

Synergy in Development 2003

**Higher
Education
Partnerships
Connecting the World**



**THE ASSOCIATION LIAISON OFFICE
FOR UNIVERSITY COOPERATION IN DEVELOPMENT**





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American Council on Education • American Association of Community Colleges
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1307 New York Avenue NW, Suite 500
Washington, DC 20005-4701 USA
Tel: (202) 478-4700 • Fax: (202) 478-4715
E-mail: alo@aascu.org
<http://www.aascu.org/alo>



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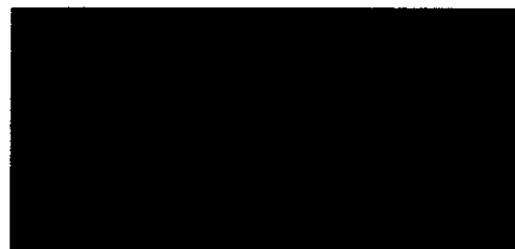
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Introduction

The Association Liaison Office for University Cooperation in Development (ALO) convened Synergy in Development 2003, the fifth annual meeting of higher education partners for international development, on August 6–8, 2003, in Washington, DC. The theme of this year's conference was "Higher Education Partnerships: Connecting the World." The conference brought together representatives from 109 ALO higher education partnerships. During the course of the two-and-a-half-day gathering, participants shared their experiences with each other, including how their partnerships have established meaningful connections with other higher education institutions, local communities, nongovernmental organizations (NGOs), the private sector, the U.S. Agency for International Development (USAID), and other government agencies. The size of this year's conference—the largest to date—attests to the growing success of ALO's Institutional Partnerships Program since its inception in 1998.

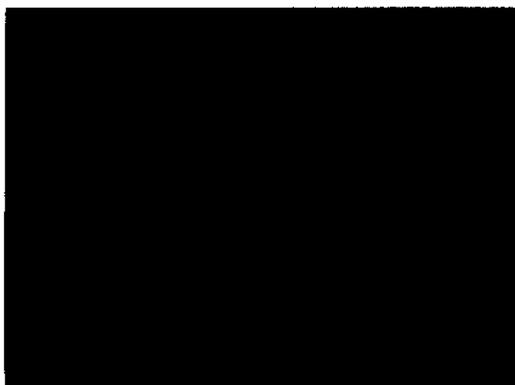
Joining the partners at the 2003 conference were representatives from USAID, the World Bank, the Embassy of Mexico, and ALO's six sponsoring higher education associations: the American Council on Education, the American Association of Community Colleges, the American Association of State Colleges and Universities, the Association of American Universities, the National Association of Independent Colleges and Universities, and the National Association of State Universities and Land-Grant Colleges.

During the conference, ALO partners presented the results of their collaborative projects, describing objectives, activities, challenges, and unexpected outcomes. Attendees also participated in plenary sessions that addressed chal-



lenges and opportunities for higher education in the realm of international development, communicating more effectively with USAID, and fostering new modes of engagement among development professionals. The open-forum format of the latter two sessions engaged attendees as active participants, enabling them to ask questions, share comments, and provide suggestions.

This report provides a closer look at the conference as it emerged in the various plenary sessions, in partnership presentations, and during other networking opportunities. While ALO partnerships address various development challenges using many different and innovative approaches, they provide proof that higher education partnerships make a significant and enduring contribution to global development.



Barbara Hill, of the Association of American Colleges and Universities, served as the moderator at the Synergy in Development 2003 conference.

1 Connecting Higher Education Institutions

“In Mexico, communities recognize our university as an open space to discuss community problems. With this partnership, students and faculty have had the opportunity to get closer to the reality of communities and identify their situations as issues for future research.”

—Florida A&M University/Universidad Iberoamericana (Mexico)

The ALO partners work together to address shared development goals. Often, partners can engage other stakeholders to further the partnership agenda and achieve extraordinary results. Involvement with additional higher education institutions enables partners to expand the scope and impact of the partnership objectives. During the conference, several partners described the positive impact that results when higher education institutions join forces to further partnership goals.

Following on the success of the American Association for the Advancement of Science/Jomo Kenyatta University of Agriculture and Technology partnership in Kenya, seven universities prepared proposals—largely centered on course changes for greater classroom engagement with HIV/AIDS issues—and submitted them to African Women in Science and Engineering (AWSE) for competitive review. Five of these universities (*Egerton University; Jomo Kenyatta University of Agriculture and Technology; Kenyatta University; Maseno University; and Sokoine University*) won travel grants to participate in the 2002 Science Education for New Civic Engagement and

Responsibilities (SENCER) Institute, and earned start-up funds for their projects. After returning from the SENCER Institute, the African university teams obtained support from university administrators for their new and modified courses on HIV-related topics, and held planning and training meetings for participating lecturers to institutionalize the HIV components into university curricula.



Olivia Scriven—of the Spelman College/Mongosuthu Technikon partnership, which aims to increase the administrative capacity of the South African institution—raises a question during a panel.



Lars Ramberg, of the University of Botswana, takes the microphone during a session. The University of Botswana/Oregon State University partnership aims to increase the regional capacity for sustainable management of natural resources in Botswana.

Egerton, Maseno, and Kenyatta universities have incorporated students into the course planning process through formal and informal discussion groups.

The *Eastern Iowa Community College District/Vasavi College of Engineering* partnership also has made connections with other higher education institutions to further the partnership's agenda. This partnership is developing an educational infrastructure model for establishing pilot community colleges throughout south India. It addresses Indian workers' growing need for expanded skills and knowledge to meet the demands of a high-performance workplace.

Twenty-two participants, representing 10 Indian education institutions, attended a workshop that focused on defining a community college and developing local implementation plans. After this intensive workshop, the participants visited four community colleges in the United States, including the *College of DuPage*, *Eastern Iowa Community College District*, *Kirkwood Community College*, and *Sinclair Community College*, to get firsthand knowledge about how these institutions work

with business and industry and how they serve students with special needs. The visits offered participants the opportunity to explore issues related to curriculum development, community needs assessment, the role of the board of directors, and the organization of community colleges.

The *University of Georgia/Unity University College* partnership is working to develop an independent and responsible media in Ethiopia. They are expanding Unity's curriculum, transferring expertise on journalism instructional techniques, and providing design and technical support to the journalism faculty, enabling them to build a web site that will help students develop journalism skills through access to web-delivered curriculum. On a recent visit to the United States, Unity's academic vice president met with administrators and faculty with *Piedmont College*, *Clark Atlanta University*, *American University*, and the *University of Georgia* to learn more about journalism education in the United States. Exposure to such diverse journalism programs will enhance Unity's curricula.

These examples of higher education institutions assisting one another to address critical developmental needs illustrate the impact of connections made between higher education institutions. Working together, higher education institutions combine their know-how and resources. By tapping this extensive network of expertise, higher education institutions make significant contributions to sustainable development and have a greater impact on development challenges.

PLENARY SPEAKER

John Hudzik, Dean, International Studies and Programs, Michigan State University
The Future of the Higher Education–IDO Partnership*

What is the future of the partnership between the higher education community and international development organizations? The simple answer is that the future of the relationship is unclear. The more complex answer is that the future will depend on how a number of key issues play out. Fundamental changes and challenges are confronting higher education in the United States, and this will impact the potential for partnership.

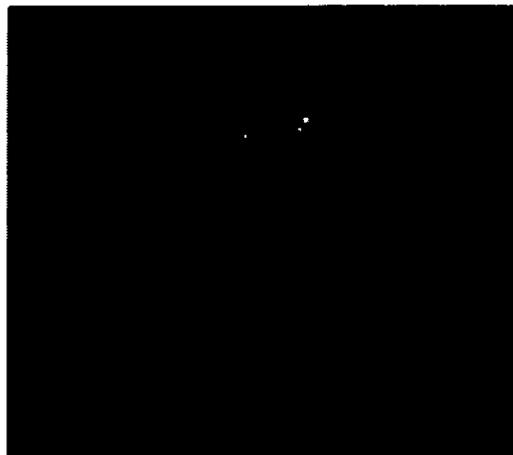
The objectives of partnership are *quid pro quo* and synergy. The missions of universities are knowledge creation and knowledge dissemination/application. The mission of international development organizations (IDOs) includes fostering human, economic, and social development, and sustainability. These missions are potentially compatible and reinforcing, because (1) knowledge creation and application are essential prerequisites for development, and (2) development work provides new and diverse settings for teaching, research, and outreach. Although this potential synergy may seem self-evident, barriers exist on both sides.

Three issues remain particularly vexing:

1. Some in the higher education community (HEC) view development activity as merely project activity rather than as research, and they see working abroad as serving secondary rather than primary constituencies. These are false dichotomies. Project activity often leads to knowledge creation (or research). Turning results from development projects into publishable findings is not tough. And since development activity is inherently problem solving in its orientation, findings can easily have practical applications. With globalization, *constituency* becomes a borderless concept for universities—even for state-supported ones. As markets, communications, and

ideas increasingly know no borders, our best colleges and universities are “colleges and universities of and for the world.”

2. Some IDOs see universities as bureaucratic nightmares and inefficient partners—sometimes with justification—and this leads many IDOs to ignore or bypass higher education institutions as partners in the development agenda. But in avoiding the higher education community, they ignore the reality that colleges and universities:
 - Educate the next generation of development experts.
 - Originate many of the ideas and processes subsequently applied to development work.
 - Provide a stable home for a significant portion of available development expertise. This is an especially important issue in tight budget times, because higher education provides the home and long-term funding commitment for a significant portion of the development expertise, which is subsequently “on call” to funding agencies and NGOs.



John Hudzik, dean of International Studies and Programs at Michigan State University, discusses the future of higher education in international development during a plenary address.

*Excerpted from an oral presentation.

The absence of stable and relatively significant scale commitments by development funding organizations and NGOs to engage the HEC also limits higher education's ability to participate in developing the next generation of experts and ideas, as well as sustain the talent pool.

The capacity of the HEC to sustain the pool of expertise is under assault because:

- A current and continuing retirement bubble of our most experienced international development faculty and staff diminishes the human resources pool.
- Rising financial disincentives exist for higher education to be involved in development activity abroad (higher match requirements, lower effective overhead returns to campuses, less money for stable on-campus infrastructure support, and higher proportions of contracts going to private sector organizations).

Financial disincentives have the consequence of diminishing the scale of fixed investment and activity that the HEC can count on having, and they lead to further questions among the HEC as to whether their additional investment in human resource capital for international development will have predictable returns.

3. Budget woes in the HEC are compounded by dramatically higher tuition, and this threatens the HEC development infrastructure. As tuition rises, criticism surfaces that students are covering the costs of development activity (through match requirements and expected contributions from overhead) as well as other institutional missions such as research. The Bush administration may be launching a major national review of the cost-effectiveness of American higher education in the coming year and beyond.

How Some of These Issues Play Out:

A Mixed Picture from One Campus

Many higher education institutions in the United States are taking international education very seriously.

Michigan State University (MSU) is governed by six guiding principles, one of which is to extend and integrate internationalization across the missions of teaching, research, and outreach. The goal is to mainstream internationalization to ensure that:

- All faculty and students have broad opportunity to acquire competence and experience in the world abroad.
- Globally informed content is integrated into the vast majority of courses, and comparative and global perspectives are integrated into the research and projects of faculty.

International development activity has played an important role in the university's commitment abroad for well over 60 years. University involvement in projects abroad as early as the 1950s led to the creation of an International Dean's office in the mid-1950s. The university currently employs more than 1,000 faculty experts who regularly engage in international activity. A significant portion of these faculty members gained their experience abroad through their work on development projects.

Well-funded development projects in the 1950s through the mid-1980s helped MSU invest as an institution in international capacity and related faculty positions. It is unclear what the scope and content of MSU's current commitment to international activity would be if it weren't for the investment prompted by contract development opportunities decades ago.

A concern is that there doesn't presently seem to be that kind of mutual commitment to capacity investment by either the HEC or IDOs, and this is troubling for the future.

MSU is a land-grant institution. The basic charter of the land-grants requires extending the fruits of teaching and research into communities to solve real problems. I have detected, over the past few years, a morphing of the land-grant mission to include service to global communities. It doesn't seem possible to me for this not to happen if we aspire to be global institutions. So, I would call this good news, and it is part of the general trend toward the internationalization of higher education.

During the past 30 years, MSU and others have come to see international development not as assistance but rather as cooperation and collaboration. This is leading the university to identify institutions and organizations abroad with whom to develop long-term, in-depth, and stable partnerships that lead to win/wins.

We need to have the same kind of relationship with IDOs, especially development funding organizations—that is, we need long-term, in-depth, and stable relationships. Otherwise, the costs of development activity may not be justified to the HEC decision makers. We are looking for win/wins in establishing these relationships.

Enhancing Prospects for Meaningful Partnerships Between the HEC and IDOs

Persistent HEC Shortcomings that Require Attention

Some disciplines narrowly define "what counts" so as to give low priority to international activity (for example, "If it doesn't contribute directly to the theoretical advancement of the discipline, we don't do it.").

Challenges surface when breaking down disciplinary silos to form interdisciplinary teams—for instance, self-centered departmental cultures (for example, "If you are working for/with them, then you are not working for us."). But interdisciplinary teams are essential for both defining and addressing international development problems.

There also are serious impediments to large numbers of faculty—particularly young faculty—staying abroad for long periods of time. Teaching schedules, young families, and focused tenure requirements are barriers to being abroad. The HEC needs models of faculty engagement in international development that permit short but perhaps more frequent trips abroad, and also needs to make better use of other-than-tenure-stream



Conference Moderator Barbara Hill leads a discussion during a special town hall meeting focused on new modes of engagement among development professionals (see page 8).

appointees in international development activity. There is resistance to this, but, in general, institutions need to make greater use of multi-year, rolling contract faculty appointments rather than just tenure-stream appointments—not only for international development but for meeting other institutional missions, as well.

The subject of differential workloads is a touchy subject, but to assume a nonchanging mix of what faculty do in terms of teaching, research, and outreach over 30- to 40-year careers is to ignore reality. Differential expectations across these three areas in terms of where faculty are in their careers can be advantageous to increasing the number of faculty members involved in international assignments. Reward systems tailored to differential workloads are needed.

For public institutions, there are problems using state funds to support international development activity. In addition, university bureaucratic red tape often slows responsiveness to requests for proposals (RFPs) and requests for applications (RFAs). Sometimes-cumbersome personnel and budget systems inhibit the reaching of timely decisions.

Persistent IDO Shortcomings that Require Attention

First, there is an expectation that the HEC will cost-share. Requirements for matching funds in tough budget times—especially when state and local policy leaders do not see international development as a core responsibility of state public institutions—introduce many problems. Simply maintaining the human resource pool is a huge investment for the HEC, and adding match requirements for grants causes further resentment.

There also is a general failure of IDO officials to involve the HEC in strategic planning for the nation's development agenda. As a result, RFPs and RFAs often come to the HEC as surprises with very short lead times in planning and responding, and there is an inability to link HEC strategic planning and human resource investment with that of various development agencies.

As a result of seemingly constant shifting foci and agendas, the HEC's long-term investment in capacity is highly problematic. And there are companion problems, as well. Many RFPs and RFAs are issued with ridiculously short deadlines. These periods are followed by "hurry up and wait" in issuing awards. In some cases, important rules of the game are changed mid-stream. It is almost as if the RFP/RFA process is designed to ensure minimal response from the HEC. Some within the HEC wonder aloud about just how fair and open the process really is.

Another issue is the reduction of support for education as a basic element of development (for example, reduction in grants for foreign nationals to pursue degrees in the United States)—and, as a result, a general failure to recognize the importance of advanced human resource capacity development. Instead, there is a growing development focus related to enhancing U.S. exports instead of addressing the need to build markets (for example, food security, health, peace, education, and civil society).

What Do We Need to Build More Effective Partnerships?

