrialization projects in manufacturing, product development, environmental-technology, and food processing.

WEST VIRGINIA UNIVERSITY / UNIVERSIDAD DE GUANAJUATO

A 1995 Institutional Partnership award to *West Virginia University (WVU)* provided an opportunity for a delegation from *Universidad de Guanajuato (UG)* to visit WVU to discuss innovations in engineering education involving industrial internships for students and training to resolve specific industrial problems. Cooperation between the two institutions provided opportunities for interaction and teamwork between U.S. and Mexican students and faculty. A successful initiative in engineering education focused on industrial projects in the area of Computer Aided Design Applications conducted by students from WVU and UG. A delegation from WVU visited UG to consolidate the institutional relationship, expand the joint activities, and seek diversification by involving industry, national research centers, and federal and state agencies in the two countries.

Protecting and enhancing the environment for long-term sustainability

Three partnerships support Mexican programs to protect biodiversity and critical ecosystems. Partners are collaborating to preserve sustainable grazing land to improve the economic viability of enterprises in northeast Mexico and south Texas; to enhance environmental management in one of Mexico's rapidly growing tourism corridors, and to conduct research on the use of environmental technologies.

TEXAS A&M UNIVERSITY / UNIVERSIDAD AUTÓNOMA DE TAMAULIPAS,
UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN / UNIVERSIDAD AUTÓNOMA
AGRARIA ANTONIO NARRO

With a 2001 Institutional Partnership grant *Texas A&M University* and three universities from northeast Mexico — *Universidad Autónoma de Tamaulipas, Universidad Autónoma de Nuevo León, and Universidad Autónoma Agraria Antonio Narro* – will contribute to the development of sustainable grazing land production systems in northeast Mexico and South Texas. The partnership will establish a regional ecosystem approach for conserving natural resources upon which enterprises in the region depend, while improving the productivity of livestock and agricultural production systems.

The partners will focus on institutional capacity building for research and extension through graduate and faculty exchanges, production of research and extension support media, piloting of extension dissemination methods, and sharing of information via the Internet. Expected results include restoration

of critical ecological sites and conservation and enhancement of biodiversity of flora and fauna. The project will enhance the abilities of present and future professionals to plan, conduct, and evaluate research and extension programs to improve the economic viability and ecological sustainability of small, medium, and large producers in northeast Mexico and south Texas.

UNIVERSITY OF RHODE ISLAND / UNIVERSIDAD DE QUINTANA ROO

An Institutional Partnership grant to the *University of Rhode Island (URI)* in 2000 has resulted in the development of a comprehensive work plan for establishment of a regional Geographic Information System (GIS) center to enhance environmental management at *Universidad de Quintana Roo (UQR)*. Located in the southeastern state of Quintana Roo, one of the most rapidly growing and extensive tourism corridors in the Caribbean, the University is engaged in efforts to maintain the high biodiversity of the forests, coasts and seas, ensure adequate water and food supplies and promote economic advances through effective environmental management.

The partners have hired a GIS instructor based at Universidad de Quintana Roo to provide overall project coordination. The partners developed mission statements for a GIS lab and regional GIS Center and entered into a sub-agreement with the University of Rhode Island to transfer funds to build GIS infrastructure, hire additional personnel, and provide appropriate training to build host-country capacity and long-term sustainability. The Center will provide access to GIS data and a digital atlas for the region via UQR's web site, which will showcase applications of GIS for economic development and environmental protection.

MONTANA STATE UNIVERSITY / UNIVERSIDAD
AUTÓNOMA DE BAJA CALIFORNIA

Through a U.S./Mexico Partners in Development Program award in 1995, *Montana State University (MSU)* and *Universidad Autónoma de Baja California (UABC)* used exchange visits by senior university officials to highlight ways in which the two institutions are contributing to economic development and environmental sustainability in their respective states and establish the foundation for a long-term linkage. The UABC delegation's visit to MSU provided an introduction to MSU's methods for fostering economic development. The reciprocal visit acquainted MSU officials with UABC's institutional capabilities and technology transfer needs. These visits allowed MSU and UABC to develop a

"International collaboration is replacing other models as the preferred method of building scientific capacity in developing countries and it appears to be producing results." From *Science and Technology Collaboration: Building Scientific Capacity in Developing Countries*, RAND report prepared for the World Bank, March 2001.

plan for educational and cultural exchanges and cooperation in research on environmental technologies.