One way to view the building of much-needed partnerships is to see such opportunities as a collaboration among the legs of a three-legged stool.

- Funding agencies.
- The HEC.
- NGOs and partners abroad.

Several strategies should be enhanced in order to build more effective partnerships.

1. Invest in applied research capacity in the United States and abroad in the interests of continuous problem diagnosis and problem solution.
2. Develop an ongoing dialogue and communication mechanism among the three partners. Some of the prime objectives of this dialogue and communication should be

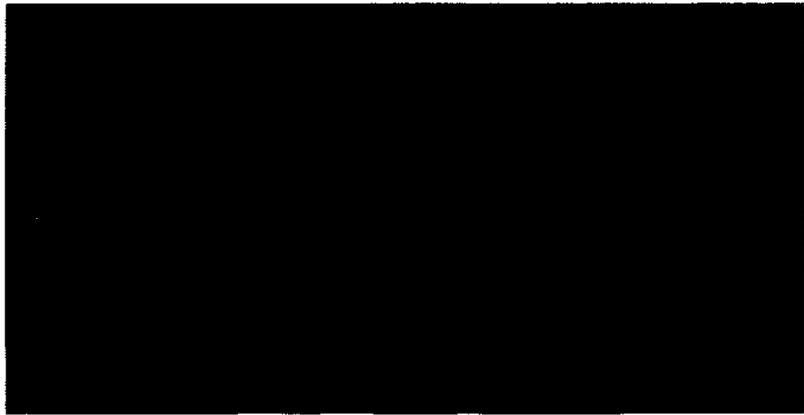


continuous information exchange about “who needs what” (issues and problems needing work—problem identification) and “who can deliver what” (problem-solving project capacity, and so forth). There is much we can do to improve upon the opportunity for all three legs of the “development stool” to understand one another’s needs and capacities in a real-time manner.

3. Develop an ongoing collaborative strategic planning and priority-setting process that sees development as a long-term process, not just a series of project-specific sound bites. The collaboration should have the following components, at minimum:

- Wide participation by all three legs of the stool.
- A long-range strategic plan that provides a context for all three partners to engage in timely short-range and long-range operational program planning and investment in human capital. Unfortunately, project RFP/RFA processes that incorporate elements of surprise with short time frames reward insiders as well as the quick and the glib, but not necessarily those with the most to offer—and they certainly don’t support strategic collaboration. By the same token, universities must learn how to speed up their project planning and governance processes (for example, subject them to continuous quality improvement) to produce more timely, less bureaucratically hampered responses to RFPs/RFAs.
- The three legs of the stool must continuously interact in planning and progress-checking exchanges to reinforce common goals.

4. Support long-term learning environments and ongoing collaborative planning. Reinvest in long-term training and education. Nation-building and investment in human resource expertise go hand in hand.
5. Increase grant and cooperative agreements. Contracts assume detailed prior



Mark Erbaugh, of The Ohio State University, contributes to the dialogue at a session. The Ohio State University is working in partnership with Sokoine University to develop a practical agribusiness management program in Tanzania.

knowledge. Grants and cooperative agreements, on the other hand, assume that we need to learn our way toward understanding and solving problems. It is particularly important that we use more grant and cooperative-agreement arrangements in development so that we can learn to better understand problems and solutions, in collaboration with host country individuals and institutions.

6. Build on existing linkages and synergies: build on existing HEC partnerships and networks abroad that involve existing investments across the missions of teaching, research, and service; and link other substantial campus international investments/capacity (for example, Title VI-funded centers, which share many of the same objectives as USAID). Look for mutually reinforcing programmatic elements among USAID-funded projects and those other funded projects/centers.

Summary

What is the future? It is up to us. We need to address many problems on both sides if we hope to enhance the partnership. Tremendous opportunities exist for synergy between the higher education community and development organizations, but only if we address the problems and realities.

SPECIAL PLENARY SESSION

New Modes of Engagement Among Development Professionals

On the last day of the conference, ALO introduced an innovative “town meeting” session that enabled the higher education community to raise issues, discuss alternatives, and explore new modes of engagement among development professionals.

Using ALO’s goals as a starting point, conference participants formed a participatory community to address development issues and collaborate to explore innovative solutions. The meeting was intended to be the starting point for an ongoing discussion that may lead to the conception of new strategies for international development.

Participants raised several issues that affect the ways in which the higher education community pursues international development. Among the most important were the interaction between USAID and higher education, including the mechanisms used to facilitate development work, and the ways in which higher education can play a more active role in the development of country-specific goals and objectives.

Participants explored the possibility of changing the prevailing concept of partnerships to move beyond U.S.-developing country partnerships and toward more south-south collaboration and regional consortia. Some participants proposed the concept of facilitating public/private liaisons and creating a mechanism that would assist in accessing funding for such ventures.

USAID also is increasingly emphasizing the importance of bringing in private and public sector partners to form alliances that address development challenges. Corporations, NGOs, foundations, and others are joining USAID to achieve development objectives by sharing resources, commitment, innovative ideas, and expertise. USAID recently formed a new bureau, the Global Development Alliance (GDA), to serve as a catalyst to create new alliances.

Building on a theme addressed throughout the conference, participants in the town meeting discussed ways to engage students and new professionals in development work. The major issue is the lack of funding for students and young professionals to gain experience in international development, and the subsequent lack of qualified individuals available to pursue new projects, partnerships, and initiatives. By facilitating opportunities for interested individuals and encouraging exposure to international development activities, we can prepare a new generation of development professionals equipped to face future challenges with new modes of engagement and innovative tools and strategies.



The plenary session with USAID and the special town hall meeting afforded conference participants the opportunity to discuss the current status of their partnerships and explore future opportunities.

2 Connecting with Local Communities

“Participating KwaZulu-Natal technikons and universities [are] now seen as more accessible and relevant to the needs of the communities as local community members begin [to] have better access to their faculty, staff, libraries, and programs.”

—Michigan State University/eastern seaboard Association of Tertiary Institutions (South Africa)

Whether two-year or four-year, public or private, large or small, an increasing number of higher education institutions in the United States and overseas are making local community outreach an integral part of their missions. Just as an increasing number of U.S. institutions are crafting broader visions in which their outreach missions extend far beyond their local communities into countries facing serious development challenges, more institutions in developing countries are expanding their reach beyond the classroom into surrounding underserved communities.

While staying true to their missions of teaching and research, many higher education institutions seek to dispel the stereotypical “ivory tower” image of being out of touch with the real social and economic challenges faced by local communities. They are doing so by extending their expertise, resources, and services to K-12 schools, businesses, government agencies, NGOs, community leaders, and the general public. Appeals for critical engagement and participation in community development are being made not only to students, but also to faculty and staff. Community outreach,

however, remains a major challenge for some universities in developing countries, as they have previously been tasked with producing and training the political elite. At other institutions, faculty members have very few incentives—professional or financial—to engage in such activities.

During the ALO conference, partners provided various examples of connecting with local communities. A major objective of the large-scale, USAID/Rwanda-funded partnership among *Michigan State University*, *Texas A&M University*, and the *National University of Rwanda* is to forge close links with the rural communities by developing service-oriented outreach capacity to bolster socio-economic welfare. In addition to a fully operational outreach center in Butare, complete with a cyber café, library, and professional staff, the partnership’s diverse income-generating activities—most notably in specialty coffee production—have led to the training of approximately 1,650 Rwandan women and 2,500 Rwandan men in areas including coffee, cassava, and hot pepper production, as well as marketing, management, business plan writing, and information technology. Local





leaders and small farmers, particularly through their membership in cooperatives, actively engage in shaping and implementing partnership activities.

In Mexico, *Florida A&M University* (FAMU) and the *Universidad Iberoamericana* (UIA) are collaborating to build a community and economic development program to strengthen civic education, community organization, and community outreach. Among other activities, the partners have convened two fora for junior high school students from the impoverished sections of Mexico City on the topics of interpersonal communication, self-confidence, and self-perception of cultural identity. By the end of the ALO funding period, FAMU and UIA expect to convene at least three more fora for at-risk youth and three additional workshops for members of local community development organizations. The partners also reported that UIA is gaining recognition as an “open space” in which to discuss community challenges and that local development organizations regularly approach UIA to receive specialized training and education. In the United States, FAMU’s outreach efforts are targeting the poorest county in Florida through a series of fora, gathering local leaders and health professionals to address the alarming spike in HIV/AIDS cases among predominantly black communities.

The partnership between *Iowa State University* and the *Universidad Nacional Agraria “La Molina”* is strengthening institutional capacity for establishing sustainable agriculture and building sustainable rural communities in Peru. In March 2003, the partners arranged a tour of three agro-ecological zones in Peru for 20 Peruvian farmers, two indigenous Ecuadoran farmers, one representative from a Peruvian NGO, and one commercial corn grower from Iowa. This exchange afforded participating farmers the opportunity not only to learn about the development of sustainable agricultural systems, but more importantly, to share practical experiences

and learn from each other. The partners expect to conduct additional farmer-to-farmer exchanges, possibly including Hopi Indian farmers. Last year, the partners inaugurated the Institute for Sustainable Smallholder Production as another means of community outreach.

The collaboration between the *California State University–Fullerton* and *Pannasastra University of Cambodia* (PUC) represents another new partnership with a strong community outreach component. These institutions are establishing a Community Service Learning Center at PUC, at which faculty will be trained to use service-learning pedagogy to better address community challenges such as HIV/AIDS education and health care, literacy, and human rights, as well as to instill a better appreciation of civic education and responsibility among students.

The higher education institutions represented at the conference recognize the significant, lasting contribution that they can make to development by staying attuned to community needs and actively engaging in community service. They operate on the premise that college/university-community collaborations are mutually beneficial and that community outreach should be as integral a part of their missions as teaching and research. Despite good intentions, however, without the support and involvement of the local community, development efforts may ultimately prove fruitless. Inviting local participation to ensure relevancy and vesting the community in partnership efforts greatly increase the likelihood of a lasting, meaningful impact.

PLENARY SESSION

United States–Mexico Training, Internships, Exchanges, and Scholarships (TIES) Initiative

Edward L. Kadunc, USAID/Mexico Mission director, addressed the conference to introduce the United States–Mexico Training, Internships, Exchanges and Scholarships (TIES) initiative. The TIES initiative aims to create broad alliances of higher education institutions, business, government, and NGOs. Seventeen partnerships between higher education institutions in the United States and Mexico—together with their respective public and private sector partners—have been approved for awards during the first cycle. A total of \$4 million in USAID funding has leveraged about \$6 million in funding from universities and the private sector. TIES partnerships focus on increasing Mexico's competitiveness and work in four major areas: trade and capacity building, natural resource and water management, agriculture, and civil society.

Five TIES partnerships focus on trade and capacity building and address commerce, border issues, and business development. The partners will establish several small business development centers and business programs throughout Mexico; these centers will create economic development opportunities and provide training in international business education. TIES partnerships also concentrate on natural resources and water management, and focus on upgrading technological capabilities, strengthening ecological understandings, and providing effective training opportunities via six distinct programs. Three TIES partners are working in the agricultural sector to improve training opportunities, and three partners are working to create and cultivate sustainable civil society mechanisms in Mexico.

As part of this first round of higher education partnership awards, USAID and ALO expect that more than 90 students will receive graduate scholarships and the partners will award more than 50 master's degrees. TIES will also support 80 faculty exchanges,

98 student exchanges, and 34 internships. TIES partnership institutions will offer more than 50 training workshops for faculty, graduate and undergraduate students, and professionals.

"The United States and Mexico share a vision of the importance of economic freedom, good governance, and investment in human capital. Nations that invest in their own people through health and education programs for all their citizens create a healthy and educated workforce that can partake of sustained economic growth and development."

—J. Michael Deal, Deputy Assistant Administrator, Bureau for Latin America and the Caribbean, USAID

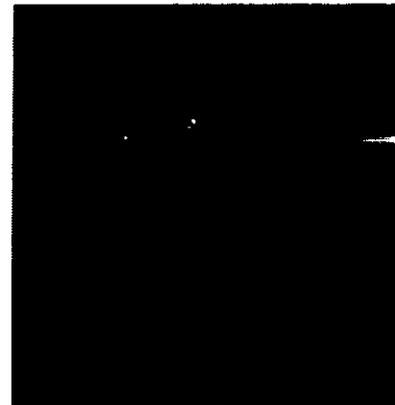
TIES Partnerships

Trade and Capacity Development:

- Southern Oregon University/Universidad de Guanajuato
- Texas Christian University/Universidad de las Américas Puebla
- University of Texas–San Antonio/Universidad Autónoma de Guadalajara
- University of Wisconsin–Madison/Instituto Tecnológico y de Estudios Superiores de Monterrey–Campus Querétaro
- Western Illinois University/Universidad Autónoma de Querétaro, Centro Universitario

"[The] TIES program, under the Partnership for Prosperity Alliance, is an initiative that Mexico believes will create better and more opportunities for the future leaders of our countries."

—Carlos Alberto Martínez, Minister of Economic Affairs, Embassy of Mexico



Natural Resources and Water Management:

- Michigan Technological University/ Universidad de Sonora
- Texas A&M University–Corpus Christi/Lamar University/ Instituto Tecnológica de Saltillo
- Texas A&M University Kingsville/ Instituto Tecnológico de Saltillo (Coahuila) (*pending*)
- Northern Arizona University/Universidad de Sonora
- Indiana University/Universidad Nacional Autónoma de México
- The University of New Mexico/Universidad Quintana Roo

- University of Connecticut/Universidad Autónoma de Baja California

Civil Society:

- The University of Texas at Austin/ Benemérita Universidad Autónoma de Puebla
- San Diego State University/Universidad Autónoma de Baja California
- The University of Scranton/Universidad Iberoamericana

TIES partnerships demonstrate how universities in Mexico and the United States—along with their governmental, business, and community partners—can forge productive alliances for the shared development of both countries. Edward Kadunc applauded the efforts of all of those participating in this important initiative.

“By enhancing the capacity of higher education institutions here and in Mexico to better communicate through exchanges and scholarships, we can better serve the future of development between the United States and Mexico.”

—Edward L. Kadunc, USAID/Mexico Mission Director

TIES Reception

ALO hosted a special reception to celebrate the TIES institutional partnerships. Speakers included J. Michael Deal, deputy assistant administrator of the Bureau for Latin America and the Caribbean, USAID; Edward L. Kadunc, USAID/Mexico Mission director; and Carlos Alberto Martinez, minister of economic affairs, Embassy of Mexico.

Agriculture:

- University of Illinois at Urbana-Champaign/Universidad Autónoma de Querétaro
- University of Arizona/Universidad Autónoma de Chapingo



Participants at the TIES reception included Edward L. Kadunc, director, USAID/Mexico Mission; Carlos Alberto Martinez, minister of economic affairs, Embassy of Mexico; Greg Sprow, deputy director, Office of Mexican Affairs, U.S. Department of State; Joan Claffey, executive director, ALO; J. Michael Deal, deputy assistant administrator, Bureau for Latin America and the Caribbean, USAID; and Elias Frieg Delgado, director general of cooperation, Mexican Association of Universities and Institutions of Higher Education.

3 Connecting with NGOs and Private Industry

“The coffee activity has generated incomes and improved lives in the rural community, especially for the members of the Maraba Coffee growers. Now they can afford to pay for labor, school fees for their children, medical care costs, renovation of their houses and purchase of livestock. . . . Using the same market-chain approach, it is expected that other income-generating activities for other crops will also contribute to increasing the livelihoods of the rural community and help alleviate poverty in Rwanda.”

—Michigan State University/Texas A&M University/National University of Rwanda

Natural synergies exist among higher education institutions, NGOs, and private industry. NGOs and private industry often share the same concerns and goals as ALO partners. By connecting with NGOs and private industry, ALO partners are invigorating their partnerships with additional resources and expertise while greatly expanding the scope of their accomplishments. A number of partners discussed connecting with private-sector partners with similar interests in order to leverage resources and encourage sustainability once activities are completed under the ALO award.

Michigan State University and the *eastern seaboard Association of Tertiary Institutions (esATI)* connected with community-based organizations (CBOs) from six disadvantaged communities in KwaZulu-Natal to empower these CBOs through Internet technology. Through Internet connectivity, the universities and technikons of esATI can provide disadvantaged communities with development information relevant to their needs.

While describing their efforts to develop a model education infrastructure for establishing pilot community colleges throughout southern India, *Eastern Iowa Community College District* and *Vasavi College of English* explained how they partnered with two



Olga Lazcano and Jorge Duran, both of the *Universidad de las Américas Puebla*, are working in partnership with *Texas Christian University* to develop a dual master's degree program in international business and marketing in Mexico.

Bangalore NGOs, *Skills for Progress* and *Further Vocational Training Foundation*, which then sponsored and funded curriculum development workshops for 35 to 40 participants.

Collaborating to establish rapid training capacity at Afghanistan's higher education institutions, representatives from *Purdue University* and *Kabul University* discussed the idea of linking with a private NGO, the St. Vincent DePaul Society, which has offered to ship 40 computers, textbooks, and reference materials on one of their airfreight containers free of charge. The partners said that without the assistance of the St. Vincent DePaul Society, shipping the computers and reference materials would have been prohibitively costly.

The *Cleveland State University* and *Copperbelt University* partnership in Zambia is developing training programs to help small- and medium-sized Zambian manufacturing firms improve productivity and quality. The partners reported that more than 20 Zambian corporations and organizations have participated in training programs and manufacturing needs assessments, targeting weaknesses in productivity and training.

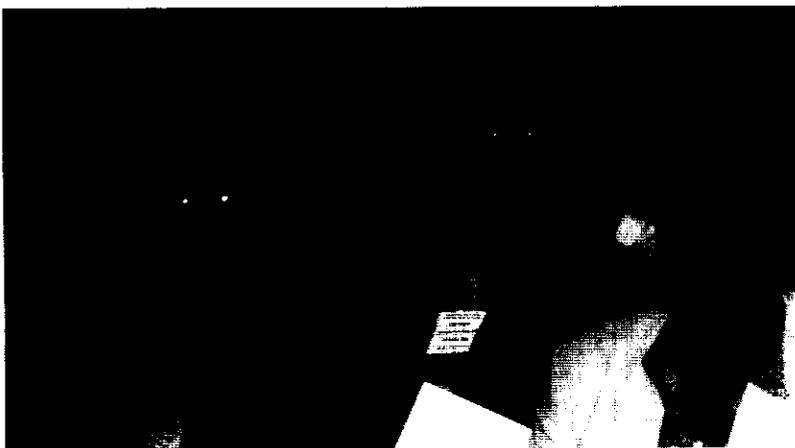
Oregon State University, the *University of Fort Hare*, *Fort Cox College*, and the *University of Natal-Pietermaritzburg* are strengthening the capacity of partner institutions in South

Africa to implement programs in agro-forestry and community forestry. As part of their efforts, the partners consulted with a local timber company that agreed to buy seedlings from Fort Cox College. This commitment to purchase seedlings ensures the sustainability of the plant propagation center at Fort Cox.

Many ALO partners commented that they consult with private-sector business and industry to ensure that their programs are relevant to the local economy. By meeting with local businesses, they can make certain that their curriculum is consistent with the particular needs of local employers. Collaborating to develop a practical agribusiness management program by institutionalizing linkages with the private sector, *The Ohio State University* and *Sokoine University* of Tanzania are planning to create an Agribusiness Advisory Committee that comprises local businesses and provides the partners with guidance on the training needs of the local economy.

Georgia State University and the *Alexandria Institute of Technology* in Egypt consulted with local businesses on program design and conducted market surveys to ensure that the curriculum provides up-to-date, market-relevant skills. The partnership aims to apply distance education technology to international marketing and business management instructional modules. The partners told conference participants that by consulting with local businesses, they are confident that their partnership will be relevant to the needs of Egyptian businesses.

By connecting with NGOs and local industry, ALO institutional partnerships can leverage additional resources and ensure that their programs remain relevant to the needs of local communities. Often sharing mutual concerns, ALO partnerships, NGOs, and private industry are natural partners. Together, they are creating synergies that strengthen the partner institutions, enhance the partnerships' results, and contribute to the development of their shared communities.



University of Texas San Antonio/University of Guadalajara partners Bob McKinley, José Morales, Cliff Paredes, and Peter Himonidis attend one of the conference sessions. The partners are working to create a pilot small business development center in Mexico.

PLENARY SPEAKER

Jamil Salmi, Education Sector Manager, the World Bank
New Challenges for Universities in the Developing World

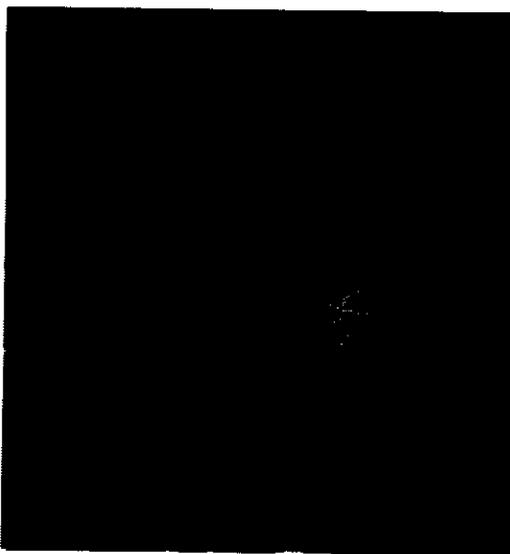
Imagine you are a professor at a virtual university or a teacher in a blended learning environment. . . Imagine a university whose degree lasts only five years or another university whose tuition is decreasing . . . or imagine a public institution transforming into a private institution or a private institution transforming into a public institution over a five-year period of time. According to Jamil Salmi, these represent true examples of the revolutionary changes taking place in tertiary education.

Social and economic progress is achieved primarily through the advancement and application of knowledge. Salmi observed that development is no longer only a question of the availability of cheap labor or the possession of natural resources: Knowledge is a key factor in the difference between poverty and wealth. South Korea and Ghana started with roughly the same level of gross domestic product (GDP) in 1958. South Korea invested heavily in education, whereas Ghana focused its investment on other sectors. By 1990, South Korea's GDP increased by approximately 700 percent even as Ghana's remained at virtually the same level. More than half the difference between South Korea's and Ghana's GDP can be attributed to knowledge. There is a positive correlation between a country's per capita GDP and its position on the Global Knowledge Economy Index. Salmi noted that the creation of new knowledge is occurring at an accelerating speed as a result of the Internet's exponential growth.

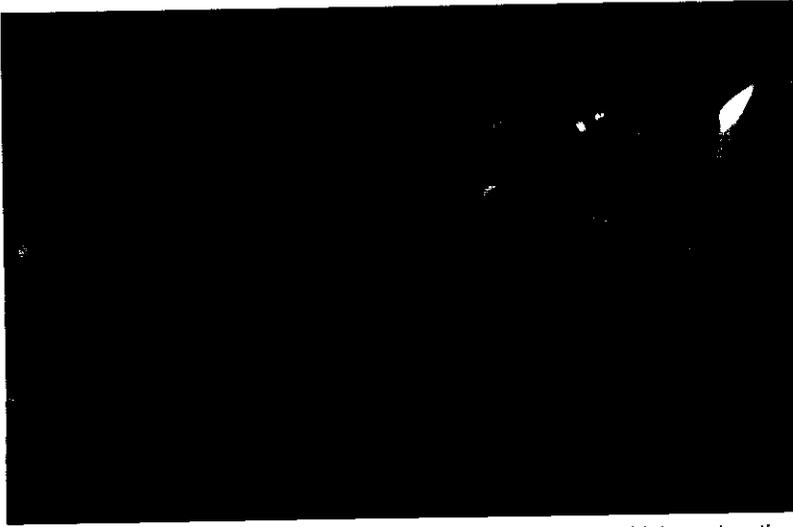
Sustainable transformation and growth in all sectors of the economy are not possible without the capacity-building contribution of an innovative tertiary education system. Tertiary education is necessary to create, disseminate, and apply knowledge and to build technical and professional capacities. Governments who ignore tertiary education do

so at their own peril. For instance, the Colombian government did not have confidence in the scientific community, which had warned of an imminent volcanic eruption at Nevado del Ruiz and had urged immediate evacuation of the area in 1984. On November 13, 1985, the volcano erupted. Within four hours of the beginning of the eruption, lava had traveled 100 kilometers and left behind a wake of destruction: More than 23,000 people were killed, about 5,000 were injured, and more than 5,000 homes were destroyed.

The tertiary education systems in most developing and transition countries are not adequately prepared to play these roles of knowledge acquisition and capacity building. Salmi outlined four longstanding challenges to tertiary education systems: financially sustainable expansion, equity in access, quality and relevance, and governance and management. Developing and transition-country tertiary systems also are facing new challenges, such as



During a plenary session, Jamil Salmi, education sector manager for the World Bank, discusses the challenges facing universities in the developing world.



At a plenary session, the World Bank's Jamil Salmi encourages higher education partners to view crises as opportunities for change.

new education and training needs, increased competition and the emergence of new providers (borderless education), new structures and modes of operation, and the opportunity to tap the potential of new information and communication technologies. These higher education systems must contend with the transformation of pedagogy from the traditional passive, teacher-centered approach to learning to a more learner-centered approach to learning and increased competition from virtual universities, franchise universities, corporate universities, media companies, and education brokers.

The key role of the state, which is responsible for implementing an enabling framework that encourages tertiary education institutions to be more innovative and responsive, is to define a coherent national strategic vision and policy framework, establish an enabling regulatory environment, and offer appropriate financial incentives.

Salmi closed his remarks by noting that the Chinese character for crisis equals danger plus opportunity. Although tertiary education is undergoing a crisis at the moment, the danger it is facing creates opportunity for change.

危机

Crisis = Danger + Opportunity

4 Connecting with Local Government

“These [partnership] relationships have helped to build the judicial community’s confidence in the partnership’s capacity to contribute to a strengthened justice system in Mexico.”

—University of Texas at Austin/Instituto Tecnológico y de Estudios Superiores de Monterrey (Mexico)

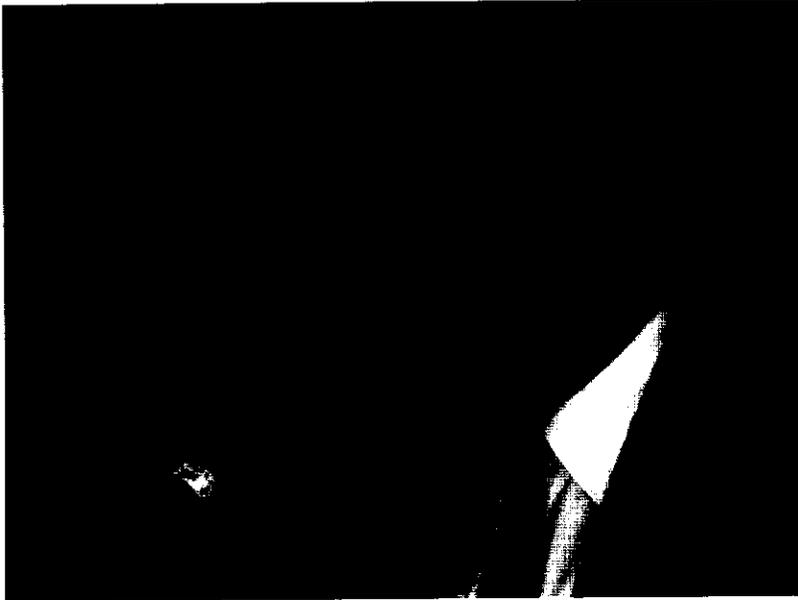
Many developing countries are facing sweeping democratic, technological, and economic changes. The host government often can serve as the key to success in addressing development challenges and achieving development objectives. Higher education partnerships facilitate social transitions through training and building enduring capacity within the government itself and within higher education institutions for preparing citizens who will be active in development.

Working with local government is an important and beneficial component of higher education partnerships. Connecting with host country government agencies and officials may enable partners to reach a wider local audience, gain critical feedback on needs assessments and program structure, obtain much-needed support, and facilitate access to expertise. Several ALO partnerships described their positive connections with local host governments at this year’s Synergy conference.

The partnership between the *Mississippi Consortium for International Development* and *Agostinho Neto University* is addressing the shortage of skilled public administrators in Angola by establishing the Department of Political Science and Public Administration at

Agostinho Neto University. As Angola emerged from 25 years of civil war, it faced an immediate need for the training of public officials. The partnership’s major achievement has been the organization and completion of a series of three-week workshops for public administrators and government officials in management and administrative development.





George Watson of the University of Delaware discusses the university's partnership with Pontificia Universidad Católica del Perú.

The National Association of Schools of Public Affairs and Administration/Latin America partnership is working to strengthen education in public administration as a means of improving public management in 12 Latin American countries. One important objective is to ensure more transparent and accountable government institutions. The partners have implemented an internship program for public administration students to work with local government offices. Not only does the internship program build stronger ties between the higher education institutions and state/local government, but it also enables students with training in current best practices to resolve day-to-day problems and solutions within the government.

The partnership between *Purdue University* and *Islamic University of Gaza* is establishing a new master of science degree in water resources management at three Palestinian institutions. The program will be wholly "competency based," which means that the courses for the new degree will be designed around what graduates "need to know" for future employment versus what is

"nice to know." The partnership has greatly benefited from the ongoing support of the Palestinian Water Authority (PWA). From the perspective of a potential future employer, PWA recommended the knowledge and skills needed by the graduates of the new program and helped the partners choose the content of the new courses. The partners' continued support and collaboration with the PWA has become invaluable to the success of the new degree program.

A large-scale special initiative between *Michigan State University (MSU)*, *Texas A&M University*, and the *National University of Rwanda* has garnered great attention and support from the government of Rwanda. The collaboration aims to bolster research, teaching, and outreach capacity of agricultural institutions in Rwanda. The establishment of a fully operational outreach center has been instrumental in the design and implementation of various income-generating activities in the local community. The production and marketing of high-grade, specialized coffee, in particular, has experienced tremendous success. The president of Rwanda has visited the partners at the outreach center and the field on three separate occasions. In addition, the U.S. ambassador to Rwanda and the Rwandan minister of commerce recently participated in a tasting (cupping) ceremony of the new coffee, which is already being distributed and sold in the United States and the United Kingdom. Such high-level government support has helped enable the partners to successfully leverage significant additional funding from USAID/Rwanda to sustain their high-impact efforts.