Regular academic exchange programs between the two institutions have been implemented. Students from MSU's Community Service program visited various UABC campuses and performed community service in outlying rural areas. UABC students provided community service in Montana. Montana State University students studied marine biology at UABC's marine research center. UABC and MSU agricultural scientists have exchanged plant and seed materials. MSU deans have visited UABC to explore further collaboration with their colleagues. A workshop on technology transfer that linked MSU campuses with ten Northern Mexico universities in 1997 showed how partnerships can develop beyond the original institutional relationships.

Improving public and environmental health through community outreach

Four partnerships are working with national and state governments to support public health programs in priority states. Partners are responding to the concerns of both the U.S. and Mexican governments over the growing HIV/AIDS problem and the incidence of tuberculosis along the border area, working to strengthen public health initiatives through community outreach, and collaborating to develop programs to manage unsafe water resources.

THE UNIVERSITY OF CALIFORNIA SAN DIEGO / UNIVERSIDAD AUTÓNOMA DE BAJA CALIFORNIA

The University of California San Diego and Universidad Autónoma de Baja California propose to address the health and development challenges facing the border region through a partnership for Cross-Border Human Capacity Training in HIV/AIDS and Tuberculosis. Through a 2001 Institutional Partnership grant, the partners will increase the number of health care practitioners, community health workers, and medical students trained in binational HIV/AIDS and TB issues. Along the California-Baja California border, high rates of HIV/AIDS and the prevalence of tuberculosis caused by a lack of access to health services and the tremendous mobility of the region's population, create immense suffering and limit economic development. In cooperation with Project Concern International, 1,000 health care practitioners, including approximately 150 community health workers and 50 medical students will be reached through a training program, developed jointly to respond to local health and development needs. The results of this project will be disseminated to key stakeholders utilizing the partners' extensive linkages and contacts.

MARICOPA COMMUNITY COLLEGE DISTRICT / UNIVERSIDAD VERACRUZANA

Under a 2000 Institutional Partnership grant *Maricopa Community College District (MCCD)* and *Universidad Veracruzana (UV)* are working together to strengthen community health education in Veracruz where the high incidence of HIV/AIDS, poverty, poor nutrition, and lack of sanitation and mobility negatively affect the economic situation. The partners plan to expand the public health services of the University Brigades, a program that brings dental services, nutrition and first aid training to rural communities.

Faculty and staff exchanges have introduced UV representatives to activities of the Arizona AIDS project, Native American community health care agencies, and a community outreach activity that targeted migrants from Mexico seeking day labor in the Phoenix area. UV medical staff decided to add diabetes to the diseases to be addressed by UV's public health information dissemination program. MCCD is continuing to provide instructional materials on HIV/AIDS for classroom use and for adaptation in the training of student brigades, and will acquire high-quality instructional materials in Spanish on tuberculosis for dissemination in Mexico.

MONTANA STATE UNIVERSITY / UNIVERSIDAD AUTÓNOMA DE BAJA CALIFORNIA

Montana State University (MSU) and *Universidad Autónoma de Baja California (UABC)* are developing sustainable community outreach programs in public and environmental health, public school water education, and small business pollution prevention and waste stream management under a 2000 Institutional Partnership grant. Public health in Mexico and the U.S. is greatly affected by both pollution and unsafe and unsustainable use of water resources. The environment and the community infrastructure are being taxed by growth in the number of maquiladora firms and the resultant immigrant population seeking employment in Mexicali, Tecate, Tijuana, and to some degree, Ensenada. Working with faculty and staff at the main UABC campus in Mexicali and the branch campuses in Ensenada, Tecate, and Tijuana, MSU's programs are designed to assist UABC expand its role as an effective and relevant resource to the community for reducing public and environmental health problems. The partners are conducting a needs assessment in the northern Baja region for the pollution prevention component of the project.

Through a series of meetings and participation in a Summer Institute, faculty and students from the colleges of nursing at MSU and UABC have exchanged information on faculty composition, curriculum design, and activities for

community outreach programs. UABC nursing faculty attended a Summer Institute at MSU, "Moving Upstream, Environmental Health & Nursing" to learn more about lead exposure, hazardous waste incident management, drinking water contamination, and other health issues. Nursing faculty from both universities conducted a community needs assessment in Mexicali prior to the conference so that new information relevant to the environment in the northern Baja region could be incorporated into the training workshop and subsequently into the UABC nursing curriculum.