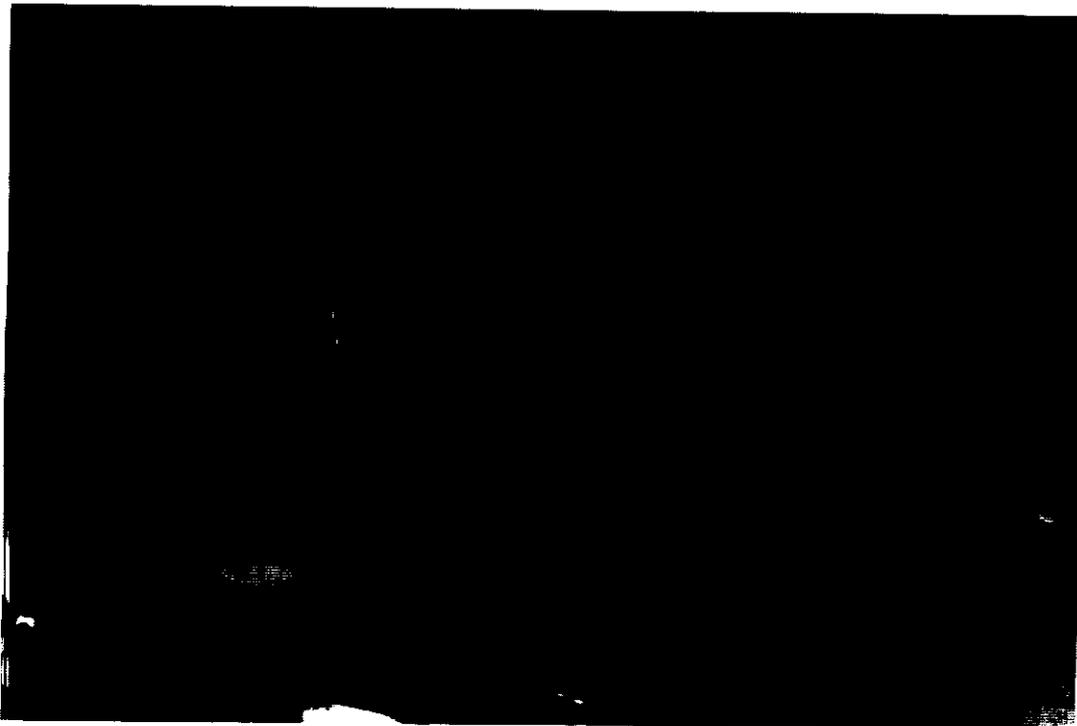
The Afghan Ministry of Higher Education is a major partner with *Purdue University* and *Kabul University* as they work to rebuild the agriculture, engineering, teacher education, and computer science departments. The Ministry has advised the partners on the most pressing needs of Kabul's three major institutions—*Kabul University*, the *Polytechnic University*, and the *University of Education*—

and has helped identify, prioritize, and implement partnership objectives. The strong, collegial relationship between the Ministry and the partners reduces duplication of effort and helps the partners support reconstruction efforts in the most effective, direct way.

The *University of Washington* and *De La Salle University* partners are working together in the Philippines to develop a center for Internet studies at De La Salle, and to undertake a policy-oriented project on information and communications technology (ICT) outsourcing in cooperation with government and business stakeholders. Within the De La Salle Institute of Government, the partners will seek to promote good governance in the Philippines through the use of ICT. The partners are working on an eGovernment module that will be available to local government officials as a certificate program. Partners also will conduct

research on the use of ICT in all levels of bureaucracy and will promote best practices in the use of ICT from both private and public sectors in government operations.

Working effectively with local government can help move partnership development goals forward in very positive directions. For some partnerships, training local government officials and administrators is a key component of the partnership program. For others, working with government officials has provided the necessary support and guidance as partners try new and innovative curricula or work to rebuild departments.



Curt Reintsma, team leader of USAID's Global Development Alliance, discusses USAID-higher education collaboration.

5 Connecting with USAID

“No nation can be truly self-sufficient without a functioning system of higher education. Afghanistan’s system, decimated by years of conflict, requires massive help in rebuilding both the system’s physical and human capital stock. [We hope that] this activity will be the initial investment [that] the United States will make in what will be a multidecade commitment to the rebuilding process by our country.”

—Purdue University/Kabul University (Afghanistan)

During a special plenary session, ALO partners and USAID staff conducted an open, honest dialogue on effective approaches to working and communicating with USAID. The purpose of the session was to provide partners with some practical advice and guidance, directly from USAID staff, on what partners can do to jumpstart and sustain a mutually beneficial relationship with their USAID colleagues.

USAID representatives spoke frankly to the partners about their work demands in order to help partners gain a better understanding about the USAID work environment. USAID downsizing has severely affected the number of education specialists in field missions, and USAID staffs often juggle several programs that cut across many strategic objectives. Although USAID staffs are overextended, they remain interested in the work that ALO partners are doing. Paul White, mission director for USAID/Mexico, pointed out at a previous ALO conference that, especially for missions that do not have an education officer or an

education objective, ALO partnerships serve as a way in which USAID missions can stay connected with higher education institutions.

The plenary session also gave ALO partners the opportunity to share some of their experiences in engaging USAID staff. This



Gary Bittner, director of Higher Education and Workforce Development, USAID, discusses the special initiative to build the capacity of the new South East European University (SEEU) in Tetovo, Macedonia, with partners Charles Reafsnnyder of Indiana University and Alajdin Abazi of SEEU.

provided USAID the opportunity to hear the partners' commitment to involving USAID colleagues in partnership activities.

One ALO partner from *Florida A&M University* discussed how he established a strong relationship with the USAID Mission in Pretoria, South Africa, in order to promote his partnership with the *University of Zululand*, which seeks to enhance public administration and management capacity. He said that over the years, he has made it a point to stop by the USAID office whenever he is in South Africa. When he found out that he was awarded the ALO grant, he immediately sent an e-mail to the mission to keep it informed up front. He has actively cultivated his institution's relationship with the mission and stressed the importance of this practice to the ALO partners. Through his ongoing personal efforts to include the mission in partnership activities, USAID/South Africa has attended partnership workshops and he hopes that the mission might be a source of further support to the partnership.

Another ALO partner, from *The Ohio State University*, noted that the turnover of USAID staff makes it difficult to retain mission interest. With new people coming to the mission every three to four years, interests change and so does the relationship. He said that when visiting USAID, it is important to talk about issues of current interest in order to keep and attract mission attention.

One ALO partner said that when the partnership representatives visited the USAID Mission in Tanzania, the staff was very receptive. But the next time they called on the mission, "no one had time." Randal Thompson, currently serving in the Europe and Eurasia Bureau and who has served in many field missions, said that USAID missions are overworked and understaffed. She emphasized that it is important that partners do their homework before visiting the mission and call in advance because staff members often operate in a crisis mode.

Cristin Springet, currently working in the Office of Education at USAID/Washington, told partners that hiring a local representative in the field can prove to be not only beneficial in setting up meetings and organizing visits in the host country, but also inexpensive, because salary costs are generally lower in other parts of the world than they are in the United States.

Curt Reintsma of USAID's Global Development Alliance told partners that it is hard to get the attention of USAID staff because of severe downsizing. He said that partners should be persistent. He also advised partners that they should not only approach USAID for money but also bring to the table other partners who will provide resources in support of USAID's objectives. USAID will be much more receptive if its staff see the possibility of a public-private partnership. Buff Mackenzie, recently retired director of USAID's Office of Education, suggested that partners try to diversify their funding streams and seek other sources, especially when tackling larger problems such as HIV/AIDS.

One participant asked, "Should we make our proposal fit USAID's strategic objectives 100 percent, or should we expect USAID to adapt to our agenda?" John Grayzel, director of USAID's Office of Education in the Bureau of Economic Growth, Agriculture, and Trade, responded that partners must fit into USAID's agenda if they approach USAID for resources and support. Partners should come to USAID with ideas that are too good to refuse—ideas that are visionary, coherent, and pragmatic. He advised partners to be dynamic leaders with innovative ideas.

This discussion was considered one of the most helpful aspects of this year's conference. It provided partners and USAID with the opportunity to better understand each other. The conference also proved beneficial because partners were able to hear about USAID needs directly from USAID staff and gain ideas on how to promote the role of higher education institutions in international development.

PLENARY SPEAKER

**John Grayzel, Director, Office of Education, Bureau for Economic Growth,
Agriculture, and Trade, USAID**

Decades of Development Collaboration Worldwide

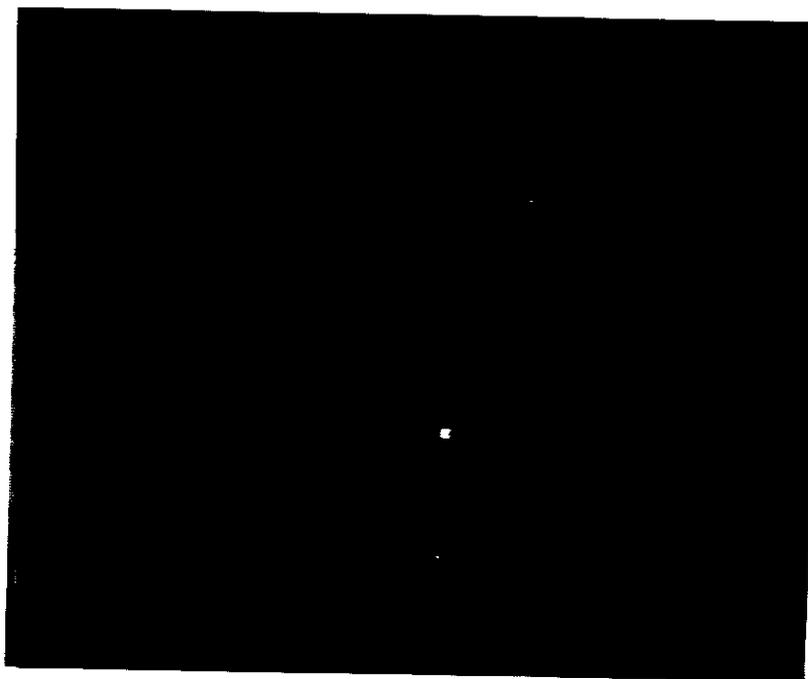
John Grayzel addressed a plenary session of the conference, focusing on the current rethinking of USAID's education strategy, and how best to harness the resources, talents, and comparative advantage of tertiary education and achieve both a qualitative and a quantitative increase in its contribution to development. Grayzel termed this "The Efficiency Imperative." He highlighted four areas of focus for higher education in developing countries: (1) high-quality, relevant learning; (2) increased access and equity; (3) decentralized institutional capacity; and (4) policy development and reform.

Grayzel stressed the need to expand both the discourse between the higher education community and USAID, and the vision of what might be achieved in the future. "Who else can bring to the table those who will provoke us to think differently—not only to retool, but also to create quality?" he asked. A major USAID objective is to "foster an enduring stream of quality innovation." Grayzel emphasized the increasing need for innovative, critical, cost-effective, and demand-driven tertiary education programs that focus on the challenges facing developing countries. Such a focus must concentrate on building institutional capacity appropriate to client and stakeholder needs, which underscores the importance of client and stakeholder collaboration to create the context in which learning can be applied.

Grayzel said that USAID and its partners must "learn together," assess the impact of previous endeavors, and discern the most efficient, cost-effective new approaches to development. He also said that USAID and its partners should create new types of relationships that would prove durable. He encour-

aged collaboration between the higher education community and USAID to analyze challenging development questions, which he termed "engaging the analytical edge." Innovation, analysis, and problem solving are parallel activities that can lead to institutional mechanisms for implementing development activities.

In closing, Grayzel said that there is no field with more moral commitment than development. He again emphasized the need for innovative solutions to development challenges, and that the time has come to show what has been learned from the past and move forward with new ideas that can lead to sustainable results and increased impact.



John Grayzel, director of USAID's Office of Education, addresses a plenary session focused on the current rethinking of USAID's education strategy.

Appendix I

SYNERGY IN DEVELOPMENT 2003

Higher Education Partnerships: Connecting the World

6–8 August 2003

Washington, DC

AGENDA

TUESDAY, AUGUST 5

3:00–7:00 PM REGISTRATION *Ballroom Foyer*

WEDNESDAY, AUGUST 6

7:15–8:15 AM CONTINENTAL BREAKFAST *Ballroom Foyer*

7:30–8:30 AM REGISTRATION *Ballroom Foyer*

8:30–8:45 AM WELCOME *Ballroom II*

Joan Claffey, Executive Director
Association Liaison Office for University Cooperation in Development
C. Peter Magrath, President
National Association of State Universities and Land-Grant Colleges
Barbara Hill
Conference Moderator

8:45–10:00 AM OPENING PLENARY SESSION *Ballroom II*

**MAKING CONNECTIONS: CHALLENGES AND OPPORTUNITIES FOR
HIGHER EDUCATION PARTNERSHIPS**

John Hudzik, Dean
International Studies and Programs Michigan State University
John Grayzel, Director
Office of Education, Bureau for Economic Growth, Agriculture, and Trade
U.S. Agency for International Development
Jamil Salmi, Education Sector Manager,
The World Bank

10:00–10:30 AM	BREAK	<i>Ballroom Foyer</i>
10:30 AM–12:15 PM	PARTNERSHIP PRESENTATIONS (CONCURRENT SESSIONS)	
	PANEL 1: DEMOCRACY/JOURNALISM/LAW/PUBLIC POLICY I Moderator: April Hahn, USAID <ul style="list-style-type: none"> • Mississippi Consortium for International Development/Agostinho Neto University (ANGOLA) • National Association of Schools of Public Affairs and Administration/numerous institutions throughout Latin America (LATIN AMERICA) • Ohio University/State Institute of Islamic Studies (INDONESIA) • University of Alabama/Mekelle University (ETHIOPIA) • University of Georgia/Birzeit University (WEST BANK/GAZA) <p><i>Introduction of new democracy/journalism/law/public policy partnerships:</i></p> <ul style="list-style-type: none"> • Florida A&M University/University of Zululand (SOUTH AFRICA) • Kansas State University/Gorno-Altai University (RUSSIA) • Suffolk University/University of Cape Coast (GHANA) 	<i>Roosevelt Room</i>
	PANEL 2: NATURAL RESOURCE MANAGEMENT I Moderator: Cristin Springet, USAID <ul style="list-style-type: none"> • Oregon State University/University of Botswana (BOTSWANA) • University of New Mexico/Zamorano (HONDURAS) • University of Wisconsin–Madison/Universidad de Guadalajara (MEXICO) <p><i>Introduction of new natural resource management partnerships:</i></p> <ul style="list-style-type: none"> • Cornell University/Bahir Dar University (ETHIOPIA) • Oregon State University/Debu University (ETHIOPIA) • University of Washington/University of Port Elizabeth (SOUTH AFRICA) 	<i>Ballroom I</i>
	PANEL 3: SECONDARY AND HIGHER EDUCATION I Moderator: Anthony Meyer, USAID <ul style="list-style-type: none"> • Eastern Iowa Community College District/Vasavi College of Engineering (INDIA) • Indiana University/Indiana Consortium for International Programs/South East European University (MACEDONIA) • Purdue University/Kabul University (AFGHANISTAN) • Spelman College/Durban Institute of Technology (SOUTH AFRICA) • University of Delaware/Pontificia Universidad Católica del Perú (PERU) <p><i>Introduction of new secondary and higher education partnerships:</i></p> <ul style="list-style-type: none"> • Indiana State University/University of Hassan II-Mohammedia (MOROCCO) • Washington State University/University of the Witwatersrand (SOUTH AFRICA) • Worcester Polytechnic Institute/Polytechnic Institute of Namibia (NAMIBIA) 	<i>Ballroom II</i>
12:15–1:45 PM	NETWORKING LUNCH (TICKETED)	<i>The Colonnade</i>

1:45–2:30 PM

PLENARY SESSION

Ballroom II

**TRAINING, INTERNSHIPS, EXCHANGES, AND SCHOLARSHIPS (TIES) INITIATIVE:
SPURRING SOCIAL AND ECONOMIC GROWTH IN MEXICO**

Introduction of the 17 TIES higher education partnerships: Edward Kadunc,

USAID/Mexico Mission Director

- Indiana University/Universidad Nacional Autónoma de México (Mexico City)
- Michigan Technological University/Universidad de Sonora (Sonora)
- Northern Arizona University/Universidad de Sonora (Sonora)
- San Diego State University/Universidad Autónoma de Baja California (Baja California)
- Southern Oregon University/Universidad de Guanajuato (Guanajuato)
- Texas A&M University–Corpus Christi/Instituto Tecnológico de Saltillo (Coahuila)
- Texas A&M University–Kingsville/Instituto Tecnológico y de Estudios Superiores de Monterrey (Monterrey) (pending)
- Texas Christian University/Universidad de las Américas Puebla (Puebla)
- University of Arizona/Universidad Autónoma Chapingo (Mexico City)
- University of Connecticut/Universidad Autónoma de Baja California (Baja California)
- University of Illinois–Urbana Champaign/Universidad Autónoma de Querétaro (Querétaro)
- University of New Mexico/Universidad de Quintana Roo (Quintana Roo)
- University of Scranton/Universidad Iberoamericana (Mexico City)
- University of Texas–Austin/Benemérita Universidad Autónoma de Puebla (Puebla)
- University of Texas–San Antonio/Universidad Autónoma de Guadalajara (Jalisco)
- University of Wisconsin–Madison/Instituto Tecnológico y de Estudios Superiores de Monterrey–Querétaro (Querétaro)
- Western Illinois University/Universidad Autónoma de Querétaro (Querétaro)

2:30–3:00 PM

BREAK

Ballroom Foyer

3:00–4:15 PM

PARTNERSHIP PRESENTATIONS (CONCURRENT SESSIONS)

PANEL 4: ENVIRONMENT/ENVIRONMENTAL POLICY

Roosevelt Room

Moderator: Curt Grimm, USAID

- Indiana University/Kathmandu University (NEPAL)
- University of Delaware/University of the West Indies (JAMAICA)
- University of South Carolina/Mapua Institute of Technology (PHILIPPINES)

Introduction of new environment/environmental policy partnerships:

- American Museum of Natural History/Universidad de San Andrés/Universidad Católica Boliviana/Universidad Autónoma Gabriel René Moreno (BOLIVIA)
- Purdue University/Cantho University/Nong Lam University (VIETNAM)

PANEL 5: PUBLIC HEALTH I

Ballroom I

Moderator: Frances Davidson, USAID

- Indiana University/Moi University (KENYA)
- Johns Hopkins University/AI-Quds University (WEST BANK/GAZA)
- University of California–San Diego/Universidad Autónoma de Baja California (MEXICO)

Introduction of new public health partnerships:

- Howard University/University of the Western Cape (SOUTH AFRICA)
- Tufts University School of Medicine/University of Nairobi (KENYA)
- Tufts University School of Veterinary Medicine/Tribhuvan University (NEPAL)

PANEL 6: WORKFORCE AND ENTREPRENEURIAL DEVELOPMENT I

Ballroom II

Moderator: Randal Thompson, USAID

- Cleveland State University/Copperbelt University (ZAMBIA)
- Georgia State University/Caucasus School of Business (GEORGIA)
- University of Washington/De La Salle University (PHILIPPINES)

Introduction of new workforce and entrepreneurial development partnerships:

- Southern New Hampshire University/University of the North (SOUTH AFRICA)
- University of Wyoming/Saratov State Socio-Economic University (RUSSIA)

5:00–6:00 PM

RECEPTION

The Colonnade

Welcoming Remarks

Michael Baer, Senior Vice President, Division of Programs and Analysis
American Council on Education

HOSTED WITH THE AMERICAN COUNCIL ON EDUCATION

THURSDAY, AUGUST 7

7:15–8:15 AM

CONTINENTAL BREAKFAST

Ballroom Foyer

8:30–10:00 AM

PARTNERSHIP PRESENTATIONS (CONCURRENT SESSIONS)

PANEL 7: COMMUNITY DEVELOPMENT

Roosevelt Room

Moderator: Kay Freeman, USAID

- Florida A&M University/Universidad Iberoamericana (MEXICO)
- Michigan State University/eastern seaboard Association of Tertiary Institutions (SOUTH AFRICA)
- Texas Southern University/Eastern Cape Technikon (SOUTH AFRICA)
- Tuskegee University/University of Fort Hare (SOUTH AFRICA)

Introduction of new community development partnership:

- California State University–Fullerton/Pannasastra University of Cambodia (CAMBODIA)

PANEL 8: NATURAL RESOURCES MANAGEMENT II*Ballroom I*

Moderator: Curt Reintsma, USAID

- Michigan State University/Institute of Forestry (NEPAL)
- Oregon State University/University of Fort Hare/Fort Cox College/University of Natal–Pietermaritzburg (SOUTH AFRICA)
- Purdue University/Islamic University of Gaza (WEST BANK/GAZA)
- Washington State University/University of Botswana (BOTSWANA)

Introduction of new natural resources management partnerships:

- Cornell University/Leyte State University (PHILIPPINES)
- University of Pittsburgh/Moi University (KENYA)

PANEL 9: PUBLIC HEALTH II*Ballroom II*

Moderator: Joyce Hoffeld, USAID

- American Association for the Advancement of Science/Jomo Kenyatta University of Agriculture and Technology (KENYA)
- Johns Hopkins University/Universidad Peruana Cayetano Heredia (PERU)
- University of Northern Iowa/University of Cape Coast (GHANA)
- West Virginia University/Catholic University of Mozambique (MOZAMBIQUE)

10:00–10:30 AM

BREAK

Ballroom Foyer

10:30 AM–12:00 PM

PARTNERSHIP PRESENTATIONS (CONCURRENT SESSIONS)

PANEL 10: AGRICULTURE/AGRIBUSINESS I*Roosevelt Room*

Moderator: Kevin Hayes, USAID

- Iowa State University/Universidad Nacional Agraria “La Molina” (PERU)
- Texas A&M University/Universidad Nacional Agraria (PERU)
- Montana State University/University of Zagreb/Osijek University (CROATIA)
- Virginia State University/University of Asmara/Ministry of Agriculture (ERITREA)

PANEL 11: HEALTH/NUTRITION/ANIMAL SCIENCE*Ballroom I*

Moderator: Jiryis Oweis, USAID

- Case Western Reserve University/National University of Laos (LAOS)
- Harford Community College/Moscow Medical College #1 (RUSSIA)
- Langston University/Alemaya University (ETHIOPIA)
- Lincoln University of Missouri/University of Malawi (MALAWI)
- University of Wisconsin–Madison/Universidad Nacional del Altiplano (PERU)

Introduction of new health/nutrition/animal science partnerships:

- Loma Linda University/Kabul Medical Institute (AFGHANISTAN)
- University of Delaware/Obafemi Awolowo University (NIGERIA)

PANEL 12: WORKFORCE AND ENTREPRENEURIAL DEVELOPMENT II *Ballroom II*

Moderator: Gwen El Sawi, USAID

- Georgia State University/Alexandria Institute of Technology (EGYPT)
- University of Georgia/University of Zagreb (CROATIA)
- University of Arkansas/Yarmouk University (JORDAN)

Introduction of new workforce and entrepreneurial development partnerships:

- Bronx Community College/Umgungdlovu Further Education & Training Institution (SOUTH AFRICA)
- Highline Community College/False Bay College (SOUTH AFRICA)

12:00–1:30 PM

NETWORKING LUNCH (TICKETED)

The Colonnade

1:30–3:00 PM

PARTNERSHIP PRESENTATIONS (CONCURRENT SESSIONS)

PANEL 13: AGRICULTURE/AGRIBUSINESS II

Roosevelt Room

Moderator: Jerry Brown, USAID

- Clemson University/Universitas Sam Ratulangi (INDONESIA)
- Michigan State University/National University of Rwanda (RWANDA)
- The Ohio State University/Sokoine University of Agriculture (TANZANIA)
- Texas A&M University/Consorcio Técnico del Noreste de México (MEXICO)

Introduction of new agriculture/agribusiness partnerships:

- Michigan State University/University of Mali (MALI)
- Pennsylvania State University/University of Namibia (NAMIBIA)
- Texas A&M University/Universidad Autónoma de Nuevo León (MEXICO)
- University of Wisconsin–River Falls/Universidad Nacional Agraria (NICARAGUA)

PANEL 14: SECONDARY AND HIGHER EDUCATION II

Ballroom I

Moderator: Martin Hewitt, USAID

- Highline Community College/Cape Technikon (SOUTH AFRICA)
- Red Rocks Community College/Tribhuvan University (NEPAL)
- University of Illinois–Chicago/University of Addis Ababa (ETHIOPIA)
- Virginia Tech/Dhaka University (BANGLADESH)

Introduction of new secondary and higher education partnerships:

- Prince George's Community College/National University of Rwanda (RWANDA)
- Spelman College/Mangosuthu Technikon (SOUTH AFRICA)
- University of Massachusetts–Amherst/Afghan University for Education (AFGHANISTAN)
- Western Illinois University/Universidad Mayor de San Andrés (BOLIVIA)

3:00–3:15 PM

BREAK

Ballroom Foyer

3:15-4:15 PM

PARTNERSHIP PRESENTATIONS (CONCURRENT SESSIONS)

PANEL 15: BASIC EDUCATION

Roosevelt Room

Moderator: Gregory Loos, USAID

- Edinboro University of Pennsylvania/University of the Free State (SOUTH AFRICA)
- Ohio University/University of Maiduguri (NIGERIA)
- Pacific Lutheran University/University of Namibia (NAMIBIA)

PANEL 16: DEMOCRACY/JOURNALISM/LAW/PUBLIC POLICY II

Ballroom I

Moderator: Robert Groelsema, USAID

- Southern Illinois University/Independent University of Bangladesh (BANGLADESH)
- University of Georgia/Unity University College (ETHIOPIA)
- University of Texas-Austin/Instituto Tecnológico y de Estudios Superiores de Monterrey (MEXICO)

4:15-5:30 PM

NETWORKING SESSION

Imperial Rooms

6:00-7:30 PM

SPECIAL EVENT FOR UNITED STATES-MEXICO PARTNERSHIPS

The Colonnade

Recognition of participating colleges and universities in the United States-Mexico Training, Internships, Exchanges, and Scholarships Initiative (TIES). Remarks by Adolfo Franco, USAID Assistant Administrator, Bureau for Latin America and the Caribbean; Edward Kadunc, Director Designate, USAID/Mexico; and a representative of the Embassy of Mexico.

HOSTED WITH THE AMERICAN COUNCIL ON EDUCATION

FRIDAY, AUGUST 8

7:30-8:15 AM

CONTINENTAL BREAKFAST

Ballroom Foyer

8:30-9:30 AM

PLENARY SESSION

Ballroom II

Connecting with Our Partners: A Conversation with USAID
USAID Staff and Participants

Facilitators: Gary Bittner and Martin Hewitt, USAID

Moderator: Barbara Hill

9:30-9:45 AM

BREAK

Ballroom Foyer

9:45-11:00 AM

TOWN MEETING

Ballroom II

New Modes of Engagement Among Development Professionals
All Participants

Moderators: Barbara Hill and Norman Peterson

11:00 AM

CLOSING REMARKS AND ADJOURNMENT

Ballroom II

Joan Claffey, Executive Director

Association Liaison Office for University Cooperation in Development

Appendix II

NEW ALO PARTNERSHIPS INTRODUCED AT SYNERGY IN DEVELOPMENT 2003

2003 Special Initiative Partnerships

American Museum of Natural History/Universidad de San Andrés/Universidad Católica Boliviana/Universidad Autónoma Gabriel René Moreno (BOLIVIA)
Bronx Community College/Umgungdlovu Further Education & Training Institution (SOUTH AFRICA)
California State University-Fullerton/Pannasastra University of Cambodia (CAMBODIA)
Cornell University/Bahir Dar University (ETHIOPIA)
Cornell University/Leyte State University (PHILIPPINES)
Florida A&M University/University of Zululand (SOUTH AFRICA)
Kansas State University/Gorno-Altai University (RUSSIA)
Highline Community College/False Bay College (SOUTH AFRICA)
Howard University/University of the Western Cape (SOUTH AFRICA)
Indiana State University/University of Hassan II-Mohammedia (MOROCCO)
Loma Linda University/Kabul Medical Institution (AFGHANISTAN)
Michigan State University/University of Mali (MALI)
Oregon State University/Debu University (ETHIOPIA)
Pennsylvania State University/University of Namibia (NAMIBIA)
Prince George's Community College/National University of Rwanda (RWANDA)
Purdue University/University of Agriculture and Forestry (VIETNAM)
Southern New Hampshire University/University of the North (SOUTH AFRICA)
Spelman College/Mangosuthu Technikon (SOUTH AFRICA)
Suffolk University/University of Cape Coast (GHANA)
Texas A&M University/Universidad Autónoma de Nuevo León (MEXICO)
Tufts University School of Medicine/University of Nairobi (KENYA)
Tufts University School of Veterinary Medicine/Tribhuvan University (NEPAL)
University of Delaware/Obafemi Awolowo University (NIGERIA)
University of Massachusetts-Amherst/Afghan University for Education (AFGHANISTAN)
University of Pittsburgh/Moi University (KENYA)
University of Washington/University of Port Elizabeth (SOUTH AFRICA)
University of Wisconsin-River Falls/Universidad Nacional Agraria (NICARAGUA)
University of Wyoming/Saratov State Socio-Economic University (RUSSIA)
Washington State University/University of the Witwatersrand (SOUTH AFRICA)
Western Illinois University/Universidad Mayor de San Andrés (BOLIVIA)
Worcester Polytechnic Institute/Polytechnic Institute of Namibia (NAMIBIA)

United States–Mexico Training, Internships, Exchanges, and Scholarships (TIES) Initiative Partnerships
Indiana University/Universidad Nacional Autónoma de México
Michigan Technological University/Universidad de Sonora
Northern Arizona University/Universidad de Sonora
San Diego State University/Universidad Autónoma de Baja California
Southern Oregon University/Universidad de Guanajuato
Texas A&M University–Corpus Christi/Instituto Tecnológico de Saltillo
Texas A&M University–Kingsville/Instituto Tecnológico y de Estudios Superiores de Monterrey
Texas Christian University/Universidad de las Américas Puebla
University of Arizona/Universidad Autónoma Chapingo
University of Connecticut/Universidad Autónoma de Baja California
University of Illinois–Urbana Champaign/Universidad Autónoma de Querétaro
University of New Mexico/Universidad de Quintana Roo
University of Scranton/Universidad Iberoamericana
University of Texas–Austin/Benemérita Universidad Autónoma de Puebla
University of Texas–San Antonio/Universidad Autónoma de Guadalajara
University of Wisconsin–Madison/Instituto Tecnológico y de Estudios Superiores de Monterrey–
Querétaro
Western Illinois University/Universidad Autónoma de Querétaro

Appendix III

CONFERENCE PARTICIPANTS

Alajdin Abazi
Rector
South East European University
FYR Macedonia
Tel: 389-44-356-110
E-mail: a.abazi@seeu.edu.mk

Sherburne Bradstreet Abbott
Chief International Officer
American Association for the
Advancement of Science
USA
Tel: 202-326-6650
E-mail: sabbott@aaas.org

Abdu Abdelkadir
Head
Wondo Genet College of
Forestry
Ethiopia
Tel: 251-6-202319
E-mail: WGCF@telecom.net.et

Yaser Manna' Adwan
Professor
Yarmouk University
Jordan
Tel: 962-6-5344200
E-mail: adwany@go.com.jo

Olufemi Michael Akintolu
Coordinator
Justice, Development, and Peace
Movement
Nigeria
E-mail: akintolu@yahoo.com

Seyoum Alemu
Professor
Unity University College
Ethiopia

Mitchell M. Allen
Interim Dean and Professor
Texas Southern University
USA
Tel: 713-313-7008
E-mail: allen_mm@tsu.edu

Adrian Almeida
Director of Skills for Progress
Vasavi Academy of Education
EICCD
India
Tel: 011-91-80-2293814
E-mail: adrian@vsnl.com

Ayesha Muhammad Al-Rifai
Assistant Professor
Al-Quds University
Palestine/Via Israel
Tel: 02-240-4133
E-mail: arifai@med.alquds.edu

Emmanuel D. Babatunde
Professor of Anthropology
Lincoln University PA
USA
Tel: 610-932-8300
E-mail: babatunde@lu.lincoln.edu

Michael Baer
Senior Vice President, Programs
and Analysis
American Council on Education
USA
Tel: 202-939-9551
E-mail: michael_baer@ace.nche.edu