The partners are studying how to integrate UABC into the nation-wide network developing in Mexico for water education. Materials on water education and training written for U.S. elementary schools by MSU staff have already been translated into Spanish and modified for the local situation by Mexican leaders in environmental policy making and education. Since all students in Mexico are required to perform several hundred hours of community service, UABC students receiving training in water education could serve to facilitate even broader dissemination of information in the public schools in Mexico.

UNIVERSITY OF WISCONSIN-MADISON/UNIVERSITY OF GUADALAJARA'S
UNIVERSITY CENTER FOR THE SOUTH COAST

With a 2001 Institutional Partnership award, the *University of Wisconsin-Madison and the University of Guadalajara's University Center for the South Coast (CUCSUR)* will develop a replicable model for working with communities and their leaders for local watershed management. Because the quantity and quality of water and aquatic resources is affected by the daily activities of individuals and businesses at the local level, the community needs to be involved in monitoring water quality and managing the resource. The Ayuquila River watershed has been selected because it is close to the CUCSUR campus and many communities already have frequent contact with the University. Local communities in Mexico, particularly those in poor rural areas, have not had much voice in the use and management of water resources. This is now changing. The project will develop a simple, reliable monitoring system for water quality and aquatic organisms so that communities can determine the quality and quantity of water over time, and cost-effective restoration plans for the river and its riverine forests with technical assistance and economic analysis being provided by the universities. The project will also strengthen the municipal governments' ability to play a more effective leadership role in community-based watershed management by providing training and information. Joint teams of faculty from the two universities will implement the initiative.

Promoting democratic governance and civic engagement

Three partnerships support Mexican initiatives to strengthen public management, civil society and democratic governance.

THE NATIONAL ASSOCIATION OF SCHOOLS OF PUBLIC AFFAIRS AND ADMINISTRATION/THE MEXICO-U.S. CONSORTIUM OF PUBLIC ADMINISTRATION SCHOOLS AND PROGRAMS; CALIFORNIA POLYTECHNIC STATE UNIVERSITY/COLEGIO DE POSTGRADUADOS EN CIENCIAS AGRÍCOLAS; NEW YORK UNIVERSITY/INSTITUTO TECNOLÓGICO AUTONOMO DE MEXICO; UNIVERSITY OF PITTSBURGH/CENTRO DE INVESTIGACION Y CIENCIAS ECONOMICAS AND INSTITUTO TECNOLÓGICO Y ESTUDIOS SUPERIORES DE MONTERREY; PORTLAND STATE UNIVERSITY/INSTITUTO TECNOLÓGICO DE OAXACA; THE UNIVERSITY OF TEXAS AT DALLAS, THE UNIVERSITY OF NEW MEXICO AND SAN DIEGO STATE UNIVERSITY/THE UNIVERSITY OF GUANJUATO.

The National Association of Schools of Public Affairs and Administration (NASPAA) is working through a network of higher education institutions in the Americas to develop programs to recruit, teach and train public and NGO managers in a democracy-building effort. Seven of the eleven U.S. lead institutions that shared an Institutional Partnership award in 1999 are collaborating with one or more institutions in Mexico and the Mexico-U.S. Consortium of Public Administration Schools and Programs to develop a curriculum targeted for the Americas, hold teaching workshops and engage in a series of policy studies. Florida International University, Georgetown and Harvard Universities, and the University of Texas at Austin are other U.S. partners in this consortium, which is reaching out to higher educational institutions in Argentina, Bolivia, Brazil, Chile, Ecuador, Guatemala and Paraguay.

Since the partnership began, the partners have created the Inter-American Network for Public Administration Education (INPAE), representing a growing network of North and Latin American partner universities committed to strengthening public management education, which convened to launch a new textbook on public management. They have added three new institutions: the University of Puerto Rico, University of Massachusetts at Amherst, and the Instituto de Estudios Superiores de Administracion in Venezuela. They have also initiated technical assistance efforts that address both North-South and South-South issues and policy research projects. The overall results of the project will be the creation of a new network of government officials, NGO leaders and academics interested in development and closer links between higher education and government. This network will offer increased access to management-oriented research and training to improve effective management and democratic governance within civil society organizations.

THE UNIVERSITY OF TEXAS AT AUSTIN / INSTITUTO TECNOLÓGICO Y DE ESTUDIOS SUPERIORES DE MONTERREY

The University of Texas at Austin, and Instituto Tecnológico y de Estudios Superiores de Monterrey, in cooperation with the American Bar Association, and the National Judicial College are developing and implementing the initial phase of a program of judicial training under a 2001 Institutional Partnership grant. This development partnership will provide judicial training and promote judicial professionalism at the state court level in Mexico by working with judges in three states to identify priority areas for judicial training and by developing and delivering pilot training modules. These activities will set the foundation for a long-term judicial training program to be taught across Mexico using distance learning techniques, and strengthen the capacity of educational institutions to contribute to democracy development.

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY/UNIVERSIDAD IBEROAMERICANA

Florida Agricultural and Mechanical University (FAMU) and Universidad Iberoamericana (UIA) received an Institutional Partnership grant in 2000 to address the issue of community empowerment and urban revitalization. The overall goal of the partnership is to work in collaboration with neighborhood communities and public and private agencies to research, develop and implement policies and strategies of importance to urban communities. The partnership seeks to engage universities in public life as well as work with neighborhood communities and the public and private sectors to restore trust in government.

The partners created a new program in Urban Studies and Economic Development in FAMU's department of political science and a certificate program in Community and Economic Development to be offered at UIA for the first time in August 2001. FAMU has identified faculty who will carry out research in electoral reform and voter participation, literacy and unemployment rates, and economic marginalization of local communities under a program of migrants. They have organized a series of issues forums and community development workshops to provide training for local residents, administrators, community groups and students to address the problems of urban communities and promote civic engagement. Lessons learned from these activities will be shared through faculty exchanges between the two institutions.

Building human capacity through education and training

Eight partnerships address the goal of building human capacity through education and training. Three partnerships have provided broad-based training in agribusiness, management and technology, and international manufacturing, as well as sector specific education and training in tourism and water resources management. Five workforce development partnerships have enhanced the skills of professionals in the import/export field, the environmental sector, and industry.

PURDUE UNIVERSITY / INSTITUTO TECNOLÓGICO Y DE ESTUDIOS SUPERIORES DE MONTERREY

Purdue University and Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) received a 1995 U.S./Mexico Partners in Development grant to build the partnership between the two institutions. The award supported the visit of senior officials from ITESM to Purdue in 1995 during which agreement was reached on linkages in teaching, research and service. Within two years the partnership achieved the following results: collaboration on the design and implementation of summer and semester student exchange programs in agriculture, the liberal arts, and computer science; negotiation with U.S. agribusiness firms to participate in an internship program with ITESM students; curricula development and faculty exchanges in Management and Technology; development of a research project on the teaching of calculus; collaboration on a biotechnology research project; production of a proposal for an international manufacturing project in the electronics industry, and development of a joint Executive Master's program to create linkages between the two universities and the private sector.

MARICOPA COMMUNITY COLLEGE DISTRICT / UNIVERSIDAD AUTÓNOMA DE BAJA CALIFORNIA, SUR

Maricopa Community College District (MCCD) and Universidad Autónoma de Baja California, Sur (UABCS) began a partnership in 1996 under the U.S./Mexico Partners in Development initiative as a result of a visit to MCCD by the UABCS Rector and a meeting of senior leaders from both institutions. The partnership agreement focused on two areas: the tourism and services industry and water resources management. After a series of meetings with MCCD faculty and industry representatives in Los Cabos and La Paz in 1997, agreement was reached on training and education needs in the hospitality industry and how to address the issue of water management. In only seven months the



Members of the Hotel Association in La Paz, Mexico, discuss their workforce needs at the Universidad Autonoma de Baja California Sur (UABCS). Maricopa Community College in Arizona is assisting the region in development with UABCS.

partnership had achieved the following results: UABCS sought approval for an Associate Degree program in hospitality management; agreement was reached on the addition of courses in tourism and water culture in secondary schools in La Paz, and UABCS in was invited to join the State Council of Tourism Development and become a member of the National Water Commission. UABCS was also recognized as a contributing member in economic development and invited to form a small business development and deregulation entity.

UNIVERSITY OF GEORGIA / UNIVERSIDAD VERACRUZANA

Through a 1998 Institutional Partnership award the *University of Georgia (UGA)* and *Universidad Veracruzana (UV)* in Veracruz began to address the social and economic challenges facing both Veracruz and Georgia arising from the increasing movement of Mexicans and Americans across a common border. Veracruz wanted to expand access to social services and improve the quality of basic education through faculty development, student enrichment, in-service training and professional skills development. Georgia saw its Latino population double in less than a decade, with lack of access to quality education, health resources, and nutrition information. It sought to increase the number of bilingual and culturally competent social workers, education professionals and students in Georgia. By choosing each other as partners, both institutions have benefited from sharing knowledge through faculty, staff and student exchanges.