Bojan Baletic
Professor
University of Zagreb, Faculty of
Architecture
Croatia
Tel: 38-51-482-6116
E-mail: bojan.baletic@arhitekt.hr

Ura Jean Bailey
Director
Howard University
USA
Tel: 202-806-8600

Miriam Baigos
Senior Researcher
University of Delaware
USA
Tel: 302-831-8086
E-mail: mbaigos@udel.edu

Dieudonné Nkundizana Baributsa
Graduate Assistant
Michigan State University
USA
Tel: 517-355-0179
E-mail: baributs@msu.edu

Vladimir Ivanovich Barilenko
Professor and Chairman,
Department of Accounting,
Analysis, and Audit
Saratov State Socio-Economic
University
Russian Federation
Tel: 845-2-508-421
E-mail: Barilenk@ssea.runnet.ru

Nadia Rifat Basel
Participant Training Assistant
USAID for West Bank & Gaza
Israel
Tel: 972-3-511-4848
E-mail: nbasel@usaid.gov

Ursula Susan Bechert
Professor
Oregon State University
USA
Tel: 541-737-5259
E-mail: ursula.bechert@
oregonstate.edu

Lee Bernard Becker
Professor
University of Georgia
USA
Tel: 706-542-5023
E-mail: lbbecker@uga.edu

Frank Setsoafia Bediako
Lecturer
University of Cape Coast
Ghana
E-mail: fbediako2001@yahoo.co.uk

Steven D. Bell
Special Programs Coordinator
University of Texas at Austin
USA
Tel: 512-471-2715
E-mail: sbell@mail.utexas.edu

Kweku K. Bentil
Dean of the School of Graduate
Studies and Professor
Indiana State University
USA
Tel: 812-237-4363
E-mail: kbentil@indstate.edu

Nicolaas Beute
Dean, Engineering Faculty
Cape Technikon
South Africa
Tel: 27-21-460-3657
E-mail: nbeute@ctech.ac.za

M. David Beveridge
Dean, College of Business and
Technology
Western Illinois University
USA
Tel: 309-298-2442
E-mail: d-beveridge@wiu.edu

Badege Bishaw
Research Associate
Oregon State University
USA
Tel: 541-737-9495
E-mail: badege.bishaw@orst.edu

Gary Bittner
Director
Higher Education and Workforce
Development
U.S. Agency for International
Development
USA
Tel: 202-712-1556
E-mail: gbittner@usaid.gov

Kerry D. Bolognese
Associate Director, Federal
Relations—Marine, Environmental,
& International Affairs
National Association of State
Universities and Land-Grant
Colleges
USA
Tel: 202-478-6023
E-mail: kbolognese@nasulgc.org

Rosemary Seiwah Bosu
Assistant Professor
University of Cape Coast
Ghana
Tel: 233-042-32565
E-mail: wbosu@ighmail.com

Boris E. Bravo-Ureta
Executive Director
University of Connecticut, Office of
International Affairs
USA
Tel: 860-486-3152
E-mail: boris.bravoureta@
uconn.edu

Rusty Brooks
Professor
University of Georgia
USA
Tel: 706-542-7502
E-mail: rbrooks@cviog.uga.edu

Jerry Brown
U.S. Agency for International
Development
USA

Lawrence Buberwa
Director of the Turfloop Graduate
School
University of the North
South Africa
Tel: 27-15-290-2830
E-mail: buberwal@edupark.ac.za

Nora Bynum
Project Director, NCEP
Center for Biodiversity and
Conservation, American Museum of
Natural History
USA
Tel: 919-452-1388
E-mail: elb@duke.edu

Luis A. Caballero
Associate Professor
Panamerican School-Zamorano
Honduras
Tel: 504-776-6140
E-mail: lcaballero@zamorano.edu

Hoang Huu Cai
Senior Lecturer
Nong Lam University
Vietnam
Tel: 84-8-896-3352
E-mail: lnxh@hcm.vnn.vn

Michael E. Campana
Professor and Director, Water
Resources Program
University of New Mexico
USA
Tel: 505-277-5249
E-mail: aquadoc@unm.edu

Mauricio Carrillo-Garcia
Subdirector Academico
Universidad Autonoma Chapingo
Mexico
Tel: 595-952-1651
E-mail: mauricio@taurus1.
chapingo.mx

Eloise Carter
Director, Office of International
Programs
Tuskegee University
USA
Tel: 334-727-8953
E-mail: ecarter@tuskegee.edu

M. Hanif Chaudhry
Chair, Department of Civil &
Environmental Engineering
University of South Carolina
USA
Tel: 803-777-3614
E-mail: chaudhry@sc.edu

Chanthan S. Chea
Vice President for Operations
Pannasastra University of
Cambodia
Cambodia
Tel: 855-23-990-153
E-mail: puc@pannasasra.org

Ikbal R. Chowdhury
Director
International Programs, Lincoln
University
USA
Tel: 573-681-5360
E-mail: chowdhry@lincolnu.edu

Joan M. Claffey
Executive Director
Association Liaison Office for
University Cooperation in
Development
USA
Tel: 202-478-4700
E-mail: claffeyj@aascu.org

Winfrey S. Clarke
Associate Dean for Ag & Director of
Research
Virginia State University
USA
Tel: (804) 524-5631
E-mail: wclarke@vsu.edu

Cathryn Clement
Administrative Assistant
Texas A&M University System
International Agriculture
USA
Tel: 979-458-0820
E-mail: c-clement@tamu.edu

David L. Cocke
The Gill Chair of Chemistry and
Chemical Engineering
Lamar University
USA
Tel: 409-880-1862
E-mail: cockedl@hal.lamar.edu

Steven Cohen
Tufts University
USA
E-mail: scohen3@emerald.tufts.edu

Carolyn I. Coleman
Deputy Coordinator, EDDI
U.S. Agency for International
Development
USA
Tel: 202-712-0223
E-mail: ccoleman@usaid.gov

Thomas Michael Collins
Director, Community Counseling
Program
University of Scranton
USA
Tel: 570-941-4129
E-mail: collinst1@scranton.edu

Chris Coward
Director, Center for Internet Studies
University of Washington
USA
Tel: 206-616-9082
E-mail: chrisc@cis.washington.edu

Marilyn S. Crane
Program Associate
The Association Liaison Office for
University Cooperation in
Development
USA
Tel: 202-478-4700
E-mail: cranem@aascu.org

Michael Cross
Professor
University at the Witwatersrand
South Africa
Tel: 011-2782-8835-464
E-mail: crossm@educ.wits.ac.za

Mourad Dakhli
Assistant professor
Georgia State University
USA
Tel: 404-651-4061
E-mail: iibmdd@langate.gsu.edu

Renee Dankerlin
Suffolk University
USA

Frances Davidson
U.S. Agency for International
Development
USA
Tel: 202-712-0982
E-mail: fdavidson@usaid.gov

Andres de la Concha
Associate Professor
Texas A&M University
USA
Tel: 979-458-1074
E-mail: adelaconcha@cvm.
tamu.edu

Zosimo Mazo De La Rosa
Professor
Leyte State University
Philippines
Tel: 053-335-3818
E-mail: farmi@skyinet.net

Elvira G. De Mejia
Assistant Professor
University of Illinois
USA
Tel: 217-244-3196
E-mail: edemejia@uiuc.edu

Ishwari Prasad Dhakal
Associate Professor
Tribhuvan University
Nepal
Tel: 977-056-581-279
E-mail: ipdhakal@narayani.com.np

Cristina Beatriz Diaz
Licentiate in Political Science
P&G—Faculty of Political Science
and International Relations
Argentina
Tel: 54-341-482-8470
E-mail: cristinadiaz@arnet.com.ar

Galena Dovbish
International Project Specialist
Moscow Medical College #1
Russia
Tel: 011-7-095-211-5244
E-mail: mmk1@mosgorzdrav.ru

Jorge Alberto Duran
MBA Coordinator
Universidad de las Americas
Mexico
Tel: 222-229-24-38
E-mail: jduran@mail.udlap.mx

Ronna T. Eddington
Executive Assistant
The Association Liaison Office for
University Cooperation in
Development
USA
Tel: 202-478-4700
E-mail: eddingtonr@aascu.org

Ike C. Ehie
Associate Dean, Business
Kansas State University
USA
Tel: 785-532-6180
E-mail: iehie@ksu.edu

Robert Michael Einterz
Assistant Dean to International
Affairs
Indiana University School of
Medicine
USA
Tel: 317-630-6770
E-mail: reinterz@iupui.edu

Mustapha El-Hamzaoui
U.S. Agency for International
Development
USA
E-mail: melhamzaoui@usaid.gov

Gwen El Sawi
U.S. Agency for International
Development
USA
Tel: 202-712-1849
E-mail: gwelsawi@usaid.gov

James G. Else
Emory-Yerkes National Primate
Research Center
USA
E-mail: jelse@rmy.emory.edu

J. Mark Erbaugh
Assistant Director
The Ohio State University
USA
Tel: 614-292-7252
E-mail: erbaugh.1@osu.edu

Dorothy A. Faller
President
Faller International Training, LLC
USA
Tel: 440-427-0033
E-mail: dorothyfaller@cs.com

Bijan Fazlollahi
Full Professor
Georgia State University
USA
Tel: 404-651-4064
E-mail: dscbbf@langate.gsu.edu

Maria E. Fernandez
Director Institute for Sustainable
Smallholder Production
National Agrarian University at La
Molina
Peru
Tel: 51-1-349-4057
E-mail: mefernandez@
lamolina.edu.pe

Gaston A. Fernandez
Executive Director
Indiana State University
USA
Tel: 812-237-4391
E-mail: ascfern@isugw.
indstate.edu

Antonio Fernandez Cesprede
Universidad Mayor de San Andrés
Bolivia
E-mail: decfcef@umsanet.edu.bo

Flavio Felipe Figallo
Asesor Académico
Pontificia Universidad Católica
de Perú
Perú
Tel: 051-460-2870-712
E-mail: ffigall@pucp.edu.pe

Carolina Pamela Fimmen
Director, Global Education
Western Illinois University
USA
Tel: 309-298-2924
E-mail: cp-fimmen@wiu.edu

Amy Elizabeth Fischer-Brown
Research Assistant
University of Wisconsin
USA
Tel: 608-265-6422
E-mail: afischer@ansci.wisc.edu

Jan L. Flora
Professor of Sociology
Iowa State University
USA
Tel: 515-294-4295
E-mail: floraj@iastate.edu

Maria Consuelo V. Flora
Professor
Mapua Institute of Technology
Philippines
Tel: 632-527-7916 (380)
E-mail: gingflora@edsamail.com.ph

Irieza Fortune
Psychologist
Institute Counseling
South Africa
Tel: 27-21-959-2088
E-mail: ifortune@uwc.ac.za

Paul Milan Foster, Jr.
Academic Specialist
Indiana University
USA
Tel: 812-855-8882
E-mail: pamfoste@indiana.edu

Richard Mark Fraenkel
Desk Officer for Russia
USAID/Europe and Eurasia Bureau
USA
Tel: 202-712-0995
E-mail: rfraenkel@usaid.gov

Adolfo Franco
Assistant Administrator, LAC
U.S. Agency for International
Development
USA
Tel: 202-712-4800
E-mail: afranco@usaid.gov

Peter Emanuel Franks
Executive Dean
University of the North
South Africa
Tel: 27-15-268-2685
E-mail: peterf@unin.unorth.ac.za

Kay Freeman
U.S. Agency for International
Development
USA
Tel: 202-712-4111
E-mail: kafreeman@usaid.gov

Martin J. Frick
Associate Professor
Montana State University
USA
Tel: 406-994-5773
E-mail: uadmf@montana.edu

Elias Frieg Delgado
General Director of Cooperation
Association of Universities and
Higher Education Institutions of
Mexico (ANUIES)
Mexico
Tel: 55-54-20-49-00
E-mail: freigeli@terra.com.mx

Miho Funamori
Support Center Project for
Academia's International
Development Cooperation
Japan
E-mail: funamori@scp.mext.go.jp

Paul Ganster
Director, Institute for Regional
Studies
San Diego State University
USA
Tel: 619-594-5423

Jose Luis Garcia
Director de Movilidad, Intercambio
y Cooperacion Academica
Universidad de Sonora
Mexico
Tel: 52-662-2-59-22-66
E-mail: jgarcia@guaymas.uson.mx

Andres Garcia
Professor and Director, Department
of Agronomy
Instituto Tecnologico y de Estudios
Superiores de Monterrey-Campus
Queretaro
Mexico
Tel: 52-442-238-3228
E-mail: agarciaj@itesm.mx

Essayas Y. Gebrekidan
Lecturer
Mekelle University, Faculty of Law
Ethiopia
E-mail: essayasyo2000@yahoo.com

John Grayzel
Director, Office of Education
Bureau for Economic Growth,
Agriculture, and Trade
U.S. Agency for International
Development
E-mail: jgrayzel@usaid.gov

Charles R. (Bob) Greer
Associate Dean for Graduate
Programs
Texas Christian University
USA
Tel: 817-257-7565

Jeff Griffiths
Tufts University
USA
E-mail: Jeffrey.griffiths@tufts.edu

Curt Grimm
U.S. Agency for International
Development
USA

Zoran Grgic
Faculty of Agriculture
University of Zagreb
Croatia
Tel: 385-1-23-93-760
E-mail: zgrgic@agr.hr

Robert Groelsema
U.S. Agency for International
Development
USA

Ntombizetu Lucia Gule
Project
University of Zululand
South Africa
Tel: 27-35-902-6196 / 27-83-320-
8653
E-mail: lgule@pan.uzulu.ac.za

Erasmus Gutierrez-Ometas
Professor
Universidad Autonoma de Nuevo
Leon
Mexico
Tel: 825-248-0101
E-mail: egtzo@hotmail.com

Dang Thanh Ha
Senior Lecturer
Nong Lam University
Vietnam
Tel: 84-8-896-1708; 84-8-724-0151
E-mail: d.thanh.ha@hcm.vnn.vn

April Hahn
U.S. Agency for International
Development
USA
E-mail: ahahn@usaid.gov

Richard John Haines
Professor
University of Port Elizabeth
Republic of South Africa
Tel: 27-41-504-2336
E-mail: soarjh@upe.ac.za

Wayne Travis Hamilton
Director, Center for Graainglands
and Ranch Management
Texas A&M University
USA
Tel: 979-845-5589
E-mail: wt-hamilton@tamu.edu

Desta Hamito
President
Alemaya University
Ethiopia
Tel: 251-5-112364
E-mail: alemaya.univ@telecom.net.et

Michael Hammig
Professor/Department Chair
Clemson University
USA
Tel: 864-656-3225
E-mail: mhammig@clemson.edu

Alfred Harding
Minority Serving Institutions
Coordinator
U.S. Agency for International
Development
USA
Tel: 202-712-0064
E-mail: alharding@usaid.gov

Colette Harris
Program Director Women in
International Development
OIREA/Virginia Tech
USA
Tel: 540-231-6338
E-mail: colette@vt.edu

Vascar G. Harris
Tuskegee University
USA
E-mail: vharris@tuskegee.edu

Nathaniel Haukongo
Director, Small Business
Development Center
Univ. of Namibia, Northern Campus
Namibia
Tel: 264-65-223-2000
E-mail: haukongo@yahoo.co.uk

Kevin Hayes
U.S. Agency for International
Development
USA
Tel: 202-712-1356
E-mail: khayes@usaid.gov

David S. Henkel
Associate Professor, Director
Community & Regional Planning
Program, University of New Mexico
USA
Tel: 505-277-5050
E-mail: cymro@unm.edu

Paul Joseph Herz
Associate Professor of Accounting
University of Wyoming
USA
Tel: 307-766-5439
E-mail: paulherz@uwyo.edu