UGA and UV faculty have co-presented workshops for 50 advanced students and faculty of the UV School of Social Work. UV introduced a practice mode into the social work program. Seventy-five UV faculty members participated in a public health workshop on hepatitis conducted by a U.S. specialist from the Centers for Disease Control. UGA social work faculty presented a series of videoconferences to 80 faculty and students at the two social work campuses of UV, Poza Rica and Minatitlan, on assessment and intervention for substance abuse. This was followed by two-day conferences for 200 students, faculty and practitioners in Veracruz on the same topic. The cumulative effect of this training is expected to raise the professional standards of social

work in Veracruz. Eighteen American social workers and students were trained in Mexico where social workers and students were able to interact with Mexican colleagues, gain practical experience in Mexican social service agencies, and receive instruction about Mexican culture.

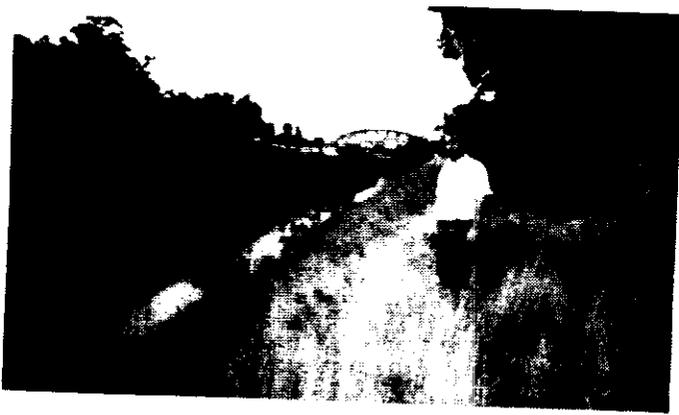
Professional development programs for Veracruz and Georgia professionals are integral to the partnership. Twelve visiting Mexican faculty, teachers and students shared instructional approaches with U.S. colleagues, job-shadowed counterparts at local schools in Georgia, and attended courses at UGA's College of Education. Thirty-four students from UGA's College of Education and 35 teachers from Georgia schools participated in professional development courses in Mexico designed to prepare them to work with families from diverse cultural and linguistic backgrounds. They obtained practical classroom experience in a Spanish-speaking environment and established close ties with teachers and students in the small rural community of La Caña. The course included home-stays with Mexican families, Spanish instruction and discussions about Mexican culture.

Collaborative efforts have also led to the development of a new social work curriculum at UV; the creation of over 20 new formal linkages in Mexico and Georgia, including teachers and students from K-12 schools; and initiation of applied research projects with rural Mexican communities. Later in 2001, 14 UGA representatives will visit UV for cultural immersion and social service training and 3 Mexican academics will attend a conference on the growing Latino population in Georgia.

International Workforce Development Partnerships: Environmental Sector Management

KIRKWOOD COMMUNITY COLLEGE/UNIVERSIDAD TECNOLÓGICA DE FIDEL
VELÁZQUEZ/UNIVERSIDAD TECNOLÓGICA DE PUEBLA

ALO grants are enabling Mexican technological universities to improve their training programs in municipal and industrial wastewater treatment. Under a



Tim Robbins of Kirkwood Community College and Leopoldo Foster of Universidad Tecnológica de Fidel Velázquez investigate the wastewater problem of Mexico City, from which over 2.5 billion gallons of untreated sewage pass daily.

1998 International Workforce Development Partnership grant, Kirkwood Community College (KCC), Universidad Tecnológica de Fidel Velázquez (UTVF) and Universidad Tecnológica de Puebla (UTP) assessed the demand for developing trained personnel to operate new wastewater treatment plants in Mexico, and the larger wastewater reclamation plants that will be built. Through training and materials development, the partnership laid the foundation for UTVF and UTP to establish themselves as leaders in the development of wastewater management training programs in Mexico. Staff of KCC's Environmental Training Center conducted a workshop to train trainers in water pollution concerns in Mexico, the teaching of water pollution control to environmental students in Mexican university programs, and technical competencies for operation of wastewater treatment facilities. UTVF successfully integrated KCC materials into the UTVF training curriculum and KCC assisted UTP to institute mandatory operator certification in Puebla based on the Iowa model.

Technological universities in Mexico will become indispensable resources for state and federal authorities in the future. Since the partnership funding ended, UTVF is leading a group of technological university environmental directors to exchange project information and share resources. The group has initiated meetings with federal authorities to discuss implementation of training requirements for operators of wastewater treatment plants and individual members have approached state authorities to assist with policy decisions concerning such training.

THE STATE UNIVERSITY OF NEW YORK AT MORRISVILLE/UNIVERSIDAD
TECNOLÓGICA DE TULA-TEPEJÍ/UNIVERSIDAD TECNOLÓGICA DE LEÓN

The State University of New York at Morrisville (SUNY)-Morrisville, Universidad Tecnológica de Tula-Tepejí (UTTP) and Universidad Tecnológica de León received a 1998 International Workforce Development grant to cooperate in the development of programs to train operators of municipal and industrial wastewater treatment facilities. Instructors from Mexican universities attended training programs in New York State, worked with municipalities and businesses, and observed academic programs at SUNY-Morrisville. Municipal and industry partners in the U.S. included Anheuser Busch Waste Treatment Facility; Bristol Myers Squibb; City of Auburn and City of Oneida Wastewater Treatment Facilities; New Process Gear Wastewater Treatment Facility and Niagra Mohawk Nuclear Wastewater Treatment Facility.

Faculty from SUNY's College of Agriculture and Technology conducted training needs assessments in Mexico and assisted with program development and implementation in Tula-Tepejí and León. The partners successfully lobbied the Mexican government in favor of certifying wastewater treatment operators. They also secured an additional \$100,000 from government and industry sources in Mexico in support of the project and established 35 additional links with industry and government, including a bottling plant, three municipal wastewater plants, and the National Water Commission.

PARADISE VALLEY COMMUNITY COLLEGE (PVCC) / UNIVERSIDAD TECNOLÓGICA
DE TABASCO

The international environmental technology workforce development project between *Paradise Valley Community College (PVCC)* and *Universidad Tecnológica de Tabasco (UTTAB)* was designed to create a cadre of workers in Tabasco, Mexico knowledgeable about environmental health and safety and prepared to assist industries and the government in protecting the environment.

Under a 1998 International Workforce Development Partnership, UTTAB faculty attended an intensive program on the PVCC campus to increase institutional capability to train qualified environmental technicians. PVCC and a U.S. non-profit organization, Partners for Environmental Technology Education (PETE), collaborated on the development of educational programs to assist UTTAB with its training efforts. A U.S. team of experts on the environment, community outreach, multi-media development and program evaluation worked with UTTAB in Mexico to evaluate progress, enhance the curriculum and disseminate project materials. The environmental experts conducted in-depth

studies on remediation techniques for soil and water clean up and developed an emergency planning process that was cited favorably during floods in Villahermosa.

In addition to the environmental health and safety program, the partnership created the Consortium for Regional Development of Environmental Programs at eight universities in Mexico and initiated two other activities, an outreach program to the petroleum industry, focusing on pollution prevention, and outreach to elementary schools focusing on environmental awareness.

International Workforce Development Partnerships: Business and Industry

DAYTONA BEACH COMMUNITY COLLEGE / UNIVERSIDAD REGIOMONTANA

Daytona Beach Community College (DBCC) and Universidad Regiomontana (UR), a private university in Monterrey, partnered under a 1998 International Workforce Development Partnership grant to develop training programs at UR that meet the needs of exporting and importing firms conducting business in the NAFTA corridor. Monterrey is the leading city for importing and exporting in Northeastern Mexico and an industrial and business center for the nation. The partnership sought to encourage broad based economic growth and leverage investment in technology by training future businessmen and women concerning the import/export trade. A major focus was the use of information technology in the efficient and effective management of the business enterprise.

DBCC faculty assisted UR faculty in teaching the new curriculum developed with the advice and involvement of U.S. and Mexican experts in import/export techniques, including officials from the Nuevo Leon State government, Sta Catarina Municipal Development Corporation, NAFTA Industrial Corridor Association, Travino Brokers, the National Cooperative for Exporters, the World Trade Center, Monterrey and the Flores Customs Brokers in Mexico. The *Orlando Sentinel* sponsored presentations in Florida on the importance of these international development programs in an effort to raise the global awareness and competency of citizens in the region.

Following the success of the import/export training program, Mexican city and state government officials invited Universidad Regiomontana and Daytona Beach Community College to develop a criminal justice training program for new police officers and mid- and upper-level managers of local law enforcement agencies.