Martin Hewitt
Higher Education Community
Liaison
U.S. Agency for International
Development
USA
Tel: 202-712-1531
E-mail: mhiaison@usaid.gov

Roberta W. Hilbruner
Environmental Communications
Specialist
U.S. Agency for International
Development
USA
Tel: 202-712-5688
E-mail: rhilbruner@usaid.gov

Barbara Hill
Association of American Colleges
and Universities
USA
Tel: 202-884-0801
E-mail: hill@aacu.org

Peter Himonidis Barkolas
Director International Programa
Cont. Ed.
Universidad Autónoma de
Guadalajara
Mexico
Tel: 52-33-3641-7265
E-mail: phimonid@icb.gdl.uag.mx

Jeffry C. Hino
Director, Forestry Media Center
Oregon State University
USA
Tel: 541-737-1344
E-mail: jeff.hino@orst.edu

Joyce Holfeld
U.S. Agency for International
Development
USA
Tel: 202-712-4120
E-mail: jhoffeld@usaid.gov

John D. Holm
Executive Director
Cleveland State University
USA
Tel: 216-687-3910
E-mail: j.holm@csuohio.edu

W. Stephen Howard
Director, African Studies
Ohio University
USA
Tel: 740-593-1834
E-mail: howard@ohio.edu

John Hudzik
Dean, International Studies and
Programs
Michigan State University
Tel: 517-355-2352
E-mail: hudzik@msu.edu

James Ryker Hughes
Assistant Professor
Harford Community College
USA
Tel: 410-836-4496
E-mail: rhughes@harford.edu

Jorge Luis Ibarra Mendivil
Executive General Secretary
Association of Universities and
Higher Education Institutions of
Mexico (ANUIES)
Mexico
Tel: 55-54-20-49-00
E-mail: jibarra@anuies.mx

Mabel Imbuga
Dean, Faculty of Science
Jomo Kenyatta University of
Agriculture and Technology
Kenya
Tel: 254-0151-52234
E-mail: mimbuga@yahoo.com

José Antonio Inclán
Dean
Universidad Autónoma de
Querétaro
México
Tel: 442-216-3474
E-mail: ainclan@uaq.mx

Mahmuda Islam
Professor
University of Dhaka
Bangladesh
Tel: 880-2-811-6376
E-mail: mahmuda@bangla.net

Arlene Jackson
Director of International Education
American Association of State
Colleges and Universities
USA
Tel: 202-478-7834
E-mail: jacksona@aascu.org

Elizabeth Jaya Jacob
Assistant Professor
University of Scranton
USA
Tel: 570-941-7487
E-mail: jacobe2@uofs.edu

Alfredo Jaldin Farell
Vicerector
Universidad Autónoma "Gabriel
Rene Moreno"
Bolivia
Tel: 591-3-334-2005
E-mail: vicerectoradouagrm@
hotmail.com

Noreene Janus
U.S. Agency for International
Development
USA
E-mail: njanus@usaid.gov

Elizabeth H. Jeffery
Professor
University of Illinois
USA
Tel: 217-333-3820
E-mail: ejeffery@uiuc.edu

Alice K. Johnson Butterfield
Professor
University of Illinois at Chicago
USA
Tel: 312-996-0036
E-mail: akj@uic.edu

Jennifer Jolivet
International Consultant for
Technology & ALO Coordinator
Texas Southern University
USA
Tel: 713-313-4363
E-mail: jolivet_jr@tsu.edu

Warren Llewellyn Jones
Chair, Department of Economics
Western Illinois University
USA
Tel: 309-298-1477
E-mail: w-jones@wiu.edu

Colleen Kay Jorgensen
Dean of Instruction
Red Rocks Community College
USA
Tel: 303-914-6342
E-mail: colleen.jorgensen@
rcc.edu

Christine Jost
Assistant Professor
Tufts University School of Veterinary
Medicine
USA
Tel: 508-887-4763
E-mail: christine.jost@tufts.edu

Vlad Marek Kaczynski
Professor
School of Marine Affairs, University
of Washington
USA
Tel: 425-483-2968

Edward Kadunc
Designate Mission Director
U.S. Agency for International
Development
Mexico

Tesfaselassie Ghebremariam
Kahsai
Head, Agronomy and Plant Genetics
Resources Development
Eritrean Ministry of Agriculture
Eritrea
Tel: 002-91-115-9841

Hiroshi Kamiyo
Education Attache
Embassy of Japan
USA
Tel: 202-238-6762
E-mail: PZ7H-KMY@j.asahinet.
or.jp

Belay Kassa
Academic Vice-President
Alemaya University
Ethiopia
Tel: 251-511-2374
E-mail: alemaya.univ@telecom
net.et

Daniel E. Keathley
Chairperson
Department of Forestry, Michigan
State University
USA
Tel: 517-355-0093
E-mail: keathley@msu.edu

Ann Kelleher
Professor of Political Science
Pacific Lutheran University
USA
Tel: 253-535-7687
E-mail: kellehaa@plu.edu

John Kennedy
Executive Director
Functional Vocational Training
Forum/Eastern Iowa Community
College District
USA

Woldemamlak Araia Kiflai
Assistant Professor
University of Asmara
Eritrea
Tel: 291-1-114677
E-mail: waraia@asmara.uoa.edu.er

Jeannie Hyun Kim-Han
Director, Center for Community
Service-Learning
California State University, Fullerton
USA
Tel: 714-278-2134
E-mail: jkim-han@fullerton.edu

Jeannie Hyun Kim-Han
Director, Community Service-
Learning
California State University, Fullerton
USA
Tel: 714-278-2134
E-mail: jkim-han@fullerton.edu

Linda J. Klein
Coordinator of Services,
International Programs
Lincoln University
USA
Tel: 573-681-5360
E-mail: kleint@lincolnu.edu

George W. Koch
Professor
Northern Arizona University
USA
Tel: 928-523-7150
E-mail: george.koch@nau.edu

Charlie Cha-Kwang Koo
Senior Program Associate
The Association Liaison Office for
University Cooperation in
Development
USA
Tel: 202-478-4700
E-mail: kooc@aascu.org

Cassie Kruger
Rector
False Bay College
South Africa
Tel: 27-21-788-6933
E-mail: ckruger@southpen.co.za

M. Bahati Kuumba
Associate Professor of Women's
Studies/Associate Director,
Women's Research and Resource
Center
Spelman College
USA
Tel: 404-215-2772
E-mail: kuumba@spelman.edu

Hiram Larew
Director, International Programs
U.S. Department of Agriculture
USA
Tel: 202-720-3801
E-mail: hlarew@reeusda.gov

Olga Lazcano
Director of Project Cholula
Universidad de las Americas-Puebla
Mexico
Tel: 52-222-211-0811
E-mail: olazc@mail.udlap

Ken Lee
U.S. Agency for International
Development
USA
Tel: 310-890-5366
E-mail: ken.lee@verizon.net

Macrina C. Lelei
Assistant Director, African Studies
Program
University of Pittsburgh
USA
Tel: 412-648-2358
E-mail: macrina@ucis.pitt.edu

Andres G. Lescano
Investigating Professor
Universidad Peruana Cayetano
Heredia
Peru
Tel: 51-199-79-0184
E-mail: wlescana@hotmail.com

Nathan L. Linsk
Co-Principal Investigator
Jane Addams College of Social
Work-Midwest AIDS Training &
Education Center
USA
Tel: 312-996-1426
E-mail: nlinusk@uic.edu

Gregory Loos
U.S. Agency for International
Development
USA

Marlon O. Lopez
Project Co-Director
ITESM
Mexico
Tel: 52-81-8328-4294
E-mail: marlon@itesm.mx

Sandra María Lovo Jerez
Director of the External Cooperation
Universidad Nacional Agraria
Nicaragua
Tel: 505-233-1966
E-mail: dicoexuna@una.edu.ni

Jesse L. Lutabingwa
Associate Director for International
Programs
Florida A&M University
USA
Tel: 850-599-3562
E-mail: jluta@aol.com

Ally Mack
Executive Director
Mississippi Consortium for
International Development
USA
Tel: 601-979-3791
E-mail: AMack35781@aol.com

William O'Brien Maddocks
Institute Coordinator
Southern New Hampshire
University
USA
Tel: 603-644-3124
E-mail: w.maddocks@snhu.edu

Francisco Alimon Magno
Associate Professor
De La Salle University
Philippines
Tel: 632-524-5333
E-mail: magnof@dlsu.edu.ph

Michael S. Malley
Assistant Professor, Department of
Political Science
Ohio University
USA
Tel: 740-593-4380
E-mail: malley@ohio.edu

Audrey N. Maretzki
Professor of Food Science and
Nutrition
Penn State University
USA
Tel: 814-863-4751
E-mail: anm1@psu.edu

Andrew Martin
Senior Lecturer
University of the Western Cape,
Faculty of Community and Health
Sciences
South Africa
Tel: 27-21-959-2618
E-mail: amartin@uwc.ac.za

Luis Manuel Martinez Rivera
Researcher, Professor
University of Guadalajara
Mexico
Tel: 317-382-5010
E-mail: lmartinez@cucsur.udg.mx

Takalani Henry Masutha
Lecture/Coordinator
University of Fort Hare
South Africa
Tel: 27-83-272-3229
E-mail: takie65@yahoo.co.uk

Mbaabu Mathiu
University of Nairobi
Kenya
E-mail: mmbaabu@uonbi.ac.ke

Alex Mayer
Professor
Michigan Technological University,
Department of Geological
Engineering
USA
Tel: 906-487-3372
E-mail: asmayer@mtu.edu

Robert M. McKinley
Associate Vice President
UTSA
USA
Tel: 210-458-2450
E-mail: rmckinley@utsa.edu

Curtis W. Meadows, Jr.
Director of RGK Center for
Philanthropy and Community
Service
The University of Texas at Austin
USA
Tel: 512-232-7061
E-mail: meadowscw@cs.com

Tadesse Mebrahtu
Associate Professor
Virginia State University
USA
Tel: 804-524-5953
E-mail: tmebrahtu@aol.com

Ana Mejia
Coordinator of International
Programs
National Association of Schools of
Public Affairs and Administration
USA
Tel: 202-628 8965
E-mail: mejia@nasppa.org

Roger Carl Merkel
Assistant Professor
Langston University
USA
Tel: 405-466-3836
E-mail: rmerkel@luresext.edu

Anthony Meyer
U.S. Agency for International
Development
USA
Tel: 202-712-4137
E-mail: ameyer@usaid.gov

Vachel W. Miller
Doctoral Candidate
Center for International Education,
University of Massachusetts
Amherst
USA
Tel: 413-545-0465
E-mail: vmiller@educ.umass.edu

Ainon Nahar Mizan
Researcher II
Center for Rural Health and Social
Service Development
USA
Tel: 618-453-4283
E-mail: ainon@siu.edu

Mbali Mkhize
TELP Coordinator
Mangosuthu Technikon
South Africa
E-mail: mbalimkhize@yahoo.com

Meichior E. Miambiti
Professor of Agricultural Economics
and Agribusiness
Sokoine University of Agriculture
Tanzania
Tel: 255-23-260-3415
E-mail: nmeichior@hotmail.com

Patricia Moctezuma
Coordinadora de la Maestria en
Administración Pública
Universidad Autónoma de Baja
California
México
Tel: 686-566-1440, 566-7586
E-mail: moctezuma@uabc.mx

Alejandro Montes
Project Coordinator
Universidad Autonoma de
Querétaro
México
Tel: 442-216-3474
E-mail: montesbravo3@ yahoo.com

Nareen Moodley
Senior Lecturer
Durban Institute of Technology
South Africa
Tel: 031-308-5556
E-mail: nareenmo@dit.ac.za;
nareen@ispace.co.za

José Morales González
Director General Cont. Ed.
Universidad Autónoma de
Guadalajara
México
Tel: 52-333-641-7265
E-mail: jmorales@uag.mx

Ana Rosa Moreno
M.A./Grant Coordinator for the
Master's in Counseling
Universidad Iberoamericana
Mexico
Tel: 59-50-4000, 91-77-4400
ext. 4868
E-mail: anarosa.moreno@ uia.mx

Christine A. Morfit
Deputy Executive Director
The Association Liaison Office for
University Cooperation in
Development
USA
Tel: 202-478-4706
E-mail: morfitc@aascu.org

Abdel Mohamed Moustafa
Officer-in-Charge, USAID
Programs/Jordan
U.S. Agency for International
Development
USA
Tel: 202-712-1189
E-mail: amoustafa@usaid.gov

Priscah Mujuru
Research Assistant Professor
West Virginia University
USA
Tel: 304-293-1447
E-mail: pmujuru@hsc.wvu.edu

Evode Mukama
Lecturer
National University of Rwanda
Rwanda
Tel: 250-0-852-7435
E-mail: emukama@mail.rw

Svetlana Mukhina
Director
Moscow Medical College #1
Russia
Tel: 011-7-095-211-5244
E-mail: mmk1@mosgorzdrav.ru

Alejandro Mungaray
Rector
Universidad Autonoma de Baja
California
México
Tel: 686-553-4461
686-553-4642
E-mail: rector@uabc.mx

Yolisa Nodumo Ndamase
Lecturer
Eastern Cape Technikon
South Africa
Tel: 072-479-1442
E-mail: yolisan@garfield.tktech.
ac.za

Mortimer H. Neufville
Executive Vice President
National Association of State
Universities and Land-Grant
Colleges
USA
E-mail: mneufville@nasulgc.org

Joseph John Neugart
Democracy Fellow
University of Texas School of Law
USA
Tel: 512-289-8900
E-mail: joeyneugart@mail.
utexas.edu

Johnson Niba
Administrative Associate
The Association Liaison Office for
University Cooperation in
Development
USA
Tel: 202-478-4702
E-mail: nibaj@aascu.org

Coleen Nicol
Program Coordinator
American Council on Education
USA
Tel: 202-939-9553
E-mail: coleen_nicol@ace.
nche.edu

Curt Nissly
Agriculture Development Officer
U.S. Agency for International
Development
USA
Tel: 202-712-1064
E-mail: cnissly@usaid.gov

Gerald M. Nolte
Professor Emeritus
University of Wisconsin, River Falls
USA
Tel: 715-425-3298
E-mail: gerald.m.nolte@ uwrf.edu

Harry L. Norman
Dean, University Extended
Education
Cal State University, Fullerton
USA
Tel: 714-278-2937
E-mail: hnorman@fullerton.edu

Boaz Otieno Nyunya
Lecturer, Department of
Reproductive Health
Moi University Faculty of Health
Sciences
Kenya
Tel: 254-321-33471, ext. 2120
E-mail: nyunyaob@net2000ke.com

Ndambe Magnifique Nzaramba
Research Scientist
PEARL/ISAR-RWANDA
USA
Tel: 979-845-1214
E-mail: mnzaramba@tamu.edu

Joseph Kwesi Ogah
Health, Research/Evaluation
University of Northern Iowa Global
Health Corps
USA
Tel: 319-273-3120
E-mail: joeogah@uni.edu

Christa Lee Olson
Assistant Director, International
Initiatives
American Council on Education
USA
Tel: 202-939-9739
E-mail: christa_olson@ace.
nche.edu

Alison Olzendam
Technology/Education Director
Washington State University
USA
Tel: 509-358-7932
E-mail: olzendam@wsu.edu

Patrick O'Meara
Indiana University
USA
E-mail: omeara@indiana.edu

Pedro Ortega
Rector
Universidad de Sonora
Mexico
Tel: 66-22-9-21-36
E-mail: rectoria@guaymas.
uson.mx

Jose Alfonso Ortega-Santos
Assistant Professor, Rangeland
Ecology
Texas A&M University-Kingsville
USA
Tel: 361-593-5001
E-mail: alfonso.ortega@tamuk.edu

Masaru Osanai
Support Center Project for
Academia's International
Development Cooperation
Japan
E-mail: osanai@scp.mext.go.jp

Jiryis Oweis
U.S. Agency for International
Development
USA

Cliff Paredes
Director
International Trade Center-UTSA
USA
Tel: 210-458-2470
E-mail: cparedes@utsa.edu

Ana Virginia Pastor de Abram
Principal Professor
Pontificia Universidad Católica del
Perú
Perú
Tel: 51-1-460-2870
E-mail: apastor@pucp.edu.pe

R. Creighton Peet
Program Coordinator & Adjunct
Assistant Professor
Worcester Polytechnic Institute
USA
Tel: 508-831-6730
E-mail: cpeet@wpi.edu

Judy Perry
Executive Director, Community
Services & Supported Employment
Highline Community College
USA
Tel: 206-878-3710
E-mail: jperry@highline.edu

Jan Persens
Director, International Relations
Office
University of the Western Cape
South Africa
Tel: 27-21-959-3340
E-mail: jpersens@uwcac.za

Norman J. Peterson
Montana State University
USA
Tel: 406-994-7150
E-mail: normp@montana.edu

Manuel Piña, Jr.
Special Projects Director
Texas A&M University
USA
Tel: 979-862-1978
E-mail: m-pina@tamu.edu

Liezille Jean Pretorius
Research Assistant
Howard University
USA
Tel: 202-806-8600

Lars Ramberg
Director, Harry Oppenheimer
Okavango Research Centre
University of Botswana
Botswana
E-mail: LRamberg@orc.ub.bw

Bouachanh Rasachak
Associate Program Director, Internal
Medicine Residency Program
Faculty of Medical Sciences,
National University of Laos
Tel: 216-791-3800, ext. 5368

Charles Benjamin Reafsnyder
Associate Dean, International
Programs
Indiana University
USA
Tel: 812-855-8882
E-mail: creafsny@indiana.edu

James K. Reap
Fellow
Dean Rusk Center, UGA School of
Law
USA
Tel: 706-542-5137
E-mail: jreap@uga.edu

Curt Reintsma
U.S. Agency for International
Development
USA

Jorge R. Riveros Salazar
Universidad Mayor de San Andrés
Bolivia

Ana Luisa Rojas Mann
Project Coordinator
Benemerita Universidad Autonoma
de Puebla
Mexico
Tel: 52-222-211-0811
E-mail: luisa.rojas@dnia.buap.mx

Robin Rose
Director, Nursery Technology
Cooperative
Oregon State University
USA
Tel: 541-737-6580
E-mail: robin.rose@orst.edu

Dede Rosyada
Docent
Universitas Islam Negri Syarif
Hidayatullah
Tel: 740-597-1368
E-mail: rosyada@hotmail.com

Jackie Joe Rutledge
Professor
University of Wisconsin
USA
Tel: 608-263-6993
E-mail: rutledge@ansci.wisc.edu

Thabo Robert Sabela
Project Co-Director
University of Zululand
South Africa
Tel: 27-35-902-6572
E-mail: tsabela@pan.uzulu.ac.za

Tilahun Sahlu
Director
E (Kika) de la Garza American
Institute for Goat Research of
Langston University
USA
Tel: 405-466-3836
E-mail: sahlul@luresext.edu

Jamil Salmi
Education Sector Manager
World Bank
E-mail: jsalmi@worldbank.org

Gretchen Christianna Sanford
Instructor/Agricultural Industries
Coordinator
Michigan State University
USA
Tel: 517-355-6580
E-mail: sanfordg@msu.edu

Elizabeth Judith Santillanez
Executive Manager, Border Health
Education Network
University of California, San Diego
USA
Tel: 858-964-1015
E-mail: esantillanez@ucsd.edu

Rosemary Sarri
Ethiopia

Barbara Schaier-Peleg
Associate Director
National Center for Educational
Alliances, Bronx Community
College
USA
Tel: 718-289-5165
E-mail: bsp@thenational
center.org

John Schoneboom
Senior Program Associate
American Association for the
Advancement of Science
USA
Tel: 718-472-3635
E-mail: jschoneb@aaas.org

Lori M. Schroeder
SJTJT Program Manager
The University of Texas at Austin
USA
Tel: 512-232-3617
E-mail: schroel@hotmail.com

Baerbel H. Schumacher
Program Manager
University of Delaware
USA
Tel: 302-831-4036
E-mail: baerbel@udel.edu

William A. Schwab
Chair and Professor
University of Arkansas
USA
Tel: 479-575-7270
E-mail: bschwab@uark.edu

Olivia A. Scriven
Director of Sponsored Programs
Spelman College
USA
Tel: 404-223-7514
E-mail: oscriven@spelman.edu

Koushik Seetharaman
Assistant Professor
Penn State University
USA
Tel: 814-865-5644
E-mail: koushik@psu.edu

Seyoum Gebre Selassie Wolde
Tsadik
Professor
Addis Ababa University
Ethiopia
Tel: 251-118-6705
E-mail: seyoumselassie@
hotmail.com

Dantje Sembel
Professor
Sam Ratulangi University
Indonesia
Tel: 62-431-862786
E-mail: dtsembel@telkom.net

Kelebogile Setiloane
Assistant Professor of Nutrition
University of Delaware
USA
Tel: 302-831-1560
E-mail: ksetil@udel.edu

Ganesh Prasad Shivakoti
Associate Professor/Visiting Scholar
Asian Institute of
Technology/Indiana University
USA
Tel: 812-855-0441
E-mail: ganesh@ait.ac.th

Gerald E. Shively
Associate Professor
Purdue University
USA
Tel: 765-494-4218
E-mail: shivelyg@purdue.edu

Chanda Mulenga Sichinsambwe
Lecturer
Copperbelt University
Zambia
Tel: 260-222-7946
E-mail: sichinsambwe_
chanda@hotmail.com

Norman Singer
Professor of Law & Anthropology
University of Alabama
USA
Tel: 205-348-1135
E-mail: nsinger@law.ua.edu

Jennifer Sisane
Program Associate
The Association Liaison Office for
University Cooperation in
Development
USA
Tel: 202-478-4700
E-mail: sisanej@aascu.org

Donald Carl Slack
Professor and Head
University of Arizona
USA
Tel: 520-621-7230
E-mail: slackdc@E-mail.
arizona.edu

Flavio R. Solano-Mendez
Dean School of Business
Universidad de las Americas.
Puebla
Mexico
Tel: 52-222-229-2062
E-mail: rsolano@mail.udlap.mx

David Kimutai Some
Vice Chancellor
Moi University
Kenya
Tel: 254-53-43069
E-mail: vcmu@mu.ac.ke

Emmanuel Babafunso Sonaiya
Professor of Animal Science
Department of Animal Science
Nigeria
Tel: 234-803-719-7378 (mobile)
E-mail: fsonaiya@oauife.edu.ng;
fsonaiya1@yahoo.com

Awonke Sonandi
Principal of College
Fort Cox College of Agriculture and
Forestry
South Africa
Tel: 27-40-653-8038
E-mail: asonandi@yahoo.com

Frederick T. Sparrow
Professor of Industrial Engineering
Purdue University
USA
Tel: 765-494-7043
E-mail: fts@purdue.edu

Glen W. Sparrow
San Diego State University
USA
E-mail: sparrow@sdsu.edu

Robert Joseph Spear
Professor, Computer Information
Systems
Prince George's Community College
USA
Tel: 301-441-1063
E-mail: rspear@pgcc.edu

Cristin K. Springet
ATLAS Coordinator
U.S. Agency for International
Development
USA
Tel: 202-712-0172
E-mail: cspringet@usaid.gov

Robert J. Stern
Laos Program Director
Case Western Reserve University
USA
Tel: 216-791-3800, ext. 5368
E-mail: rxs134@po.cwru.edu

Ed Stoessel
Executive Director, Resource
Development/International and
Governmental Relations
Eastern Iowa Community College
District
USA
Tel: 563-336-3331
E-mail: estoessel@eicc.edu

James V. Strueber
Associate Professor/Coordinator
Architecture Department
Tuskegee University
USA
Tel: 334-220-4700
E-mail: jstru48316@aol.com

Vis Subrayan
Senior Director, Marketing &
Communications
Mangosuthu Technikon
South Africa
E-mail: subvis@julian.mantec.
ac.za

Breanne M. Svehla
USDA/CSREES Intern
Texas A&M University
USA
Tel: 940-390-7582
E-mail: bsvehla@tamu.edu

John R. Swallow
Team Leader, Education,
Democracy and Governance
Bureau for Asia and the Near East
USAID
USA
Tel: 202-712-1559
E-mail: JSwallow@usaid.gov

Bounkong Syhavong
Co-Director, Internal Medicine
Residency Program
Faculty of Medical Sciences,
National University of Laos
Tel: 216-791-3800, ext. 5368

Steven Szydlowski
Adjunct Faculty
University of Scranton/Mexico
Partnership
USA
Tel: 570-941-4367
E-mail: sjs14@uofs.edu

Heber Tamayo
Associated Professor
Buap
Mexico
Tel: 2-28-85-18
E-mail: heber.tamayo@
fadmon.buap.mx

Birhan Tamir
Assistant Professor
Alemaya University
Ethiopia
Tel: 251-5-112364
E-mail: alemaya.univ@
telecom.net.et

Matthew Tayback
Professor/Health
Systems/International Health
Johns Hopkins Bloomberg School
of Public Health
USA
Tel: 410-550-1248
E-mail: mtayback@jhmi.edu

Demel Teketay
Director General
Ethiopian Agricultural Research
Organization (EARO)
Ethiopia
Tel: 251-1-462-270 or 454-435
E-mail: earodg@telecom.net.et

Edgar Antonio Tena
Graduate Coordinator, Psychology
Department
Universidad Iberoamericana
Mexico
Tel: 59-50-400, ext. 4868
E-mail: antonio.tena@uia.mx

Ana María Tepichin
Researcher
Universidad Iberoamericana
Mexico
Tel: 52-5-59-50-4000, ext. 7527
E-mail: ana.tepichin@uia.mx

Assefaw Tewolde
Texas A&M University
E-mail: atewolde@uat.edu.mx

Randal Thompson
U.S. Agency for International
Development
USA

Mbahupu Hippy Tjivikua
International Relations Officer
Polytechnic of Namibia
Namibia
E-mail: mtjivikua@polytechnic.
edu.na

Ivan Irazoque Tobias
Universidad Mayor de San Andrés
Bolivia
E-mail: rector@umsanet.edu.bo

Kenneth W. Tolo
Executive Director
National Association of Schools of
Public Affairs and Administration
USA
Tel: 202-628-8965
E-mail: tolo@naspaa.org

Guillermo Torres
Director General de Investigación y
Posgrado
Universidad Autónoma de Baja
California
México
Tel: 686-566-3633
E-mail: gtorres@uabc.mx

Stephen Tournas
Computer-Assisted Learning
Specialist
U.S. Agency for International
Development
USA
Tel: 202-712-0154
E-mail: stournas@usaid.gov

Mamoudou Seydou Traore
Director of Studies
IPR/IFRA de Katibougou
Mali
Tel: 011-223-226-2419
E-mail: mamoudoutraore@ yahoo.fr

Catherine M. Tucker
Assistant Professor & CIPEC
Research Associate
Indiana University
USA
Tel: 812-855-7516
E-mail: tuckerc@indiana.edu

Terry W. Tucker
Associate Director, CIIFAD and
International Programs/CALS
Cornell University
USA
Tel: 607-255-1904
E-mail: twt2@cornell.edu

Michael James Underwood
Programme Director, Forestry
University of Natal
South Africa
Tel: 27-33-386-2314
E-mail: underwoodm@nu.ac.za

Hendrik Johannes van der Linde
Director
University of the Free State
South Africa
Tel: 27-51-401-2856
E-mail: vdlinde@uovs.ac.za

Adriana Ojeda Vargas
Vicerrectora Tijuana-Tecate
Universidad Autónoma de Baja
California
México
Tel: 6-6-24-11-33
E-mail: caro_vargas@uabc.mx

Harris G. Vascar
Professor/Head, Aerospace Science
Engineering
Tuskegee University
USA
Tel: 334-727-8761
E-mail: vharris@tuskegee.edu

Juan D. Vega
Associate Dean, School of
Engineering and Architecture
TEC de Monterrey
México
Tel: 011-52-818-3873650
E-mail: jvega@itesm.mx

Enrique Fernando Velazquez
Secretario General Academico
Universidad de Sonora
Mexico
Tel: 662-259-21-04
E-mail: evlzqz@guaymas.
uson.mx

James Vorst
Professor of Agronomy
Purdue University
USA
Tel: 765-494-6374
E-mail: jvorst@purdue.edu

Anthony R. Wagner
Communications Coordinator
The Association Liaison Office for
University Cooperation in
Development
USA
Tel: 202-478-4700
E-mail: wagnera@aascu.org

Zaher Wahab
Special Advisor to the Minister of
Higher Education
Ministry of Higher Education,
Afghanistan
Afghanistan
Tel: 011-93-7028-4996
E-mail: afmohe@hotmail.com

Paul Kuria Wainaina
Dean, Faculty of Education
University of Namibia
Namibia
Tel: 264-61-2063714
E-mail: pwainaina@unam.na

Elizabeth Reed Walker
Associate Professor
West Virginia University
USA
Tel: 304-293-0606
E-mail: ewalker@hsc.wvu.edu

George H. Watson
Associate Dean
University of Delaware
USA
Tel: 302-831-0740
E-mail: ghw@udel.edu

John C. Weidman
Professor
University of Pittsburgh
USA
Tel: 412-648-1772
E-mail: weidman@pitt.edu

David Weight
PEARL Project Coordinator
Institute of International Agriculture
USA
Tel: 517-355-0179
E-mail: weight@msu.edu

David S. Wiley
Director, African Studies Center
Professor of Sociology
Michigan State University
USA
Tel: 517-353-1700
E-mail: wiley@msu.edu

Sue Williamson
Dean, Center for Extended Learning
Highline Community College
USA
Tel: 206-878-3710
E-mail: swilliam@highline.edu

Abraham Woldeghebriel
Asst. Professor and Principal
Investigator
Lincoln University
USA
Tel: 573-681-5370
E-mail: woldeggha@lincolnu.edu

Michelle L. Wright
Program Associate
The Association Liaison Office for
University Cooperation in
Development
USA
Tel: 202-478-4700
E-mail: wrightm@aascu.org

Wilson Kimutai Yabann
Dean, School of Environmental
Economics
Moi University, Eldoret
Kenya
Tel: 254-53-43069
E-mail: wkyabann@yahoo.com

Paul H. Zedler
Professor of Environmental Studies
University of Wisconsin-Madison
USA
Tel: 608-265-8018
E-mail: phzedler@wisc.edu

Jose A. Zertuche
Director
Universidad Autonoma de Baja
California
Mexico
Tel: 52-646-174-4601
E-mail: zertuche@uabc.mx

Tina Zimmerman
Associate Professor
Harford Community College
USA
Tel: 410-836-4267
E-mail: tzimmerm@harford.edu

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For information about the USAID-ALO Cooperative Agreement, please contact:

Mr. Gary Bittner
Higher Education and Workforce Development
Office of Education
USAID Bureau for Economic Growth, Agriculture, and Trade
1300 Pennsylvania Avenue NW
Washington, DC 20523-3901 USA
Tel: (202) 712-1556 • Fax: (202) 216-3229
E-mail: gbittner@usaid.gov

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For more information, please contact:
Association Liaison Office
for University Cooperation in Development
1307 New York Avenue NW, Suite 500
Washington, DC 20005-4701 USA
Tel: (202) 478-4700 • Fax: (202) 478-4715
E-mail: alo@aascu.org
<http://www.aasenu.org/alo>

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1307 New York Avenue NW, Suite 500
Washington, DC 20005-4701, USA
Tel: (202) 478-4700 • Fax: (202) 478-4715
E-mail: alo@cascu.org
<http://www.cascu.org/alo>