SAN DIEGO COMMUNITY COLLEGE DISTRICT / CENTROS DE CAPACITACIÓN
TECNOLÓGICA INDUSTRIAL

San Diego Community College District and *Centros de Capacitación Tecnológica Industrial (CECATI)* received an International Workforce Development Partnership award in 1998 to support regional economic development by improving the employability of the Mexican workforce. The partners worked with business and industry to develop model curricula and instructional materials for U.S. industry-approved certification programs in electronics and welding, primarily for Mexican workers employed by U.S. companies operating in Mexico. Cooperation with the American Welding Society and the International Association of Certified Electronics Technicians and industry representatives from both the U.S. and Mexico facilitated industry approval of program materials. Such linkages help maintain training programs that consistently meet professional standards as required by national and international industries.

This borderlands workforce development project — a partnership between San Diego Community College District (SDCCD) and five Mexican technical training centers located in Baja California: Tijuana, Ensenada, Tecate and Mexicali — responds to the need for skilled technicians to work in the rapidly growing, high technology maquiladora industry. SDCCD and CECATI faculty and staff worked together to increase their knowledge of international and global workforce training. After certified instructor training, CECATI instructors in 198 institutions located throughout Mexico will be able to use the project materials to certify their own students, thereby creating a self-sustaining infrastructure of continued training and professional certification in well-paying, high technology jobs.

As business partners from the United States and Mexico have learned about the programs being offered, there has been increased demand for international certification training programs in other technical/occupational areas. The curriculum and training materials designed by the partners will be used as a model for development of certification training programs in automotive technology, air conditioning and refrigeration, machine tooling and electronic soldering.

Future Prospects

“Continued expansion of the U.S.-Mexico higher education partnerships promises to be a major source for development cooperation in the United States and Mexico in the future, given the success in implementing the current portfolio of grants between higher education institutions in the two countries, and the contributions these partnerships are making to stronger bilateral relations and to international development.”

Paul E. White, USAID Mission Director, Mexico.³

Higher education partnerships have brought significant benefits to both the United States and Mexico. These partnerships show that, in addition to research-intensive universities, an array of higher education institutions are active in development cooperation - including community colleges, liberal arts colleges, and smaller state universities in the U.S. and universities and post-secondary technical training institutions in Mexico. They reveal that higher education is joining actively with businesses and communities to promote development abroad and at home. Information, education and training alliances are rapidly building networks that crisscross national borders. Partnerships pay dividends in both the U.S. and Mexico - through more problem-centred curricula, research that is seen as serving the public good, and a renewed ethos of community responsibility and engagement. As colleges and universities work to develop partnerships that derive from shared interests and mutual benefits they increasingly operate in a spirit of collegiality and reciprocity that builds trust and understanding between people. They become stronger institutions and collaborators in addressing development challenges.

There is mounting evidence that institutional partnerships supported by the program continue to have a development impact beyond the period of USAID funding and that institutions in both North and South have maintained their relationships. Higher education partnerships have staying power. These partnerships offer a model of how to seed and promote partnerships for international development. The model draws upon the convergence of interests among equal partners and facilitates opportunities for mutual benefits, joint planning and implementation. Overlap between the institutional objectives of colleges and universities and those of USAID is what makes the model such a promising mechanism for international cooperation. Partnerships between North and South higher education institutions promise to be a major source for development cooperation in the decades ahead.

³Paul E. White, USAID Mission Director, Mexico, Presentation at *Synergy in Development 2001*, ALO's Annual Meeting of Partners in Higher Education for International Development, Washington, DC, August 6-8, 2001.

Appendix I: Institutional Partnerships

AWARD AMOUNT	PROPOSED COST SHARE	COORDINATING INSTITUTION	COOPERATING INSTITUTION	PROJECT
FY 2001				
*\$100,000	\$50,000	Texas A&M University	Technical Consortium from Northeast Mexico	Increase research, education, and extension capacities of students and faculty toward the development of sustainable grazing land production systems.
\$99,782	\$53,398	University of California, San Diego	Universidad Autónoma de Baja California	Increase the number of health care practitioners, community health workers, and medical students trained in binational HIV/AIDS and TB issues.
*\$149,989	\$38,973	University of Texas at Austin	Instituto Tecnológica y de Estudios Superiores de Monterrey	Provide judicial training and promote judicial professionalism at the state court level locally and through distance learning.
*\$97,093	\$204,568	University of Wisconsin, Madison	University of Guadalajara-University Center for the South Coast	Enhance partner and local government capacity in community-based development education and service through watershed management.
FY 2000				
*\$100,000	\$42,739	Florida A&M University	Universidad Iberoamericana	Promote civic engagement of local residents, administrators, groups, and students to address problems of urban communities.
\$100,000	\$116,340	Maricopa Community College District	Universidad Veracruzana	Strengthen public health education and promote the competitiveness and environmental protection practices of businesses.
\$99,954	\$135,438	Montana State University	Universidad Autónoma de Baja California	Develop institutional and community capacity to improve environmental and public health protection.
*\$99,981	\$32,409	University of Rhode Island	University of Quintana Roo	Establish a regional center for Geographical Information System data and technical expertise to enhance environmental management.
FY 1999				
\$100,000	\$101,366	National Association of Schools of Public Affairs and Administration	Colegio de Postgraduados en Ciencias Agrícolas (Mexico, Chile, Paraguay, and Bolivia)	Create a network of colleges and universities in the U.S. and Latin America to strengthen public administration curricula in higher education.
FY 1998				
\$99,972	\$651,227	Ohio State University	Colegio de Postgraduados en Ciencias Agrícolas	Develop agribusiness in Mexico and increase trade in agricultural products under the North American Free Trade Agreement (NAFTA).
\$91,899	\$225,762	University of Georgia	Universidad Veracruzana	Increase the number of bilingual and culturally sensitive social workers, education professionals, and students.

* USAID/Mexico funding.

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Appendix II: Workforce Development Partnerships

AWARD AMOUNT	PROPOSED COST SHARE	COORDINATING INSTITUTION	COOPERATING INSTITUTION	PROJECT
FY 1998				
\$24,035	\$80,008	Daytona Beach Community College	Universidad Regiomontana	Train future businessmen and women in importing and exporting, with a focus on information technology.
\$49,999	\$28,158	Kirkwood Community College	Universidad Tecnológica de Fidel Velazquez	Provide wastewater management and wastewater operator training and program development assistance.
\$49,975	\$171,278	Paradise Valley Community College	Universidad de Tecnológica de Tabasco (UTTAB)	Increase capabilities of UTTAB to prepare qualified environmental technicians.
\$50,000	\$46,920	San Diego Community College District	Centros de Capacitación Tecnológica Industrial	Work with business and industry to develop curriculum and instructional materials for U.S. certification in electronics and welding.
\$49,001	\$115,055	SUNY Morrisville College of Agriculture and Technology	Universidad Tecnológica de Tula-Tepeji	Offer training for municipal and industrial wastewater treatment plant operators.

Appendix III: The U.S./Mexico Partners in Development Program

AWARD AMOUNT	PROPOSED COST SHARE	COORDINATING INSTITUTION	COOPERATING INSTITUTION	PROJECT
FY 1995-1997				
<\$15,000	N/A	West Virginia University	Universidad de Guanajuato	Design and implement engineering education programs involving industrial internships for students and training to resolve specific industrial problems, focusing on Computer Aided Design Applications.
<\$15,000	N/A	Purdue University	Instituto Tecnológica y de Estudios Superiores de Monterrey	Design and implement summer and semester student exchange programs, curricula development, faculty exchanges, and research projects in a variety of disciplines.
<\$15,000	N/A	Maricopa Community College District	Universidad Autónoma de Baja California, La Paz (UABCS)	Design programs in hospitality management, tourism, and water culture at UABCS.
<\$15,000	N/A	California Polytechnic State University	Instituto Tecnológica de Culiacán	To support the Cal Poly initiative for Technological and Educational Advancements in Mexico for Innovation and Needed Growth and development of the Center for Technological Innovation.
<\$15,000	N/A	Montana State University	Universidad Autónoma de Baja California	Develop a plan for cooperation in research on environmental technologies and educational and cultural exchanges.

U.S. Agency for International Development

The U.S. Agency for International Development implements programs to further American interests and demonstrate American humanitarian concern. Spending less than one half of one percent of the federal budget, USAID works in several areas crucial to achieving U.S. foreign policy objectives: increasing economic growth and developing agriculture; improving health and population conditions; promoting economic growth; protecting the environment; supporting democracy; and developing human capacity. In addition, USAID's assistance to victims of famine and other natural and man-made disasters saves thousands of lives every year.

To learn more about USAID/Mexico and its programs, visit the Web site at <http://www.usaid.gov/countries/mx/> or contact Dr. Paul E. White, Mission Director

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The Association Liaison Office for University Cooperation in Development

The Association Liaison Office for University Cooperation in Development (ALO) assists the nation's six major higher education associations build their partnership with the U.S. Agency for International Development (USAID) and help their member institutions foster cooperative development partnerships with colleges and universities abroad. Uniquely positioned to promote the involvement of U.S. higher education in global development, ALO seeks to encourage international partnerships to address strategic goals.

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